

**Santa Cruz City Schools
Comprehensive School Safety Plan
Effective Dates: 2015-2016**

Soquel High School

School/Site

Gail Atlansky

Principal

Plan Developed By	Title
Gail Atlansky	Principal
Jason Bainbridge	Assistant Principal
Craig Miller	Assistant Principal
Layla Dawson	ASB Advisor
Luke Dahlen	Link Crew Advisor

Date of Public Hearing

2/20/15

Date of Site Council Approval

2/20/15

Santa Cruz City Schools

Comprehensive School Safety Plan 2015-2016

Soquel High School

School/Site

COMMITTEE MEMBERS	
SCHOOL VISION STATEMENT	
DATA ANALYSIS	
Assessment of current status of school crime	
GOALS, STRATEGIES AND ACTIVITIES	
Action Plan: Component I, People and Programs	
Action Plan: Component II, Place / Physical Environment	
COMMUNICATION OF THE PLAN	
Public meeting held or scheduled	Yes
Communication of Uniform Complaint Procedures	See Board Policy Manual
EVALUATION OF PLAN	
Monitoring	
Annual Report on Status of the Plan (SARC)	See SARC
DISASTER/PROCEDURES/ CRISIS RESPONSE/ EMERGENCY PLAN	Posted @ Fire alarm
SEMS/NIMS Incident Command Structure (REMS coming this year)	Posted @ Fire alarm
Emergency Procedures	Posted @ Fire alarm
(including adaptations for students with disabilities)	Posted @ Fire alarm
Schedule of Earthquake and Fire Drills	Per District Plan
PROCEDURES FOR SAFE INGRESS AND EGRESS for students and adults	Posted @ Flip Charts
ADOPTED BOARD POLICES	Attached
Child Abuse Reporting	Staff Hdbk
Suspensions and Expulsion Policies	Student Hdbk
Notifying Teachers of Dangerous Pupils Policy	District Office
Discrimination and Harassment Policies	Staff Hdbk
Dress Code Policy/Site Dress Code	Student Hdbk
Hate Crime Policy and Procedures	Staff Hdbk
Rules/Proceedings on School Discipline	Attached
Visitors Policy	Staff Hdbk
Weapons and Drug and Alcohol Policies	Student Hdbk

Santa Cruz City School District

COMPREHENSIVE SCHOOL SAFETY PLAN 2015 - 2016

MEMBERSHIP

Soquel High School

School/Site

Names of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Student
Gail Atlansky	X				
Lizann Keyes		X			
Mark McConnell		X			
Lilith Ohlson-Perez		X			
Conan Gasparotti		X			
Sue Faix			X		
Shannon Fidiam				X	
Heather and Tim Martin				XX	
Nikki Baker					X
Joe Martin					X
Jesus Avila					X
Carla Diaz					X
Numbers of members of each category	1	4	1	3	4

VISION STATEMENT:

Soquel High School honors and encourages academic achievement, innovation, diversity, and personal expression in a safe and supportive environment for both students and staff. Our mission at Soquel High School is to educate all students to be knowledgeable self-directed learners, effective communicators, and creative thinkers; and to motivate students to fulfill their personal lives and to contribute responsibly to society.

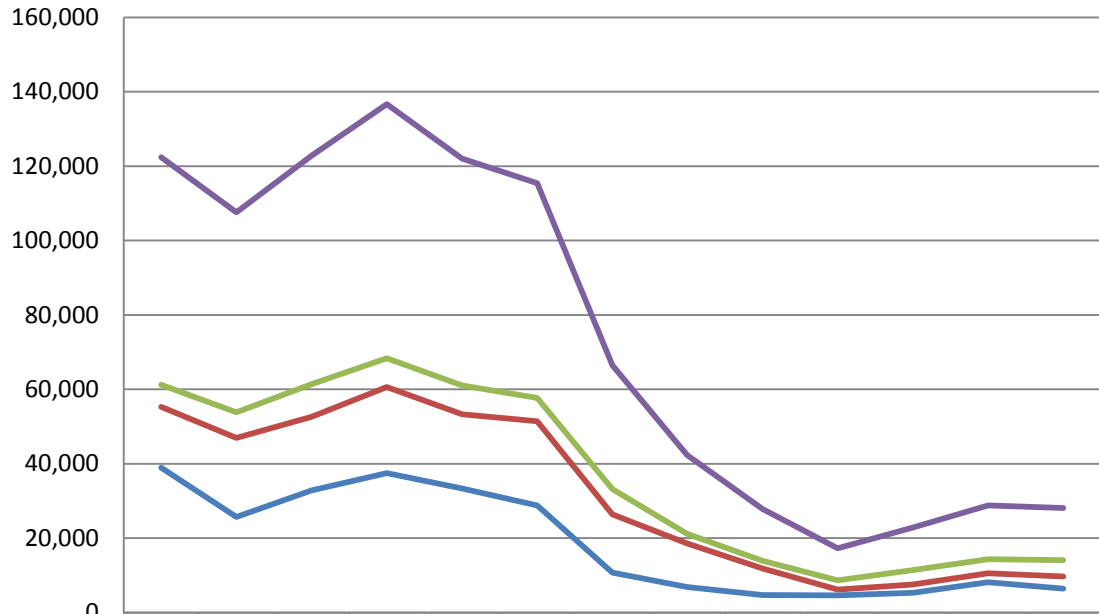
Santa Cruz City School District
COMPREHENSIVE SCHOOL SAFETY PLAN 2015 - 2016
DATA ANALYSIS

Soquel High School

School/Site

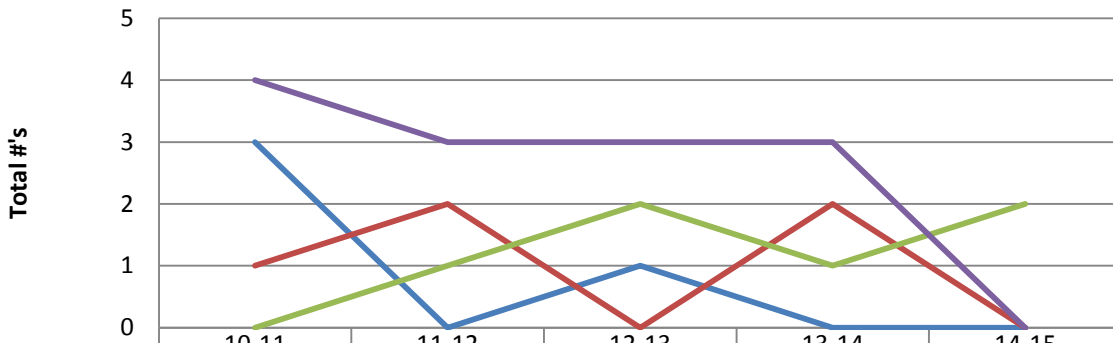
California Health Kids Survey	See results tabulated below – 2013 results																														
Suspensions	See Attached Graph: Suspensions by Category																														
Expulsions – Also See Attached Graph: Expulsions by Category																															
<table border="1" style="margin: auto; border-collapse: collapse;"> <thead> <tr style="background-color: #d9e1f2;"> <th style="padding: 5px;">Year</th> <th style="padding: 5px;">10-11</th> <th style="padding: 5px;">11-12</th> <th style="padding: 5px;">12-13</th> <th style="padding: 5px;">13-14</th> <th style="padding: 5px;">14-15</th> </tr> </thead> <tbody> <tr> <td style="padding: 5px;">Harm</td> <td style="padding: 5px; text-align: center;">3</td> <td style="padding: 5px; text-align: center;">0</td> <td style="padding: 5px; text-align: center;">1</td> <td style="padding: 5px; text-align: center;">0</td> <td style="padding: 5px; text-align: center;">0</td> </tr> <tr> <td style="padding: 5px;">Drugs</td> <td style="padding: 5px; text-align: center;">1</td> <td style="padding: 5px; text-align: center;">2</td> <td style="padding: 5px; text-align: center;">0</td> <td style="padding: 5px; text-align: center;">2</td> <td style="padding: 5px; text-align: center;">0</td> </tr> <tr> <td style="padding: 5px;">Others</td> <td style="padding: 5px; text-align: center;">0</td> <td style="padding: 5px; text-align: center;">1</td> <td style="padding: 5px; text-align: center;">2</td> <td style="padding: 5px; text-align: center;">1</td> <td style="padding: 5px; text-align: center;">2</td> </tr> <tr> <td style="padding: 5px;">Total</td> <td style="padding: 5px; text-align: center;">4</td> <td style="padding: 5px; text-align: center;">3</td> <td style="padding: 5px; text-align: center;">3</td> <td style="padding: 5px; text-align: center;">3</td> <td style="padding: 5px; text-align: center;">0</td> </tr> </tbody> </table>		Year	10-11	11-12	12-13	13-14	14-15	Harm	3	0	1	0	0	Drugs	1	2	0	2	0	Others	0	1	2	1	2	Total	4	3	3	3	0
Year	10-11	11-12	12-13	13-14	14-15																										
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Drugs	1	2	0	2	0																										
Others	0	1	2	1	2																										
Total	4	3	3	3	0																										
Attendance	See Attached Graph: Attendance Tracking by Category																														
Grades	See Attached Graph: SHS Sem. 2 Grades, 03-14 by Category																														
Parent Survey results	See results discussed below																														

Absences



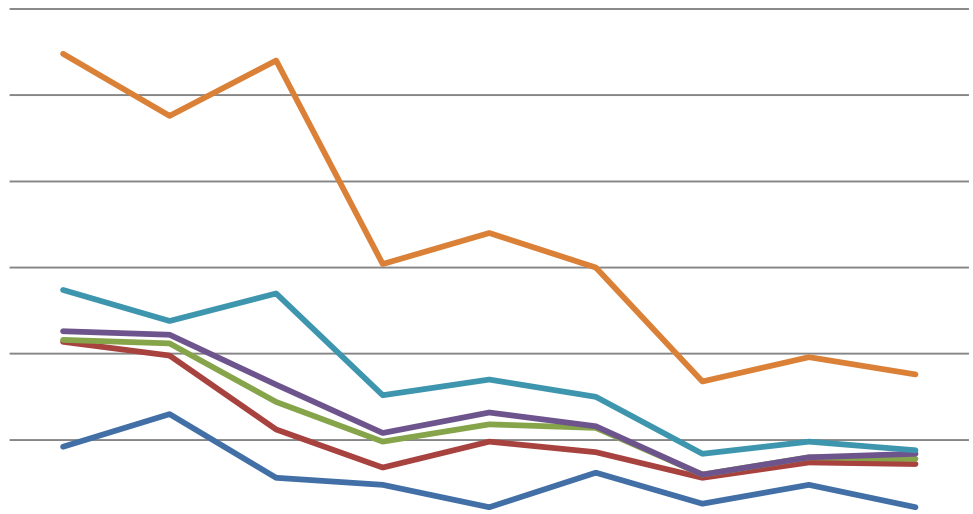
	01-02	02-03	03-04	04-05	05-06	06-07	07-08	08-09	09-10	10-11	11-12	12-13	13-14
Total	61,194	53,800	61,415	68,343	61,020	57,699	33,229	21,161	13,919	8,650	11,437	14,382	14,068
APC's	5,942	6,832	8,802	7,709	7,704	6,234	6,827	2,614	2,063	2,429	3,900	3,780	4,378
TDY/UTD's	16,272	21,254	19,762	23,157	19,946	22,647	15,703	11,686	7,134	1,547	2,250	2,407	3,257
UNV/UNX's	38,980	25,714	32,851	37,477	33,370	28,818	10,699	6,861	4,722	4,674	5,287	8,195	6,433

Expulsions



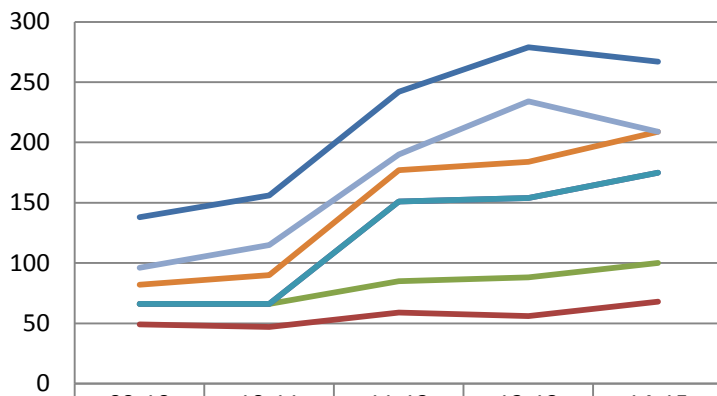
	10-11	11-12	12-13	13-14	14-15
Harm	3	0	1	0	0
Drugs	1	2	0	2	0
Others	0	1	2	1	2
Total	4	3	3	3	0

Suspensions



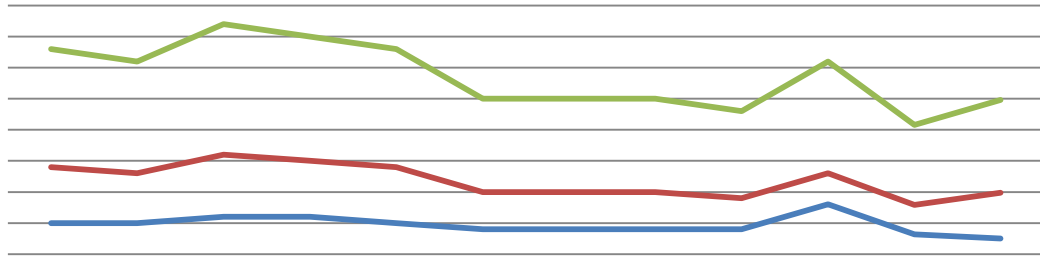
	05-06	06-07	07-08	08-09	09-10	10-11	11-12	12-13	13-14
Totals	137	119	135	76	85	75	42	49	44
Disruption	24	8	53	22	19	17	12	9	2
Property	5	5	10	5	7	1	0	0	3
Harassment	1	7	16	15	10	14	2	3	3
Drugs	61	34	28	10	38	12	15	13	25
Harm	46	65	28	24	11	31	13	24	11

A-G Comp. Rates of Under-Rep. Students



	09-10	10-11	11-12	12-13	14-15
All Students	42	41	52	45	58
% Sp/Ed passed A-G req	14	25	13	50	0
% S/E passed A-G req	16	24	26	30	34
% EL passed A-G req	0	0	0	0	0
% A/A met A-G req	0	0	66	66	75
% H/L met A-G req	17	19	26	32	32
White	49	47	59	56	68

D and F Grades Over Time (%) (2nd Sem. Rpt. Per.)



	02-03	03-04	04-05	05-06	06-07	07-08	08-09	09-10	10-11	11-12	12-13	13-14
— Totals	19	18	21	20	19	15	15	15	14	18	13	15
— F's	9	8	10	9	9	6	6	6	5	5	5	7
— D's	10	10	11	11	10	9	9	9	9	13	8	8

Resilience and Youth Development

Summary of External Assets	9 th	11 th	9 th	11 th	9 th	11 th
	2009	2009	2011	2011	2013	2013
Connectedness scale	H/M/L	H/M/L	H/M/L	H/M/L	H/M/L	H/M/L
Whole school	39/47/14	45/42/13	48/40/12	48/44/8	49/41/10	54/37/9
Asian	45/28/28	53/38/9	*	*	*	*
Hispanic	32/48/20	41/45/13	52/37/11	38/57/5	46/45/9	44/48/7
White	43/47/10	47/41/12	51/37/12	55/38/7	57/35/8	63/31/6
Other	47/32/21	21/51/28	*	*	*	*
More than 1	47/35/18	37/51/12	53/42/6	31/63/6	47/45/8	43/43/13

CA Healthy Kids Survey Results (Soquel)	9 th , 2009	11 th , 2009	9 th , 2011	11 th , 2011	9 th 2013	11 th 2013
Used alcohol on school property in last month	11%	7%	13%	6%	4%	8%
Smoked marijuana on school property in last month:	15%	12%	14%	12%	13%	16%
Ever drunk or high on school property:	25%	36%	28%	32%	24%	37%
Felt very safe at school	18%	23%	25%	27%	15%	33%
In a gang	12%	6%	11%	4%	8%	7%
In the last 12 months at school:						
Felt harassed:	29%	24%	33%	33%	36%	23%
In a fight:	23%	12%	14%	8%	12%	10%
Carried a gun:	9%	5%	7%	4%	4%	6%
Carried other weapon:	16%	11%	17%	7%	13%	8%
Offered illegal drugs on school property, at least 1x in last year	46%	45%	37%	31%	51%	43%
Seen someone with a weapon	34%	29%	31%	22%	40%	23%
Threatened with a weapon	14%	6%	11%	8%	10%	5%
Heard, read, or watched a msg. about not using drugs (response NO)	10%	12%	18%	14%	20%	15%
Cyber Bullying	N/A	N/A	21%	22%	28%	19%

Cell empty if less than 25 respondents

Conclusions from Data:

Per the 2013 CHKS, 9th graders are more likely than 11th graders to (at school):

See someone with a weapon
Be threatened with a weapon

Feel harassed
Be bullied

Per the 2013 CHKS, 9th graders are less likely than 11th graders to:

To be cyber bullied (only by 5m percentage)
Hear, read or watch an anti-drug message
Experience high or medium connectedness to school

Smoke marijuana at school
Use alcohol at school

NOTE: New 2015 CHKS to be administered 2nd week of Feb. 2015

We continue to conclude that 9th graders are at significant risk for engaging in behaviors counter-productive to academic success.

For all students, there is a pattern of increase in the overall number of students who are not hearing, reading or watching materials related to drugs (AOD).

In 2013-2014, the numbers of suspensions for harm, disruption decreased. Harassment has seen a significant leveling off and/or decrease since 2010-2011. The number of suspensions for drugs and property damage has increased from 15 to 28 incidents. We wonder if the societal push for the legalization of Medical Marijuana, especially in Santa Cruz County as a contributing factor to this increase. The number of expulsions for drugs increased to a total of 2 students expelled. Expulsions stayed level at 3 from prior year. Statistically we are at .2% of our current student population. We conclude that the presence of an SRO on campus decreases gang activity and crime on and near campus.

Attendance shows a slight reduction in overall attendance data in 2013-14. Since 2004-05, we have seen a significant decrease in the number of unexcused absences, and in the number of tardies, and a 61% overall decrease in the number of Absences with Parental Consent (APC) which had an upward trend in the last number of years. In 2013-14, the number of Semester 2 A's and B's have leveled off since last year. We conclude that student achievement continues to increase as we improve attendance and classroom teaching methods. Administrative focus is still on increasing student engagement in the classroom and the implementation of the Common Core with staff.

Conclusions from prior Parent, Teacher and Student Input:

Summarized highlights from the School Effectiveness Survey 2012-2013.

During January, we surveyed our school community composed of parents, students and teachers. The survey has been summarized into areas of strengths and areas of growth needed for Soquel High School.

These groups found strength in our school in the following areas:

Parents: Advanced Placement programs, the Humanities Academy, career emphasis and the science department.

Teachers: Concerned teachers/Staff, student engagement and the variety of curricular and extra-curricular programs.

Students: Good teachers/Staff, Good School and our sports and activities.

These same groups identified areas for growth in our school in the following:

Parents: Math department, technology and support for struggling students including more timely feedback.

Teachers: Technology, smaller class sizes and better college and career preparation.

Students: Better/nicer/more caring teachers, more support for struggling students and the math department.

These items have remained static for the past couple of years. Our current WASC review is coming March 2015. We are anticipating some strong positive reviews on these items from the visiting committee.

Santa Cruz City School District

COMPREHENSIVE SCHOOL SAFETY PLAN 2015-16

Soquel High School

School/Site

List Data Sources Reviewed and How the Data Determined the Goals: surveys, focus groups, Discipline and attendance.

- Suspension data, 05-06—13-14
- Expulsion Data 04-05—13-14
- Attendance Tracking, 01-02—13-14
- Semester 2 Grades, 02-03—13-14
- Healthy Kids Survey, Spring 2013 (New Survey Spring 2015)
- Soquel High School WASC Self Study 2011-2012
- Yearly A-G Graduation Rates 08-09—13-14

Areas of Pride and Strength (include school programs and practices that promote a positive learning environment).

- No increase in the number of suspensions overall, actual slight drop in totals.
- Low rate of unexcused absences / tardies since 2004-05.
- Continuation of a half-time SRO on campus during the school year
- Renewed presence of Culture and Climate Council
- Continuation of a Tolerance and Anti-Bullying program.
- Gains in academic placement of EL students
- Decreased gang activity and tagging of school site
- Expansion of the AVID program
- 2 student panels at faculty meetings concerning school climate
- Increase in A-G rate of our Seniors

Areas we wish to change:

- The amount of un-excused absences.
- Decrease in the number of D's and F's earned by students (increase #'s of A's, B's & C's).
- Latino involvement in ASB and Homecoming activities.
- Increase the awareness of the Tolerance and Anti-Bullying program to decrease the amount of bullying and harassment of students on campus to change the school culture and climate.
- Increase in the awareness of the harm of drugs and alcohol to students.
- Increase the role of Link Crew and 9th graders' transition into High School for school connectedness.
- Continued work with Emergency Services to conduct effective, clear and *simple* emergency planning for our site. There is a need for a simple organizational structure of these current complex items.
- Look for structured partnerships with local agencies, including community-based mental health agencies and child welfare agencies, which can help Soquel better support students' needs by assisting and backfilling for staffing gaps.
- Look for steps to create positive school culture and climate to prevent student misbehavior; ensure that clear, appropriate, and consistent expectations and consequences are in place to prevent and address misbehavior; and cultivate an expectation of continuous improvement driven by data and analysis of that data to ensure fairness and equity for all students.

Comprehensive School Safety Plan 2015-2016 GOALS, STRATEGIES AND ACTIVITIES FOR ENSURING A SAFE AND ORDERLY ENVIRONMENT Component I – People and Programs

Soquel High School

School/Site

Goal One People and Programs: Creating a Caring and Connected Community (Continuing Effort)

Measurable objectives:

The number of 9th graders who report feeling connected to school will increase by 5% (Use CHKS 2015 Results)

The number of 9th graders who participate in a school based activity will increase by 5% (Use CHKS 2015 Results)

Action Steps

We will continue a transition program for incoming 9th graders.

1. By March, 2015, all incoming 9th grade students and their families will attend a 9th grade family information night. Students and their families will be informed of the following at that time:
 - 1.1. Course enrollment including A-G and high school graduation requirements; elective classes and ROP offerings
 - 1.2. Student activities including the performing arts, clubs, athletics and how to register for them that will include a list of contact information. Min. of 6 courses required for each freshman for their first year.
 - 1.3. Expectations for behavior in high school including the discipline policy, the dress code, substance use and abuse policies.
 - 1.4. Review of bullying, harassment and non-discrimination policies including what to do if you are being bullied or harassed and what the school response will be for bullying or harassment.
2. By June, 2015 and November 2015, the Link Crew faculty advisor will meet with the school administration team to ensure that Link Crew is an active support for 9th grade students throughout the coming year. A plan will be developed for yearlong mentoring of 9th grade students by their Link Crew leader. This is an ongoing yearly process to expand this program and improve its effectiveness. Link crew will take a reflective survey the week after the of the Soquel Homecoming events for the year that encompasses the orientation and freshman events during Homecoming. Post survey can be administered at the end of the year with Link Crew Leaders as the new teams that are formed for the following year.

Program Highlights:

- Empowering juniors and seniors as role models for freshman
 - To help create a supportive and positive atmosphere on the Soquel campus.
3. In August, 2015, during freshmen orientation, 9th grade students will review all items in 1-1-1.4 above.
 4. By November 1, 2016, all 9th grade students will be invited to participate in club rush.

**Comprehensive School Safety Plan 2015-2016
GOALS, STRATEGIES AND ACTIVITIES
FOR ENSURING A SAFE AND ORDERLY ENVIRONMENT Component I
– People and Programs**

Who will take the lead	Craig Miller
Completion Date and Budget	Winter 2015
Resources Needed	
How we will monitor and evaluate	2015 Administration of CHKS A-G Graduation Rates Master Schedule Rqmt. For 9 th Grade Stu. Behavior reports Schedule of events and activities Copies of Materials for Parents/Students Culture and Climate Council Minutes Data from Link Crew for 9 th graders and orientation Fall 2015

Comprehensive School Safety Plan 2015-2016
GOALS, STRATEGIES AND ACTIVITIES
FOR ENSURING A SAFE AND ORDERLY ENVIRONMENT Component
II - Place
Soquel High School

School/Site

Physical Environment

Item A: Measurable Objective

Improve the school culture and climate to prevent student misbehavior; ensure that clear, appropriate, and consistent expectations and consequences are in place to prevent and address misbehavior; and cultivate an expectation of continuous improvement. We want to reduce the number of students who are leaving Soquel High for other local school programs for their education. Data can be taken from the exiting student filter and compared over a number of years.

Action Steps

1. Meet with staff on cultural responsiveness and sensitivity training for all staff members within the context of existing facility meeting structure. Use of Dr. Eddie Fergus data from attendance/discipline shared with SCIL teacher leaders and equity data to be analyzed during the monthly PLC's.
2. Work with the ASB to reform the Black Student Union and Latino Student union groups on campus. (ASB responsibility)
3. By June 2015, continue the work with ASB to recruit Latinos to ASB and school wide leadership roles. This will include a protocol for ASB Leadership student involvement in the site Culture Climate Committee on a monthly basis. (ASB responsibility)
4. Work with the District and Technology Department on development of site Ad Hoc's to effectively and consistently monitor data and analysis of that data to ensure fairness and equity for all students as it relates to tracking of grades, attendance, discipline and exiting student rates.

Item B: Measurable Objective

By summer 2015, all high school sites will have an Emergency Management Plan in place which is up to date, functional and in which all staff and students have been trained. Continued work on the following items:

Action Steps

1. By June 2015 the Emergency Management Plan for Schools (EMPS) will be updated with current staff names. (AP of Student Services responsibility)
2. By June 2015, all staff leads will review materials for completeness in "To Go Containers". (AP of Student Services responsibility)
3. By April 1, 2015 evacuation and relocation centers will be identified at each site and MOUs will be in place for use of these facilities. (District Responsibility)
4. By April 1, 2015 MOUs will be in place for transportation as needed in case of an evacuation and relocation. (District Responsibility)
5. By September 30, 2015 all staff, including classified staff and staff of other programs on each site will be trained in Code Red lockdown procedures and will be a regular part of the beginning of the school year. 1 drill to be done each semester every year starting with the 15-16 school year (SIP or Lockdown). Develop a master schedule to hold all drills at a regular time each year. (AP of Student Services responsibility)

6. By October 20, 2015 an earthquake drill with evacuation will be conducted with the ICS team activated and will be a regular part of the beginning of the school year. (AP of Student Services responsibility)
7. By end of school year 14-15, any deficiencies in the Site Emergency Management Plan (EMP) (Checkboxes marked NO) will be corrected to be marked YES or staff changes noted. (AP of Student Services responsibility)
8. By the end of May 2015, Formation of a small committee and calendar regular bi-annual meetings to develop and oversee this safety plan. (AP of Student Services responsibility)
9. By the end of school year 14-15, all safety material files to be organized and filed electronically for future AP's access and use. This needs to be placed on a server instead of a local computer or disk drive. (AP of Student Services responsibility)
10. By Fall of 2015, Creation of a flow chart to visually organize all aspects of School Site Safety, ICS and EMP.
11. By the end of school year 14-15, Photo contact sheet created to document all water, gas electrical main shut-offs throughout the school site. Identifiers with each photo to describe location and tooling needed to operate. Purchase tooling IF needed and Locate in a central location on site. (AP of Student Services responsibility)
12. Infinite Campus messenger needs to be updated for all staff contact for emergency situations. (District Responsibility)

**Comprehensive School Safety Plan 2015-2016
GOALS, STRATEGIES AND ACTIVITIES
FOR ENSURING A SAFE AND ORDERLY ENVIRONMENT Component
II - Place**

Soquel High School

School/Site

Who will take the lead	Craig Miller
Completion Date and Budget	Fall 2015
Resources Needed	
How we will monitor and evaluate	<ul style="list-style-type: none"> • Communications with District and Sheriff's Office • MOU's • Test of evacuation plans • Messages • Web page development • Training logs and calendar • Regular committee meetings minutes • Charts and data storage

Comprehensive School Safety Plan 2015-2016 COMMUNICATION OF THE PLAN

Soquel High School

School/Site

<p>Method for Communicating Plan and Notifying Public: <i>Ed Code 32288</i></p>	<p>Date of Public Hearing February 20, 2015</p> <p>Site of Public Hearing Soquel HS Library</p> <p>The School site council or school safety planning committee shall notify, in writing, the following persons and entities, if available, of the public meeting:</p> <ul style="list-style-type: none"> • Local Mayor • Representative of the local school employee organization • A representative of each parent organization at the school site, including the parent teacher association and parent teacher clubs • A representative of each teacher organization at the school site • A representative of the student body government • All persons who have indicated they want to be notified
	<ul style="list-style-type: none"> • The School Site Council or school safety planning committee is encouraged to notify, in writing, the following persons and entities, if available, of the public meeting: • A representative of the local churches • Local civic leaders • Local business organizations • In order to ensure compliance with this article, each School District or County Office of Education shall annually notify the State Department of Education by October 15 of any schools that have not complied with Ed Code 32281
Review of Progress for Last Year	Name: Site Council Mtg. Date: 2/20/2015
Law Enforcement Review	Name: Travis Huntsman Date: 1/21/2015
Site Council Approval Motion for approval: Seconded:	Name: Site Council February 20, 2015
School Board Approval	Name: Date:

Review of Prior Years

Comprehensive School Safety Plan 2014-15

Soquel High School

School/Site

How was the previous plan monitored?

- Plan reviewed bi-annually by the Assistant Principal with members of the committee.

What progress was made on Component 1 (People and Programs)

- ASB Activities Director in 2nd year. Expansion of ASB program
- Consistent and regular ASB meetings weekly are occurring
- Community Service option has been developed for Saturday School program.
- Overwhelming response of student wanting to be involved in Link Crew. Over 150 applicants for 75 openings.

What progress was made on Component 2? (Place / Physical Environment)

- Student AP aide has been maintained in the office and is being trained to keep marquee updated along with anti-drug/alcohol messaging. Ongoing need yearly.
- 1 of 2 anti-drug/alcohol presentations were given to an all student rally
- With golf carts, patrol areas have widened for Campus Supervisors.
- EMPS barrels secured and reviewed by staff. Each classroom has an emergency clipboard prepared for emergencies. First aid backpacks supplies have been replaced and are good for another 4 year span. Current supplies expire in 2018. They were redistributed to provide access to entire campus.
- Emergency standard procedures and training have been put in place in the front office for front office staff.

ANNUAL REPORT ON THE STATUS OF THE PLAN (See SARC—available through district website, on in front office)

Comprehensive School Safety Plan 2015-2016

Soquel High School

School/Site

Safe Ingress and Egress

There is one vehicle route for entering and leaving the school site. This entrance to the school begins at Old San Jose Road and O'Neill Lane. This entrance ends in a traffic circle in the front of the campus which facilitates safe drop and pick up points for students. Campus supervisors monitor the safe entry and exit from the school grounds for students. Campus Supervisors are on duty at 7:00 am and remain on campus well after the release of students due to a staggered work schedule. Students are reminded and encouraged to travel along safe routes to and from school. They are reminded to travel in groups, using main thoroughfares.

The Santa Cruz Metro has a stop directly adjacent to campus at the intersection of Soquel Drive and Daubenbiss Avenue for North and South Metro routes. Both major traffic intersections in the Village are controlled by 4 way stoplights with typical pedestrian controls, including audible tones for the hearing impaired. In addition, Santa Cruz County Sherriff deputies, especially the assigned SRO, are visible mid-day and at the end of the school day. Due to the close proximity of three schools, Main Street, Soquel Elementary and Soquel High School, the California Highway Patrol assists in the monitoring of traffic on the main thoroughfares of Soquel Drive and Porter/Old San Jose Road on a regular basis throughout the day. With roadway improvements on Old San Jose Road, sidewalks have been extended to the primary entrance to the school site. This now provides a continuous ribbon of sidewalk from the intersection of O'Neill Road on the North side of Old San Jose Road all the way down to Soquel Drive. At the intersection of Paper Mill Drive and Old San Jose Road, pedestrian activated high visibility flashers have been installed at the crosswalk that provides safe crossing to Paper Mill from the lower south trail to/from the school. The primary vehicle entrance to the school at Old San Jose Road and O'Neill is also controlled by a 4 away stoplight including protected left turn pockets and typical pedestrian controls without audible tones for the hearing impaired. Exit from the school site can also be achieved by a pedestrian bridge located at the South end of O'Neill road that crosses Soquel Creek and empties onto Bridge Street, tying then to Main Street which parallels Old San Jose Road. All primary roads in close proximity to the site have sidewalks available for safe student travel along with new requirements for bike lanes with high visibility green markings.

Secondary Routes to Soquel Site:

Due to concentrated traffic volume at the beginning and end of school, some choose to enter the small parking lot of the church at the base of the school in the village for campus access. From this point the students walk a paved trail that parallels the creek bed to the north of the campus. This trail ends at the quad area between the 2nd and 3rd buildings on the campus. This is a heavily used trail during the school day due to students leaving and returning to campus from lunch in the village. Recent vegetation control has been done, greatly improving visibility for supervision of students. A control burn is planned for this spring to control excessive weed growth which creates a hazard in this area. Santa Cruz County will be contacted to do vegetation control on the downhill side of the trail to the centerline of the existing creek bed improving safety margins for safe student travel to campus.

Students entering/leaving the campus from the Easterly housing developments can travel on residential surface streets that terminate in the county owned "Blue Ball" park. From these park athletic fields that are adjacent to our athletic fields, students travel a wide dirt path that terminates on a sidewalk next to the main entrance traffic circle. This path of travel keeps students free and clear of the heavy traffic volume of Old San Jose Road during commute times.

Emergency Drills

Type	2013- 2014 Year
Fire	9/23/13, 1/17/14, 9/5, 11/17
Earthquake	10/11/2013
Code Red Lockdown	-
Lockdown	1/30/2013 Training, 4/11/2014 Lockdown Drill

Mandated Reporters

Annual staff training regarding referrals to Child Protective Services will be conducted at the first staff meeting in August.

Risk of Harm Protocol

Annual office staff training regarding implementation of Risk of Harm Protocol will be conducted via safety trainings prior to the beginning of students starting school. This document is available and accessible for reference to all trained office staff via Google documents web page at:

<https://sites.google.com/a/sccs.santacruz.k12.ca.us/soquel-high-school-staff/>

ID Badges

All three Administrators have and wear ID badges while on site.

Keys

Duplicate set of keys or duplicate master keys that can open every space on campus are available on campus. They are stored in the main office.

Safe School Requirements

Safe School Requirements are posted in every classroom.

Interpreters

Interpreters on staff are as follows:

<u>Name</u>	<u>Language</u>
Mr. Chanda	Spanish
Mr. Dahlen	Spanish
Ms. Jimenez	Spanish
Mr. Lucadano	Spanish
Ms. O'Reilly	Spanish
Ms. Ohlson-Perez	Spanish
Mr. Valladolid	Spanish
Ms. Martinez - Office	Spanish
Ms. Lambert	Spanish
Mr. Anderson	Spanish