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ABSTRACT

This report contains results of one of the largest research studies of its type ever conducted. For the study, 1,802 students at 11 high schools and several continuation schools of the Los Angeles (California) Unified School District were surveyed on a range of issues related to their experience with violence, their own and their friends' possession of weapons, and their suggestions for ways to lessen violence, racial tension, and conflict. This report presents numerical data and the subjective responses of these students. The racial composition of the sample mirrors the racial makeup of the Los Angeles high school student population, at 68.1% Latino, 6.9% Asian Pacific Islander, 14.6% African American, and 9.4% Anglo. Nearly 50% of students had seen a weapon at school, with cutting instruments (57.2%) and firearms (30%) most commonly seen. A similar number (44.1%) had seen a weapon on their way to or from school, and 13.9% of respondents had taken a weapon to school themselves. Only 1.4% said they always took a weapon to school. Fifty-seven percent had friends who owned guns, and 48.2% said it would be easy to get a gun at a relatively low price. Nearly 39% of students thought that gangs were the most common reason to bring weapons to school. Over one-third of students said that drug deals were common in their neighborhoods, and 45.5% experienced racial tension in their schools. Male students were more likely to have seen weapons at school or to have carried them than were female students. These data raise many questions about the safety of Los Angeles schools and the tensions their students face. (Contains 158 figures and 42 references.) (SLD)

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From Words to Weapons

The Violence Surrounding Our Schools

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A Publication of the
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March 1997

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Forward

From Words to Weapons: The Violence Surrounding Our Schools is the product of a multidisciplinary collaboration that began in late 1994, initially involving the Public Affairs Department of the ACLU Foundation of Southern California and faculty of the Charter School of Education and Department of Communication Studies at California State University, Los Angeles. The project was conceived to follow up on an earlier report of the American Civil Liberties Union, "Safety and L.A. Schools," published in 1993.

Work on development of the research methodology began in 1995 and it was subsequently certified as a sanctioned research project by the Los Angeles Unified School District, which agreed to permit the survey instrument to be distributed on-campus during classroom hours. The district also agreed to permit the individual school sites involved in this project to be identified.

Data collection occurred continuously throughout the 1995-96 school year. Data analysis began in June, 1996. Shortly thereafter, faculty from the Annenberg School for Communication at the University of Southern California joined the project team to provide data analysis expertise.

The project team consists of: Lena M. Chao, assistant professor of communications at Cal State L.A.; Allan Parachini, director of public affairs of the ACLU Foundation of Southern California; Fernando Hernandez, professor of education at Cal State L.A.; Michael J. Cody, professor of communication arts and sciences, School of Communication, Annenberg School for Communication at USC, and Daniel Cochece Davis, a doctoral candidate at the Annenberg School for Communication at USC.

Computer facilities were provided by the Charter School of Education at Cal State L.A., the Annenberg School for Communication at USC and the RAND Corp.

The project team benefitted greatly from the generous commitment of time and analytical resources provided during 1996 by Allan Abrahamse and Peter Greenwood of the criminal justice research program at the RAND Corp. This assistance was of immeasurable benefit in data analysis and in helping to frame the analytical context that is presented in this report.

At Cal State L.A., these Department of Communication Studies students contributed hundreds of hours to the data collection, data entry and analytical phases of the project: Edwin Alagozian, Jonathan Alba, Jennifer Filkins, Kren Gasparian, Glenn Jacobs, Sonal Kapadia, Matthew Kelly, Daniel Law, Michael Leach, Wan-lin Lee and Abdul Zaabalawi.

At the ACLU Foundation of Southern California, these Department of Public Affairs research interns were involved in virtually every phase of the project: Jessica Clements, Michael Grahn, Seth Goldstein, Johnny Lai, Sara Lam, Zara Lawson, Sarah McNamara, Adrian Shin, Sean Simpson, Jordan Snedcof and Yu-Chun Wang. The project team owes a special debt of gratitude to the Pomona College Internship Program

This project could not have been completed without the generous and unfailing cooperation of Dan Isaacs, assistant superintendent of LAUSD, and Wesley Mitchell, chief of the LAUSD School Police.

Theresa Montaño, a secondary education expert and member of the ACLU board of directors, provided valuable descriptive detail on the eleven campuses surveyed for this report.

F Rick Banks, supervising deputy of the Kenyon Juvenile Justice Center, offered instrumental assistance in distributing questionnaires to the Probation sample.

Christopher J. Herrera, publications director of the ACLU of Southern California, was project editor and designed this report, which is being published simultaneously in printed form and on the Internet. It was designed in Aldus PageMaker and prepared for the Worldwide Web in Adobe Acrobat. This document is available via the ACLU/SC website at www.aclu-sc.org.

The project is funded in part by a grant from The California Wellness Foundation (TCWF). Created in 1992 as a private and independent foundation, TCWF's mission is to improve the health of the people of California through proactive support of health promotion and disease prevention programs.

Utilization of the Internet as the primary distribution medium for this project is also made possible by a grant for operation of the ACLU of Southern California website (www.aclu-sc.org) from the Peter Norton Family Foundation.

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March, 1997

Executive Summary

For at least the last 10 years, questions and concerns about the physical safety of public school students have preoccupied many Americans and American institutions. A plethora of published research studies has raised doubts about the traditional perceptions of public schools as safe havens for children.

Incidents of gang violence, racial conflict, intentional shooting and other fears about weapons taking over schools have created the widespread impression that high schools are combat zones. Yet a sizable body of research has suggested, in essence, the contrary: that despite clear indications of exponential increase in youth and community violence, students still see their schools as safe harbors.

This study grew out of a need to expand the public understanding of issues often lumped together under the catch-all, "school safety and violence."

This report contains results of one of the largest research studies of its type ever conducted. For this study, 1,802 students at 11 high schools and several continuation schools of the Los Angeles Unified School District were surveyed on a range of issues related to their experiences with violence, their own and their friends' weapons possession and their suggestions for ways to lessen violence, racial tension and conflict.

The study relied on a questionnaire administered by multiracial teams of research workers throughout the 1995-96 LAUSD school year. The instrument posed a mix of quantitative and qualitative questions that at once gathered objective data for statistical analysis and narrative responses in which students were encouraged to frame relevant issues in their own words.

This report presents both the numerical data and the subjective responses of these students. The racial composition of the sample included in the survey mirrors the race makeup of the high school population of the LAUSD. The sample is 68.1% Latino, 6.9% Asian-Pacific Islander, 14.6% African-American and 9.4% Anglo. It is divided among all four high school grades, with the largest numbers of respondents in 10th, 11th and 12th grades.

Its findings:

Comprehensive Survey Results

- 49.1% of students saw a weapon at school, with cutting instruments (57.2%) and firearms (30%) the most commonly seen weapons.
- 44.1% of students saw a weapon on their way to and from school, with cutting instruments seen by 47.8% of the students and firearms by 41.6%.
- 13.9% of respondents said they had themselves taken a weapon to school, with 9% of the entire sample saying they took cutting instruments, 2.5% guns, 1.3% "other" weapons and 1.1% weapons they did not identify.
- 1.4% of students said they "always" take weapons to school; 2.1% said they do so frequently and 9.9% said they had done so only once or occasionally.
- 64.5% of students saw a teen with a weapon in their neighborhood; 57% have friends who own guns.
- 48.2% of students said it would be "easy" for them to get a gun, with 43.5% saying it would take less than a week.
- 58.7% of students said they could purchase a gun for \$50-200, with 25.1% saying that they could obtain a gun for less than \$50.

- 58.7% of students said that cutting instruments were the most common weapon brought to school; 16.7% believed firearms were the most common.
- 39.4% of students said that gangs were the main reason for bringing weapons to school; 29.5% said that safety to/from school was the principle reason, with only 14% giving safety at school as the primary justification.
- 38.2% of students said they had seen a shooting going to/from school, while 13.5% said they witnessed a shooting at school.
- 44.6% of students said their school does not use metal detectors; 38.5% said that they don't feel safer with metal detectors, with 20.6% unsure if metal detectors increase school safety; 63.6% of students said that metal detectors do not serve as a deterrent to keep weapons off campus.
- 58.6% of students said wearing certain types of clothing puts them at risk; 57.1% of students said they disapprove of a dress code, while 33% said they favor having a uniform.
- 35% of students saw a teen shot in their neighborhood; 40.6% have seen a drive-by shooting.
- 36.2% of students said drug deals occur frequently in their neighborhoods, while 22.2% believed drugs deals happen occasionally.
- 45.5% of students have experienced racial tensions at their schools, while 30.2% felt no racial tensions. 48.5% have friends who were involved in violent racial conflicts.
- 39.5% of students said conflict-resolution instruction would be an effective way of reducing school violence; 45.8% said classes in race/cultural sensitivity would also help decrease school violence.

Just to teach youngsters to be open-minded. Our youth is ignorant. This is due to their lack of exposure to the outside world. Our youth is too ignorant. This is due to their lack of exposure to the outside world. They've lived in secluded areas with violence. Our "raza" should try to be less ignorant. By making fun of other races and their culture we tarnish our own.

**Latino, Male, 12th
Wilson High School**

Comparisons by Gender

- 59.2% of males and 39.8% of females saw a weapon at school, with cutting instruments seen by 67.4% of females and 50.4% of males and firearms by 33.9% of males and 24% of females.
- 50% of males and 37.9% of females saw a weapon on their way to and from school, with cutting instruments seen by 51.4% of females and 45.6% of males and firearms by 41.8% of females and 41.3% of males.
- 19.7% of males and 8% of females have taken a weapon to school; of those who brought weapons to school 75% of females and 68.8% of males took cutting instruments and 23.1% of males and 11.8% of females brought firearms.
- 73.4% of males and 55.2% of females saw a teen with a weapon in their neighborhood; 63.1% of males and 51% of females have a friend who owns a gun.
- 57.3% of males and 38.6% of females said obtaining a gun would be easy, with 42.2% of males and 35.9% of females saying it would take a day or less to locate a gun.
- 34.4% of males and 44.6% of females said gangs were the main reason for bringing weapons to school; 32.5% of males and 26.8% of females cited safety to/from school as the most important reason for taking guns to schools.
- 47.3% of males and 41.8% of females were unaware if their school uses metal detectors; only 22.2% of males and 21.5% of females believe that detectors keep weapons off campus.
- 35% of males and 40.6% of females feel safer with metal detectors.
- 40.7% of males and 29.2% of females saw a teen shot in their neighborhood; 47.5% of males and 33.4% of females witnessed a drive-by shooting. 54.9% of males and 57.9% of females knew a victim of a drive-by.
- 37.2% of males and 35% of females believed drugs deals occur frequently in their neighborhood, while 21.9% of males and 22.5% of females said drug deals happen occasionally.

- 50.1% of females and 40.8% of males said there were racial tensions at their school; 54.2% of males and 42.4% of females said they had friends who were involved in a violent interracial conflict.
- 37.1% of males and 41.9% of females said conflict-resolution classes would help reduce school violence; 50.2% of females and 41.4% of males believed race/culture sensitivity classes would help accomplish the same objective.

Comparisons by Race

- 57.3% of Anglos, 52.9% of Asian-Pacific Islanders., 50.6% of Latinos, and 49.4% of Africa Americans saw a weapon at school, with 68.3% of Anglos, 60% of Asian-Pac. Isl., 55.2% of Latinos, and 54.4% of Afr.-Am. seeing cutting instruments and 32.8% of Latinos, 30.1% of Afr.-Am., 20% of Anglos, and 18% of Asian-Pac. Isl. viewing firearms.
- 53.9% of Latinos, 50.2% of Afr.-Am., 34.7% of Asian-Pac. Isl., and 30.9% of Anglos saw a weapon on their to and from school, with 57.4% of Anglos, 52.6% of Asian-Pac. Isl., 46.7% of Latinos, and 45.3% of Afr.-Am. seeing cutting instruments and 44.4% of Latinos, 40.6% of Afr.-Am., 39.5% of Asian-Am. Pac. Isl., and 21.3% of Anglos seeing firearms.
- 22.4% of Afr.-Am., 13.1% of Latinos, 12.5% of Asian-Pac. Isl., and 9.1% of Anglos have taken a weapon to school, with 84.6% of Asian-Pac. Isl., 71.4% of Anglos, 69.4% of Latinos, and 68% of Afr.-Am. bringing cutting instruments and 22.4% of Latinos, 16% of Afr.-Am., 15.4% of Latinos, and 14.3% of Anglos taking firearms.
- 64.1% of Asian-Isl. Pac., 59.9% of Afr.-Am., 58.9% of Latinos, and 52.1% of Anglos said buying a gun would cost \$50-200, while 28.6% of Afr.-Am., 25.6% of Latinos, 23.2% of Anglos, and 15.4% of Asian-Pac. Isl. said they could purchase a gun for \$50 or less.
- 43.9% of Latinos, 37.9% of Anglos, 37.8% of Asian-Pac. Isl., and 21.7% of Afr.-Am. said gang rivalry was the main reason students brought weapons to school; 43.4% of Afr.-Am., 30.6% of Asian-Pac. Isl., 28.2% of Latinos, and 18.5% of Anglos cited safety to/from school as the primary reason for bringing weapons to school.
- 14% of Latinos, 13.4% of Anglos, 13.1 of Afr.-Am., and 12.4% of Asian-Pac. Isl. saw a shooting at school, while 41% of Latinos, 40.1% of Afr.-Am., 30.8% of Asian-Pac. Isl., and 25.6% of Anglos witnessed a shooting on their way to and from school.
- 55.6% of Asian-Pac. Isl., 54.9% of Afr.-Am., 44.8% of Anglos, and 40.9% of Latinos said their school does not use metal detectors; 49.6% of Anglos, 47.7% of Afr.-Am., 34.5% of Latinos, and 22.2% of Asian-Pac. Isl. do not feel safer with detectors.
- 72.1% of Afr.-Am., 65% of Asian-Pac. Isl., 62.7% of Anglos, and 61.3% of Latinos thought that metal detectors do not keep weapons off campus.
- 58.8% of Latinos, 58.3% of Asian-Pac. Isl., 53.7% of Anglos, and 48.6% of Afr.-Am. said that wearing certain types of clothes put them at risk.
- Despite that the majority of students feel that certain clothes put them at risk, 66.3% of Afr.-Am., 63.2% of Anglos, 54.3% of Latinos, and 50.8% of Asian-Pac. Isl. were against the idea of a school dress code or uniform.
- 39.8% of Latinos, 34.4% of Afr.-Am., 22.3% of Asian-Pac. Isl., and 15.9% of Anglos witnessed a shooting of someone 17 or under in their neighborhood; 45.5% of Latinos, 41.7% of Afr.-Am., 28.9% of Asian-Pac. Isl., and 16.7% of Anglos said they had witnessed a drive-by shooting.
- 64.6% of Afr.-Am., 58.4% of Latinos, 44.2% of Asian-Pac. Isl., and 41.5% of Anglos knew a teen drive-by victim.

The biggest racial conflict is that people are ignorant. Because you are a different color doesn't mean that you are strange. At my school people wont even talk to you if you are different. Sometimes I feel tension from the Black Kids just cause I'm white. I feel like I'm hated because of that.

Anglo, Female, 12th
Fairfax High School

- 66.9% of Anglos, 61.2% of Asian-Pac. Isl., 54.1% of Afr.-Am., and 38.6% of Latinos, who make up the largest racial group, believed that racial tensions exist at their school.
- 54.8% of Afr.-Am., 53.4% of Anglos, 46.4% of Latinos, and 45.5% of Asian-Pac. Isl. have friends who were involved in violent racial conflict.
- 40.1% of Latinos, 38.1% of Afr.-Am., 37.9% of Anglos, and 37.2% of Asian-Pac. Isl. thought that conflict resolution classes would help reduce school violence.
- 49.6% of Asian-Pac. Isl., 47.2% of Anglos, 46.1% of Latinos, and 42.7% of Afr.-Am. thought that race/culture sensitivity classes would help reduce school violence.

Comparisons by Grade

- 53.1% of 12th graders, 50.3% of 11th graders, 47.7% of 9th graders, and 41.1% of 10th graders saw a weapon at school, with 68% of 9th graders, 56.8% of 12th graders, 56.4% of 11th graders, and 48.3% of 10th graders seeing cutting instruments and 40% of 10th graders, 30.8% of 11th graders, 26.5% of 12th graders, and 26.4% of 9th graders seeing firearms.
- Rates at which students see weapons to or from school increase by grade level, with 47.3% of 12th graders, 44.1% of 11th graders, 41.8% of 10th graders, and 39.6% of 9th graders seeing weapons to/from school.
- For students who saw weapons, 54% of 9th graders, 51.7% of 11th graders, 46.3% of 10th graders, and 43.1% of 12th graders saw cutting instruments, while 43.1% of 10th graders, 41.6% of 12th graders, 41.1% of 11th graders, and 40% of 9th graders saw firearms.
- 16.2% of 9th graders, 15.7% of 12th graders, 13.9% of 10th graders, and 10.4% of 11th graders reported taking a weapon to school, with 74% of 12th graders, 73.8% of 9th graders, 71.4% of 10th graders, and 59.2% of 11th graders taking cutting instruments and 28.6% of 11th graders, 21.4% of 9th graders, 16.7% of 10th graders, and 15.6% of 12th graders taking firearms.
- Of those students who do take weapons to school, the highest proportions of students who say that they always take them are 11th graders with 13.7% and 12th graders with 11.7%. 8.9% of 9th graders and 8.3% of 10th graders also say that they always take weapons; 20% of 9th graders, 19.6% of 11th graders, 13.3% of 12th graders, and 12.5% of 10th graders of those who take weapons say they take them frequently.
- 65% of 11th graders, 64.6% of 12th graders, 64.1% of 9th graders, and 63.5% of 10th graders reported seeing a teen with a weapon in their neighborhood.
- 63% of 12th graders, 54.2% of 9th graders, 54.1% of 11th graders, and 52.8% of 10th graders have friends who own a gun.
- 56.6% of 12th graders, 47.2% of 11th graders, 40.5% of 10th graders, and 39.8% of 9th graders said it would be easy for them to obtain a gun.
- Among all four grades, the most common opinion was that it would take a few days to get a gun, with 29% of 12th graders, 24.9% of 9th graders, 23.8% of 10th graders, and 21.5% of 11th graders saying this; 9.7% of 11th graders, 8.3% of 9th graders, 6.8% of 12th graders, and 5.2% of 10th graders say they could get a gun in less than an hour.
- Most students thought that guns would cost in the \$50-\$200 range, with 60.9% of 12th graders, 58% of 10th graders, 57.4% of 11th graders, and 56.6% of 9th graders saying this; 32.7% of 9th graders, 24.7% of 11th graders, 22.7% of 12th graders, and 22% of 10th graders said that they thought they could obtain a gun for less than \$50.
- 43.9% of 9th graders, 41.1% of 10th graders, 38.1% of 11th graders, and 37.8% of 12th graders thought that weapons are brought because of concerns about gangs, 30.9% of 10th graders, 30.7% of 11th graders, 30.2% of 12th graders, and 24% of 9th graders thought they are brought to ensure safety to or from school.

I think that the biggest problem at our school is some students believe that they have to prove something when they don't. Some bring weapons to and from school for protection out of school or on the way home. They may live in a bad neighborhood and they need it.

**Black / Salvadoran, Male, 12th
Fairfax High School**

- 15.5% of 12th graders, 13.2% of 11th graders, 12.2% of 9th graders, and 10.8% of 10th graders have witnessed a shooting at school; 41.9% of 12th graders, 37.7% of 11th graders, 34.9% of 10th graders, and 34.1% of 9th graders have witnessed a shooting on the way to or from school.
- 43.8% of 9th graders, 37.9% of 12th graders, 36.1% of 11th graders, and 35.2% of 10th graders feel that metal detectors make them safer at school.
- 65.9% of 12th graders, 64.8% of 11th graders, 60.8% of 9th graders, and 59.5% of 10th graders believe that metal detectors do not keep weapons off campus.
- 60% of 12th graders, 56.6% of 11th graders, 54.3% of 9th graders, and 53% of 10th graders believe that wearing certain items of clothing put them at risk.
- Although most students felt that wearing certain clothes put them at risk, 64.6% of 9th graders, 60.5% of 10th graders, 55.4% of 11th graders, and 53.3% of 12th graders were against the idea of a dress code or uniform.
- 39.2% of 10th graders, 36.2% of 9th graders, 35.7% of 12th graders, and 30.8% of 11th graders saw a teen shot in their neighborhood.
- 43% of 10th graders, 42.5% of 11th graders, 40.1% of 12th graders, and 35.5% of 9th graders have seen a drive-by shooting; 59.2% of 12th graders, 56.3% of 9th graders, 55.2% of 10th graders, and 53.6% of 11th graders knew a teenage victim of a drive-by shooting.
- 49.6% of 10th graders, 49% of 12th graders, 42.7% of 11th graders, and 37% of 9th graders report that there is racial tension at their school.
- 52.6% of 10th graders, 50.8% of 12th graders, 45% of 11th graders, and 43.7% of 9th graders have friends who have been involved in violent racial conflict.
- Except in 9th grade, more students than not felt that conflict resolution classes would help reduce violence, with 43.1% of 12th graders, 39.8% of 11th graders, 39.1% of 10th graders, and 31.7% of 9th graders saying those classes would be beneficial.
- More students than not agreed that classes in race/culture sensitivity would help reduce violence, with the percentage rising as students got older, from 37.3% in 9th grade to 40.7% in 10th grade and to 48.1% in 11th grade and 50.3% in 12th grade.

Racial tension; Misunderstandings and just taking care of violent business on their own. I think most teenagers think that only way out of a problem is taking the matter on their own hands, which is usually violence.

Asian-Pac. Islander, Female, 12th Fairfax High School

Comparisons by School

- Four of the 11 schools had a majority of respondents who have seen a weapon at school, percentages of students who have seen a weapon at school range from a low of 41.5% at Reseda to a high of 63.2% at South Gate.
- Cutting instruments were the most common weapons seen in 10 of the 11 schools, with only Fremont and the Probation sample seeing more firearms than cutting instruments; percentages for cutting instruments in schools ranged from 31.3% to 75%, firearms ranged from 16.9% to 40%.
- Three of the 11 schools have a majority of students who said that they saw a weapon on the way to or from school, percentages range from 32.7% in Hollywood to 56.7% in South Gate.
- Students from nine of the 11 schools said that cutting instruments were the most common weapon seen to or from school, percentages of cutting instruments seen ranged from 35% at Fremont to 61.8% at Fairfax; firearms were more common to or from Belmont, Hollywood, and the Probation sample, percentages for firearms ranged from 23.5% at Fairfax to 53.7% at Belmont, with Probation students seeing firearms 69.6% of the time.
- The range of students who reported taking weapons to school was from 9.3% in Reseda to 19.1% at South Gate; however, 44.4% of the Probation sample reported taking a weapon to school.
- Cutting instruments were the most common weapon taken to all the schools by our respondents who took weapons, percentages range from 39.3% in Hollywood to 72% at Wilson, the Probation sample who took weapons brought 50% firearms to 35.7% cutting instruments.

- The majority of students at 10 of the 11 schools saw a teen with a weapon in their neighborhood, percentages ranged from a low of 49.1% in Hollywood to 76.5% in South Gate.
- The majority of respondents from all of the schools have friends who own a gun, percentages ranged from 66.2% at Wilson to 41.7% at Hollywood, five of the schools and Probation have over 60% of the students knowing a friend with a gun.
- More students than not at all 11 schools felt it would be easy for them to obtain a gun, percentages of those who thought it would be easy range from 41.8% at Fremont to 59.5% at Wilson.
- The majority of students at all 11 schools felt that it would cost \$50 to \$200 to obtain a gun, percentages ranged from 53.7% at South Gate to 68.2% at Manual Arts, percentages for students who thought that they could find a gun for under \$50 ranged from 32.8% to 18.2% at the above schools.
- More than 70% of the Probation sample said it would take them a day or less to obtain a gun, other percentages for a day or less ranged from 31% at Wilson to 46.7% at Huntington Park.
- From 50.6% of the students at Hamilton to 70.4% at Wilson thought that cutting instruments were the most common weapon taken to school, 45.3% of the Probation sample thought that firearms were most common.

Conclusions

- For too long, there has been a preoccupation with terms like “school safety,” which imply that schools themselves are violent environments, in isolation from their communities. This focus has been too narrow. Policy directed at school safety and violence must be far more holistic. Teens in Los Angeles must contend with an extraordinary backdrop of violence in their communities, from which they still see their schools as safe havens.

This is true despite the fact that this study finds unacceptably large percentages of students who have taken weapons or seen weapons at school.

- There are broad, deep variations in perceptions of violence-related issues among the 11 schools and subset of Probation students surveyed for this report. These differences underscore the reality that solutions must be tailored to particular school communities and neighborhoods. There can be no successful standardized, district wide, inflexible program on safety and violence.
- It is critically important that young people be involved in any solution.
- Guns are far too prevalent and accessible among high school aged young people. Guns in the price range of \$50 or less—commonly called Saturday Night Specials—are entirely too affordable for teenagers. Teens experience gun ownership and possession in their communities at levels so high it is almost as if owning and carrying a gun has become the behavioral norm.
- The existing metal detector search policies of the LAUSD have largely failed in their objective of detecting weapons and in deterring young people from bringing them to school. Metal detectors, essentially, get a vote of no confidence from students as a means of assuring campus safety.
- Miscommunication underlies many of the problems commonly associated with “school safety” and “school violence.” Teens thirst for courses and other means to lessen racial tension and to provide them with better conflict resolution skills. In terms of community safety, there is a clear need for better programs to assure the safety of routes of travel to and from school.

Section 1:

Introduction

For at least the last 10 years, questions and concerns about the physical safety of public school students have preoccupied many Americans and American institutions. A plethora of published research studies—with attendant media coverage—has raised doubts about the traditional perception of public schools as safe havens for children.

Incidents of gang violence, racial conflict, intentional shootings—most notably drive-by shootings—as well as use of metal detectors for weapons searches have created the widespread impression that public high school campuses are not unlike combat zones. However, a sizable body of research has suggested, in essence, the contrary: that despite clear indications of exponential increase in youth and community violence, students still see their schools as safe harbors.

Moreover, this attitude among students persists despite occasional, heavily publicized incidents of on-campus shootings, stabbing, and beatings. Though neighborhoods may have become overwhelmingly menacing for young people, children and teenagers still see schools as safe havens or “neutral turf.”

The stereotype of rapidly deteriorating school-safety has been fueled by the alarming rise of teen violence over the past decade. A 1991 Federal Bureau of Investigation report confirmed statistically that violent crimes committed by juveniles aged 10 to 17 had ballooned during the 1980s and were still surging upward early in this decade.

More recently, the U.S. Department of Justice Office of Juvenile Justice and Delinquency Prevention reported in 1996 that youth violence has continued to grow steadily since the earlier report. This Justice Department study concluded that:

- Offenses against people have continued to increase over the past decade. The 1994 person offense caseload was 93% greater than in 1985.
- The vast majority of person offense cases involved charges of simple assault (177,700) or aggravated assault (85,300). Together, these two crimes accounted for 78% of all person offense cases processed in 1994.
- Juvenile courts handled 98% more cases involving offenses against people in 1994 than in 1985.
- Homicide cases increased 144%, aggravated assault 134%, robbery cases 53%, and forcible rape 25%. Compared with 1985, juveniles involved in person offenses in 1994 were slightly younger and more likely to be female. In 1994, 64% of person offense cases involved juveniles under age 16, compared to 61% in 1985. Females were involved in 23% of person offense cases in 1994, compared with 20% in 1985.
- More than half (57%) of person offense cases in 1994 involved white youth, 40% involved black youth, and 3% involved youth of other races” (Butts, 1996, p.1).

The 1991 FBI report found the situation in our nation’s schools extremely volatile. Research by Curcio and First (1993) concurred that: “They bring their weapons, drugs, grudges, problems, anger, and potential for danger to schools with them when they come. They mingle there with other children—some who skirt on the edge of danger themselves and some who have been victims rather than perpetrators of violence, both inside and outside the school gates.

“Children fear being in isolated areas of the school, or being alone without their friends at certain times and places. For many, the symbol of the little red schoolhouse as a safe haven has been replaced by the yellow and black sign, Danger Zone” (Curcio & First, 1993, pp. 1-2).

The backdrop of violence in communities where young people live can have detrimental effects not only on the safety of youth, but also on their psychological and emotional development and well-being. According to “Safety and L.A. Schools, a 1993 report by the ACLU of Southern California:

“[T]he incessant mixture of the sound of gunfire, the noise of police helicopters at low altitude in residential neighborhoods, the constant drain of parents, relatives, friends and acquaintances being involved in shootings and

other violent incidents creates an atmosphere similar to a war zone. Recent scholarly research on school violence has confirmed the notion that many large metropolitan cities such as Los Angeles, Chicago, New York and Washington are like 'urban war zones' that create symptoms of post-traumatic stress syndrome experienced by children in war-ravaged countries like Cambodia or occupied Palestine

"...As we examine the experiences of Mozambican, Cambodian and Palestinian children, we can search for lessons applicable to the American problem of community violence—We think of a brief 'clinical' sketch of children growing up in these war zones will do much to orient the professional who deals with children and families closer to home—in the war zones of Chicago, Los Angeles, Miami, New York, Detroit, Washington, D.C., and wherever else violent crime, gangs, drugs, and poverty catch children in the crossfire of community violence" (ACLU, June 1993).

To prevent it I think they should have peer group programs where students could talk about how and what they could do to stop it and change for the good. Also, more security and support from others. Also here at Manual they need to have assemblies where people act/dramaticize and express the way that they feel. That at the same time give help and ideas on how violence could be stopped.

Latina, Female, 11th Manual Arts High School

Violence in our nation's schools first came to the public's attention in the early to mid-1970s, when the Senate Subcommittee to Investigate Juvenile Delinquency began paying extensive attention to this issue. Much of the information collected by the Subcommittee showed dramatic increases in overt acts of criminal and aggressive behavior on the part of students. During this same period, the Gallup Poll of Public Attitudes Toward Education consistently found that the public's primary concern in the education arena was lack of discipline in schools (Rubel, 1980).

Public concern was also reflected in Congressional hearings, which painted an image of grave disorder within our schools (U.S. Senate, Committee on the Judiciary, 1975, 1976b; U.S. House of Representatives, Subcommittee on Elementary, Secondary, and Vocational Education, 1980). The public had given the schools low marks, and the Senate Judiciary Committee (1975) gave the schools an "A" in violence and vandalism (Gottfredson & Gottfredson, 1985).

Curcio and First (1993) noted that the role of schools as safe havens for children is a concept supported by laws throughout the history of public education. For teachers to teach and children to learn, there must be a safe and inviting educational environment. For school officials in charge of children and their school environments.

Moreover, Curcio and First (1993) contended in "Violence in the Schools" that: "Numerous legislatures and courts, in the past 5 to 10 years in fact, have addressed the presence of violent behavior in the schools and noted what responsibility school officials have for the maintenance of schools where education can occur, and they have spoken of the challenge of restoring order and discipline" (Curcio & First, 1993, pp. 3-4).

Violence in school and violent behavior has been accepted as conventional in today's society. These issues were examined in a 1994 report entitled "Protecting Our Schools" published by the California School Boards Association.

The CSBA report suggested that: "Violence is woven into the cultural fabric of American society...[Our folk heroes and media images...often glorify interpersonal violence on an individual and personal level]" (CSBA, 1994, p. 17). The CSBA study, also concluded that media violence is a major contributing factor to school violence. The study indicated that: "Children view more than 8,000 murders and hundreds of thousands of acts of violence on television by the time they have reached eighth grade. Video games, computer software and interactive video, song lyrics, comic books and movies appear to be the more graphic and violent" (CSBA, 1994, p.17).

THE RESEARCH LITERATURE in the field of school safety and violence has grown exponentially in recent years. One of the most important studies in this area was conducted on behalf of Metropolitan Life Insurance Company by Louis Harris and Associates in 1993.

MetLife's national survey dealt with a smaller number of subjects than the 1,802 responses that are the source of this

report. MetLife's survey also included students in grades 3 to 8 as well as those in grades 9 to 12, while the survey that is the subject of this report focused primarily on 10th-, 11th-, 12th-, and some 9th-graders.

These are the major findings of the MetLife research:

- Students generally felt less safe than teachers. Only 50% of students felt very safe, while 40% felt only somewhat safe. A sizable number of students worried to some degree about being physically attacked in or around school. Nearly half (48%) were not at all worried, while 22% were somewhat worried about being hurt by someone else in or around school.
- Law enforcement officials especially in urban areas, were more likely to feel that violence in their public schools had increased and only 8% felt that violence had decreased in the past year.
- A substantial proportion of students said they had witnessed violent incidents, in or around school, very often (6%) or sometimes (31%). Fewer than three in five said they see it rarely (44%) or 15% said never (Harris & Associates, 1993, p. 3 & 4).
- Students felt that a significant proportion of incidents occur in hidden areas such as boys' and girls' bathrooms and lockers, where teachers are less likely to see the incidents first hand. For example, 27% of students cited lockers as a place where incidents occur most frequently. In comparison only 2% of teachers mentioned locker room (Harris & Associates, 1993, p. 4).
- The majority of teachers and law enforcement officials believed that major factors contributing to violence in public schools include: lack of supervision at home, lack of family involvement in the school, and exposure to violence in the mass media. Students saw a wider variety of sources, many named their peer relations.
- The majority of law enforcement officials (59%), and a significant proportion of secondary school students (34%) also believed that gang or group membership or peer group pressure is a major contributing factor" (Harris & Associates, 1993, p. 4).

The Harris study concluded: "The majority of teachers (61%) and law enforcement officials (60%) believe that certain types of student are more likely to be victims of violent incidents. They most often mention students who are minorities within the school population or from low income families" (Harris & Associates, 1993, p. 5).

- Twenty-two percent of boys and young men, compared to 4% of girls and young women, claim to have carried a weapon to school at some time" (Harris & Associates, 1993, p. 6).

"Among students, teachers, law enforcement officials, most believe that when students do carry weapons to school it is most likely that they will carry knives. In comparison to teachers and students, a larger proportion of law enforcement officials think that students carry guns. Less than 10 percent of teachers and students believe that any students carry guns. Contrary to students' beliefs regarding their peers, a sizable proportion (13%) say they have carried a weapon to school at one time.

"Overall teachers, students, and law enforcement officials believe that students carrying weapons for four main reasons: protection to and from school, to impress friends, for self-esteem, or for protection in school. The vast majority of public school teachers (98%) have never carried a weapon. Those teachers who have taken some form of precaution most frequently carry mace" (44%) (Harris & Associates, 1993, p. 6 & 7).

"More than one-tenth (11%) of America's public school teachers say they have been victims of acts of violence that occurred in or around school. Virtually all of those incidents (95%) involved students. Nearly one-fourth (23%) of America's public school students say they have been the victim of an act of violence in or around school. Boys and young men are twice as likely (30%) as girls and young women (16%) to have been victims of violent acts that have occurred in or around school" (Harris & Associates, 1993, p. 7).

"One-third of teachers feel that because of violence or the threat of violence their peers and students in their school are less eager to go to school. Approximately one third of all teachers believe that their colleagues are less likely to discipline students and half of all teachers believe that students are less likely to pay attention to learning in the classroom. One in every four students, regardless of their school level or achievement feels that violence has lessened the quality of education in their school" (Harris & Associates, 1993, p. 7).

INCREASED ATTENTION TO SCHOOL SAFETY ISSUES has led parents, students, and public officials to become alarmed at the rising tide of violence and disorder in the schools. Many have expressed concern about how much learning could occur in a disruptive environment, in addition to fearing for the safety of students and teachers attending

public schools. McCarthy (1995) found that polls conducted in recent years seeking to identify key public concerns consistently placed violent juvenile crime near the top of the list. McCarthy's literature indicated that: "California spends more than \$1 billion a year on its juvenile justice system, this study concluded ever younger children commit ever more violent crimes.

According to the California legislative analyst, since 1984 the rate of juvenile arrests for violent offenses (homicide, rape, robbery assault and kidnaping) has increased 53 percent through 1993. The California Youth Authority reported that while the proportion of violent juveniles held steady at about 40 percent from 1983 through 1989, the proportion of violent new admissions rose steeply in 1990 to 47.6 percent, to 51.3 percent in 1991, to 57.2 percent in 1992 and to 59 percent in 1993" (McCarthy, July 1995, pp. 1 & 12).

A 1993 national school-based survey conducted by the Centers for Disease Control and Prevention (CDC) on youth risk behaviors found that of the 16,000 students in grades 9-12 who responded to the questionnaire, 22.1 percent had carried a weapon (e.g., a gun, knife, or club) during the 30 days preceding the survey, and roughly 92 weapon-carrying incidents occurred monthly per 100 students.

Nationwide, 7.9 percent of students had carried a gun during the 30 days preceding the survey. The findings in the CDC report also indicated that across all racial/ethnic and grade subgroups, male students were significantly more likely than female students to have carried either a weapon or a gun (Kann et al., 1993).

The potential for not only physical but psychological harm reaches beyond the students who carry weapons to school and those who fear those weapons. For example, a 1993 Centers for Disease Control report found that 4.4 percent of students nationwide had missed at least one day of school during the 30 days preceding the CDC survey because they felt unsafe at school or felt unsafe traveling to or from school. Both Latino and African-American male and female students were significantly more likely than white male and female students to miss school because they felt unsafe, and 9th-grade female students (6.4 percent) were significantly more likely than 12th-grade female students (2.7 percent) to miss school for this reason (Kann et al., 1993). Students are not the only victims afflicted by the rising rates of violence in our nation's schools. Rubel contended in "The Unruly School: Disorders, Disruptions, and Crimes" that: "Teachers are in a state of fear. Hardly a day goes by that I don't talk to a teacher or two phoning in from home using sick leave to stay because they are too sick with fear to go to school and teach" (Rubel, 1977, p.115).

Goldstein concurred in "School Violence" that: the fear ultimately manifests itself into "battered teacher syndrome": a combination of stress reactions including anxiety, depression, disturbed sleep, headaches, elevated blood pressure, and eating disorders" (Goldstein, 1984, p.5). These symptoms as well as the [hesitation] to confront misbehaving students out of fear for their own safety (Toby, 1993, 9) ultimately fosters an environment where teachers are unproductive educators who are paralyzed as disciplinarians and unable to assert their authority.

In a CSBA school safety task force study conducted in 1994, 29% of teachers said they had considered leaving the profession because of violence and intimidation.

A study conducted by the Institute for Health Promotion and Disease Prevention Research at the University of Southern California surveyed 2,292 Pasadena and Altadena students in fifth, seventh, ninth and 12th grades. This study found that more than half the students said they feared being shot. The study also found that nearly 20 percent of the ninth-graders said they have owned a gun, 45 percent of the ninth- and 12th-graders said they have a friend who has been wounded or killed by a gunshot, and a majority of these same students said it would be easy for them to get a gun if they

The biggest racial conflict is that people are ignorant. Because you are a different color doesn't mean that you are strange. At my school people wont even talk to you if you are different. Sometimes I feel tension from the Black Kids just cause I'm white. I feel like I'm hated because of that.

Anglo, Female, 12th
Fairfax High School

wanted one (Pollack, 1996). Law enforcement officials believe teens have resorted to arming themselves with weapons because they think they need them to survive.

AS A RESULT OF INCREASING VIOLENCE, students are often forced to seek protection. They often resort to gangs. A report by the California Department of Education asserted that: "Gangs provide protection and safety. A youth may believe that personal survival depends on joining the neighborhood gang....Gang membership almost guarantees one a criminal record, not to mention the physical risks and dangers of violent activities inherent in membership. Members risk going to jail, using drugs and alcohol, and acquiring a police record that could hamper desirable future job opportunities" (Bruton et al, 1994, p.16). The need for protection from violence in and around school can ultimately lead to more extensive involvement in violence through gang membership.

Figures published by the National School Safety Center indicated that violent crimes committed inside schools or on school campuses have risen markedly since 1987 (NSSC, 1992). The report also showed that nationally, school-based assault increased 23 percent, and aggravated assault in which someone was injured increased an astonishing 100 percent. Statewide, California schools reported a 40 percent jump in the confiscation of guns in just one year, from July 1, 1988, to June 30, 1989. Knives rose 18 percent, explosive devices 11 percent, and "other" weapons 43 percent.

A study exploring weapon-carrying among young, inner-city youths in three New York City junior high schools revealed that 21 percent of the students reported personally carrying a weapon—with guns and knives being the most common, and most students who carried guns reported that they had bought them. Forty-two percent indicated that they had a family member or close friend who had been shot (Vaughan et al., 1996).

In a school-based survey of urban high school youth and handgun issues, Callahan and Rivara (1992) found that firearm injuries have become one of the leading causes of death for various groups of young people. In 1988, firearms accounted for 20 percent of all deaths among persons 15 to 24 years of age. The survey showed that over three fourths of adolescent homicides and slightly more than half of adolescent suicides are firearm related, with the majority the result of handguns.

The researchers concluded that: "the high school students surveyed reported that handguns are accessible and acquisition is neither difficult nor uncommon. In view of the high rate of firearm homicide and suicide among adolescents, this access to handguns must be addressed. Similar to the adult segment of society, certain adolescents will feel a need or desire to own a handgun and there appear to be few barriers to ownership. Parents, school administrators, teachers, and health care providers should view handgun availability as a major threat to the health of high school age youth (Callahan & Rivara, 1992, p. 3042).

A nationwide study published by the National Institute of Justice (1995) of firearms and violence among selected inner-city high school youths suggested that many urban students are clearly exposed to dangerous environments—both inside and outside of school. The study found that 4 in 10 (39 percent; 37 percent of the males and 42 percent of the females) reported that male relatives carried guns outside their homes.

A total of 1 in 3 (35 percent; 42 percent of the males and 28 percent of the females) had friends who carried guns outside the home, and 1 in 4 (23 percent; males and females equally) considered guns easy to get in their neighborhoods; 80 percent of the respondents, males and females equally, reported that other students carried weapons to school; 66 percent of the respondents (males and females alike) personally knew someone who had done so. Two-thirds also reported they personally knew someone who had

One thing that school's can do to prevent violence are to enforce a dress code. A dress code would really help because then gangs won't mistake innocent people with a gang member. Another thing they could do is to talk to students about violence. This would help students decrease violence. Another thing they could do is to provide students ample opportunities to role play situations.

**Latino, Male, 11th
Belmont High School**

been shot at, stabbed, or otherwise assaulted while in school.

It was no surprise that one-third of the respondents (38 percent; 35 percent of the males and 41 percent of the females) agreed or strongly agreed that: "there is a lot of violence in this school" (Sheley et al., 1995, p. 7).

A study conducted by the CSBA School Safety Task Force contended that: "Alcohol and other drugs dull inhibitions that prevent people from acting on violent impulses" (CSBA, 1994, p. 18). A study published in the *Journal of Adolescent Health* noted that: "Male students who fought or carried weapons were three times more likely to have drunk alcohol six or more times during the past 30 days or to have gotten inebriated (five or more alcoholic drinks in a row) three or more days than the referent group (males who neither fought or carried a weapon). Males who fought and carried a weapon were

Three ways that would help to ease racial tensions in schools today would be, make students understand that racial barriers do not exist, teach the parents on how to make the children understand that no race is better than another, also make them understand the concept of unity and how it forms one America. One last way would be to put heterogeneous races in schools, not like sometimes school is predominated by a certain race.

Latina, Female, 11th Belmont High School

19 times more likely to have drunk alcohol six or more days and 14 times more likely to have gotten inebriated three or more days than the referent group" (Orpinas et al., 1995, p.219).

An earlier national school-based survey published by the Centers for Disease Control (CDC) in 1994 measured the health risk behaviors among adolescents who do and do not attend school. Among the 6,969 respondents who were aged 12-19 years, the report indicated that in-school adolescents were significantly less likely (44.2% vs 51.0%) to "having been involved in a physical fight during the 12 months preceding the survey and having carried a weapon (e.g., gun, knife, or club during the 30 days preceding the survey."

Out-of-school adolescents were significantly more likely than in-school adolescents to have reported smoking cigarettes (57.7% vs 50.9%) or used alcohol (62.9% vs 55.2%), marijuana (31.4% vs 15.9%), or cocaine (7.1% vs 2.1%)" (CDC, 1994, p. 130). Without a safe and productive learning environment, many students will avoid school and become involved in adverse activities such as gangs, drugs, and alcohol which increases the prevalence of violent behavior and victimization.

A study reported in the *Archives of Pediatric and Adolescent Medicine* indicated that: "Death by gunshot wound has become the leading cause of death among African-American males (age range 15 to 24 years) in the United States, and it has become the second leading cause of death among white males in the same age group" (Arria et al., 1995, p. 1345).

The study further found that: "In 1989, carrying a lethal weapon (eg, knife or gun) was reported by 11.7% of boys and 3.3% of girls; in 1993, these proportions had increased by 22.2% and 15.3%, respectively. Gun carrying was increased over time; by 1993, 9.9% of boys and 1.4% of girls reported that they had carried a gun in the previous year.

The study concluded that: "Carrying a weapon to defend or protect was more commonly reported than to hurt or threaten someone" (Arria et al., p. 1345). The report further indicated that: "Gun ownership was associated with deviant behaviors, such as gang membership, selling drugs, and being suspended from school. In addition, 47% of males and 22% of females reported easy access to handgun" (Arria et al., 1995, p. 1349). The report revealed that their "findings support the hypothesis that early involvement with a weapon is associated with later more serious involvement with a weapon" (Arria et al., 1995, p. 1345).

Moreover, a study exploring the correlates of gun-carrying among adolescents in south Louisiana revealed that: "The most common reason for gun-carrying by both case subjects and gun-carrying control subjects was self-defense (40%). In addition, both case subjects and gun-carrying control subjects (40%) reported getting the gun from the streets....Gun-carrying control subjects were significantly more likely than non-gun-carrying control subjects in reporting their school not

safe, having seen a shooting, using marijuana, and having fired a gun" (McNabb et al., 1996, p. 98). The study concluded that: "gun-carrying is a common response of youths who live in a risky environment, who do not have the social support to learn how to deal effectively with that risk, and who have access to guns, which they feel may provide them with some protection" (McNabb et al., 1996, p. 99).

THE EFFECTS OF VIOLENCE IN PUBLIC SCHOOLS are both broad and numerous. Rubel (1980) in *Violence and Crimes in the School* suggested that youths attending schools who are heavily or potentially victimized suffer from such consequences as loss of personal freedom from fear, the broadest of which concerns generalized fear resulting from the threat of harm; fear of school locations and of persons, which arises from a youngster's perception that violence exists in school; and the perception that he or she may be a target.

Results from 1975 hearings on school violence held by the Senate Subcommittee to Investigate Juvenile Delinquency concluded that the fear of crime and violence is more crippling educationally and socially than are the actual acts themselves. The specter of violence can lower educational quality, as the fear of crime and violence in schools leads to time-on-task reduction; teachers and staff will refrain from staying after school to work with pupils; teachers will become less open and outgoing and staff will demand greater assurances of physical safety; as a result of increasingly violent acts other unruly or deviant behaviors (such as minor extortion, smoking cigarettes, impoliteness) tend to become more tolerated by students, staff and the public; and any respect for authority will be lost when youngsters discover that adults in schools are unable to control events. Students who perceive this lack of control among school authorities often conclude that this inability also exists throughout the community at large.

Thus, unchecked violence in schools permeates the surrounding community, and the community becomes infected with youth-perpetrated crime. As a result, Rubel's report ultimately indicated that: "compelling evidence shows that in schools where students and staff feel unsafe, where some locations and people instill fear, where the quality of education is affected, and where violence has become part of the normal climate, youths are being emotionally damaged at the same time that crime and violence are being communicated to the environment immediately surrounding the school. The obvious conclusion is that unsafe schools are intolerable and must be corrected" (Rubel, 1980, p. 27).

A study published in the *Archives of Surgery* in 1993 explores alternatives to violent behavior. The study found that: "Students are taught that recognizing and solving a problem early will more likely lead to nonviolent conflict resolution. The following eight steps to nonviolent conflict resolution are taught: (1) determine what the problem is, (2) stay calm so as not to act impulsively, (3) figure out why there is a conflict, (4) identify personal needs, (5) develop solutions, (6) examine consequences, (7) decide and act, and (8) evaluate results. The remainder of the course focuses on ways to minimize peer pressure and increase self-esteem" (Gainer et al., 1993, p. 304). Moreover, the study concluded that: "Students had favorable impressions of the course and its use. Seventy-one percent strongly agreed that what they learned would help them solve problems without fighting, and 87% believed the course would help them avoid being hurt by violence" (Gainer et al., 1993, p. 306).

Methodology

This study has been modeled on the national school-based surveys conducted by the National Institute of Justice (1995) and Center for Disease Control and Prevention (1993). Our subjects included 1,802 LAUSD students. They were primarily 10th, 11th, and 12th-graders and some ninth-graders from the following Los Angeles School District high schools: Belmont, Fairfax, Fremont, Hamilton, Hollywood, Huntington Park, Jordan, Manual Arts, Reseda, South Gate, and Wilson, as well as 55 LAUSD continuation high school students sentenced to the South-Central Division of the Los Angeles County Probation Department. High schools were selected to represent a geographic, economic, and racial cross-section of the LAUSD high school population. The schools selected represent all types of school management structures currently represented in the district. The schools include those utilizing traditional management structures, school-based

Clubs or organizations for young adults
with idle time & lack motivation to work in school.

management, local school leadership councils and the LEARN program (Los Angeles Educational Alliance for Restructuring Now.)

Latino and African-American students face an especially high drop-out risk according to tracking data maintained by the California Department of Education (Dropout Rates in California Public Schools, 1994-95). Thus, drop-out rates for these two races have been included in the profiles of each school below.

Belmont Senior High School is a multi-track, year-round campus. It is the most heavily populated school in the district. Belmont High has a large immigrant student population, which is predominantly Central American. The school is located in the high-crime Temple-Beaudry area.

Belmont runs under a Local School Leadership Council. Teachers, student representatives, committee representatives and administrators have a direct decision-making role on issues that affect the school, including budget, discipline and schedule. It is at 1575 W. Second St. Enrollment totals 4,416 students: 1.8% African-Americans, .6% Anglos, 9.9% Asian-Pacific Islanders, and 87.6% Latinos. There are no magnet schools affiliated with Belmont, which is in the Belmont cluster. Its drop-out rate is 13.7%. Its drop-out rate among African-Americans is 17.1% and 13.4% among Latinos.

Fairfax Senior High School is in the historic heart of Los Angeles' Jewish community. It is among the most culturally diverse of all the schools in the LAUSD. As a result of the school's close proximity to Los Angeles's media hub, the Fairfax visual arts magnet is influenced by trends in the local media community. Many of the African-American and Latino students who attend Fairfax High are bused in.

Fairfax is a LEARN school. It is at 7850 Melrose Ave. Enrollment totals 2,000 students: 22.8% African-Americans, 19.1% Anglos, 14.1% Asian-Pacific Islanders, and 44% Latinos. There is one magnet school in addition to Fairfax Senior High School. Enrollment in Fairfax High School of Visual Arts totals 276 students. Fairfax is in the Fairfax/Hollywood/LA cluster, which includes among its high schools, Hollywood Senior High School and Los Angeles Senior High School. Drop-out rate is 21.0%. Drop-out rate among African-Americans is 19.7% and among Latinos is 20.3%.

Fremont Senior High School is an inner-city school in South-Central Los Angeles. Fremont once had a predominantly African-American student body; but the school is now predominantly Latino. The school has historically experienced a shortage of text books and school supplies. However, a new principal is trying to initiate positive change and education reform to deal with the problem.

Fremont is run under a traditional school management structure. It is at 7676 S. San Pedro St. Enrollment totals 4,000 students: 12.7% African-Americans, 0% Anglos, 0% Asian-Pacific Islanders, and 87.2% Latinos. There is one magnet school in addition to Fremont Senior High School. Enrollment in Fremont High School of Math and Science totals 178 students. Fremont Senior High is in the Fremont cluster. Drop-out rate is 17.9%. Drop-out rate among African-Americans is 33.6% and among Latinos is 15.7%.

Hamilton Senior High School was one of the first schools to implement the School Based Management system. Hamilton High is well known for its emphasis on the arts and humanities. However, the students at its two magnets are often separated from the students at the "regular" school. Hence, Hamilton High has implemented an ambitious reform plan to eliminate the feeling of disconnection among the students at the "regular" school and the magnet schools. The "regular" school is now divided into three schools: The Global Studies Program, Communication Arts, and Math/Science. Every student at Hamilton is enrolled in one of the five schools. Each school has its own counselor. The only students bused into the Hamilton community are those enrolled at the two magnet schools. However, it is well known that many students travel to and from the school by way of city buses.

Hamilton Senior High School is run under a School Based Management program where teachers, students, parents and classified staff have a direct decision-making role on issues that affect the school including the budget, discipline, equipment maintenance, schedule and school activities. It is at 2955 Robertson Blvd. in Los Angeles. Enrollment totals 1,555 students: 50.4% African-Americans, 5.4% Anglos, 5.2% Asian-Pacific Islanders, and 38.8% Latinos.

Anglo / Latina, Female, 12th
Hamilton High School

There are two magnet schools in addition to Hamilton Senior High. Enrollment in Hamilton High School of Humanities totals 325 students. Enrollment in Hamilton Music Academy totals 902 students. Hamilton Senior High is in the Hamilton/Palisades/University cluster, which includes Palisades and University Senior High School. Drop-out rate is 10%. Drop-out rate among African-Americans is 10.4% and among Latinos is 11.8%.

Hollywood Senior High School has a high number of immigrant students. Among those students who are identified racially as Anglo there is a significant number of Russian, Armenian, and other European immigrant students. The school has a high transient rate among its student population. The Hollywood High community is impacted by the significant young runaway population in the surrounding area; prostitution and drug abuse are chronic problems.

Hollywood High is run under a traditional school management structure. It is at 1521 N. Highland Ave. Enrollment totals 2,571 students: 4.5% African-Americans, 24.5% Anglos, 5.3% Asian-Pacific Islanders, and 65.7% Latinos. There is one magnet school in addition to Hollywood Senior High. Enrollment in Hollywood High Performing Arts Center totals 355 students. Hollywood Senior High is in the Fairfax/Hollywood/LA cluster which includes among its high schools, Fairfax Senior High School and Los Angeles Senior High School. Drop-out rate is 14.5%. Drop-out rate among African Americans is 26.6% and among Latinos is 13.5%.

Huntington Park Senior High School is one of the most overcrowded schools in the district. It has a large Latino immigrant student population. The Huntington Park community was once predominantly Anglo, however, over the last 30 years Latinos have dominated. The immigrant population has become actively involved in the state assembly, senate, and local city council. Students at Huntington Park High commute from the Florence community; many use city buses for transportation. Both the Huntington Park and Florence community are considered low income, the Florence community has suffered a longer history of poverty and crime.

Huntington Park High is run under a traditional school management structure. It is at 6020 Miles Ave., Huntington Park. Enrollment totals 4,175 students: .9% African-Americans, .3% Anglos, .7% Asian-Pacific Islanders, and 98% Latinos. There are no magnet schools affiliated with Huntington Park Senior High. It is in the Huntington Park cluster. Drop-out rate is 8.0%. Drop-out rate among African-Americans is 17.9% and among Latinos is 8.5%.

Francis Star Jordan Senior High School is in the heart of the community in South-Central Los Angeles. Similar to Fremont High, the ethnic population at Jordan High has changed from predominantly African-American to predominantly Latino. The school has experienced some conflict among the two major student populations. The overall student population is largely from lower income families. Students who attend Jordan live in a high crime community. Many students live in or must travel by the Jordan Downs project on their way to school, an area well known for its gangs, drugs and crime.

Jordan High is run under a Local School Leadership Council where administrators, parents, teachers, and students have a direct decision-making role on issues that affect the school including the budget, schedule, staff development, guidelines for use of specialty equipment, student discipline and student conduct.

It is at 2265 E. 103rd St. Enrollment totals 1,877 students: 21.3% African-Americans, .2% Anglos, .2% Asian-Pacific

Just to teach youngsters to be open-minded. Our youth is ignorant. This is due to their lack of exposure to the outside world. Our youth is too ignorant. This is due to their lack of exposure to the outside world. They've lived in secluded areas with violence. Our "raza" should try to be less ignorant. By making fun of other races and their culture we tarnish our own.

**Latino, Male, 12th
Wilson High School**

The biggest cause of racial conflict is the lack of knowledge of other cuter, which again falls in the category of lack of quality of education.

**Anglo, Female, 12th
Hamilton High School**

Islanders, and 78.3% Latinos. There is one magnet school in addition to Jordan Senior High School. Enrollment in Jordan High School of Math and Science totals 205 students. Jordan Senior High is in the Jordan/Locke cluster, which also includes Locke Senior High School. Drop-out rate is 22.5%. Drop-out rate among African-Americans is 36.4% and among Latinos is 18.6%.

Manual Arts Senior High School is also an inner city campus. It was in the epicenter of the 1992 Post-Rodney King civil unrest. The school is in a transition period. The student population is mainly from lower income and Spanish-speaking families. A large number of the students are recent Central-American and Mexican immigrants. Manual Arts is a School Based Management school, and has a strong anti-LEARN contingent among its faculty. The teaching staff is noted for its progressive politics and activism. The school's restructuring plan states that there are serious gang and drug problems in the surrounding community that need to be addressed.

Manual Arts High is run under a School Based Management system where teachers, students, parents, and administrators have a direct decision-making role on issues that affect the school such as the budget, calendar, curriculum, and student activities. It is at 4131 S. Vermont Ave. Enrollment totals 3,309 students: 23.9% African-Americans, .1% Anglos, .1% Asian-Pacific Islanders, and 76% Latinos.

There is one magnet school in addition to Manual Arts Senior High School. Enrollment in Manual Arts High School magnet totals 345 students. Manual Arts Senior High is in the Manual Arts cluster. Drop-out rate is 25.3%. Drop-out rate among African-Americans is 34.5% and among Latinos is 22.7%.

Teach mandatory ethnic classes.

Create a mixture of students in the schools. Make it mandatory to learn other peoples racial background.

African-American, Female, 12th Hamilton High School

Reseda Senior High School is a suburban high school in the San Fernando Valley. Reseda High is a new LEARN school. A large majority of the student population is Latino. There are 35 different languages spoken among students. The school's population hosts a significant number of limited English-speaking students; 22.3% of Reseda's student are bused in from the inner city, as well as other parts of the San Fernando Valley and Los Angeles suburbs.

Of the 352 students bused to Reseda High, 49.1% are from some of the 10 schools dealt with in this survey; 50.9% of the remaining students come from other schools in the Los Angeles Unified School District as well as schools outside of the district. The school has a very stable faculty. The surrounding community consists of middle income families. The

community is at the heart of the San Fernando Valley.

Reseda Senior High is a LEARN school. It is at 18230 Kittridge St., Reseda. School enrollment totals 1,578 students: 7.5% African-Americans, 20.8% Anglos, 5% Asian-Pacific Islanders, and 66.7% Latinos. There is one magnet school in addition to Reseda Senior High. Enrollment in Reseda High Environmental and Physical Science Center totals 179 students. Reseda Senior High is in the Birmingham/Cleveland/Reseda cluster, which also includes, Birmingham Senior High School and Cleveland Senior High School. Drop-out rate is 6%. Drop-out rate among African-Americans is 6.8% and among Latinos is 6.7%.

South Gate Senior High School, like Huntington Park High, once had a predominantly Anglo student population, but today the student population is predominately Latino. Many of the Latino students are immigrants. However, there is a significant number of students who are second-generation South Gate students (sons and daughters of South Gate graduates). The school has a stable faculty; however, in the last three years South Gate High has had three different principals. South Gate is a small community. Many residents were once employed by General Motors and Firestone Tire and Rubber. The community was heavily impacted by recent plant closures.

South Gate Senior High School is run under a traditional school management structure. It is at 3351 Firestone Blvd., South Gate. Enrollment totals 4,051 students: .3% African-Americans, .6% Anglos, .4% Asian-Pacific Islanders, and 98.6% Latinos. It has no magnet schools. South Gate Senior High is in the South Gate cluster. Drop-out rate is 5.2%. Drop-out rate among African-Americans is 20%, and among Latinos is 5.1%

Wilson Senior High School is located in the Northeast Los Angeles community of El Sereno. El Sereno has undergone tremendous demographic change. It was once a relatively stable, middle-class Mexican-American homeowner community. However, in recent years the community has experienced an influx of Asian immigrants who are mainly ethnic Chinese (Vietnamese of Chinese heritage) and Chinese. Many of the community's new homeowners are Chinese.

The Latino student population is comprised of recent immigrants and second/third generation Latinos. Many students are sons and daughters of Wilson High School alumni. Wilson has a stable faculty. Some of Wilson's most popular teachers are former Wilson students.

Wilson is a LEARN school. It is at 4500 Multnomah St. Enrollment totals 2,386 students: .6% African-Americans, 1% Anglos, 6.5% Asian-Pacific Islanders, and 91.8% Latinos. There are no magnet schools affiliated with Wilson. It is in the Lincoln/Wilson cluster which also includes Lincoln Senior High School. Drop-out rate is 13.7%. Drop-out rate among African-Americans is 17.8% and among Latinos is 14.0%.

Research Instrument

The research instrument for this study was a 40-item questionnaire containing 36 multiple-choice questions and four open-ended questions. The questions measured demographic variables such as age, sex and ethnicity. They focused on school violence-related variables such as frequency and types of weapons seen or brought to school; perceived threat of violence and victimization which may result in students carrying weapons; extent of violence witnessed in the students' home-based environment; degree to which students feel gangs and drugs contribute to school violence; and potential for racial conflict to escalate into violence. The open-ended questions were designed to provide narrative responses to students' perceptions of the causes of violence and racial conflict in their schools, as well as their recommendations to ease racial tensions and to prevent school violence.

Data Collection

Pre-authorization from the LAUSD Program and Evaluation Assessment Office was required before high school principals could be contacted. After receiving LAUSD approval, which took a period of four months, individual high school principals were contacted by letter explaining the purpose of the study and requesting their participation.

Nine of the original 17 schools targeted declined participation for a variety of reasons: several were too busy; one inner-city high school administrator disapproved of the content in the questionnaire; and one high school on the Westside declined participation due to disapproval from parents. Consequently, three other schools were sought as replacements through personal recommendations from other school administrators.

Trained data collectors from Cal State Los Angeles and the ACLU of Southern California administered the questionnaire over a nine-month period to a representative cross-section of 10th, 11th, and 12th-grade classrooms selected by individual high schools. Social science classes were requested to ensure that subjects reflected a cross-section of the student population with regard to sex, ethnicity and academic achievement, and not specialized segments (such as honor students).

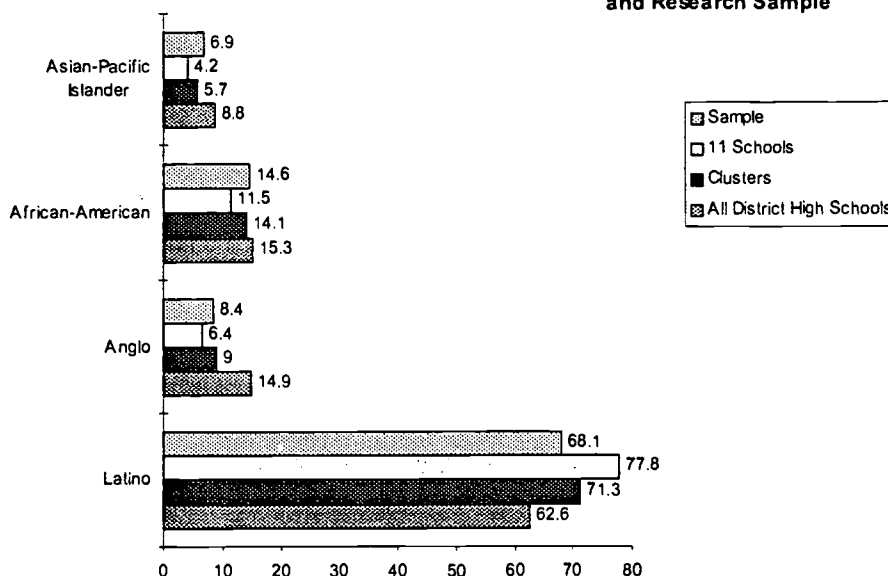
Although standardized procedures were requested between and within each high school regarding the selection of student samples, two high schools included 9th-grade classes, and three high schools preferred to distribute the questionnaire using their own personnel. The survey instrument was written in English, and took an average of 20 minutes to complete. Parental consent was obtained prior to administering the questionnaire when required by specific high schools. All students were instructed not to include their name anywhere on the survey, and were informed that the questionnaire was completely anonymous and confidential.

Data-gathering occurred throughout the 1995-1996 school year, beginning in September, 1995, and ending in May, 1996. In addition to the 1,802 questionnaires completed at the 11 high schools described above and by the sample of continuation high school students supervised by the probation department, surveys were also distributed to 276 young people attending a rock concert in Orange County.

These surveys were distributed by peer youth and were completed during the music festival. Young people who filled out these surveys were primarily students in suburban high schools whose student bodies reflect less diversity than the LAUSD population. Because of differences in the circumstances of questionnaire completion between this rock concert subset and the rest of the sample, the concert group was excluded from the analysis reported here, but will be used in a future comparative study.

Data reflecting the race composition of the sample of 1,802 students was compared to data provided by the LAUSD on the racial profile of the entire district high school student population, the populations of the 10 clusters that cover the 11 high schools selected for this study and the 11 schools themselves, including magnets on their campuses. This comparison is presented in Figure 1-1.

**Figure 1-1: Percent Distribution by Race
All LAUSD High Schools,
10 Clusters, 11 High Schools
and Research Sample**



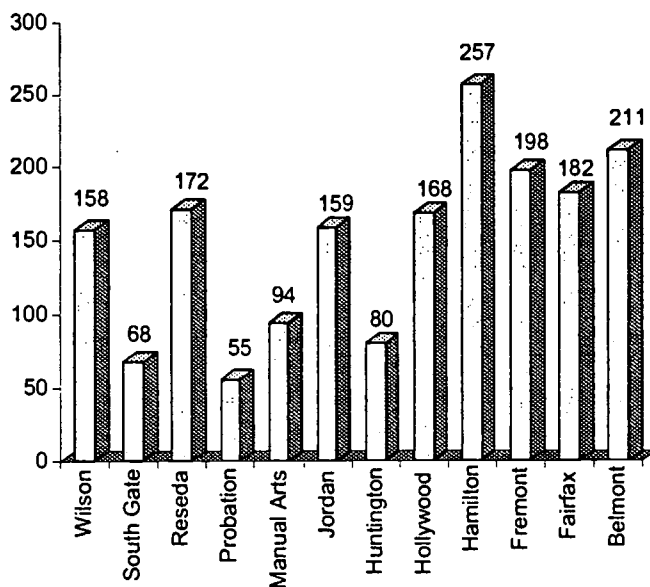
The sample very closely approximates the population profile of the LAUSD high schools. The percentages of racial groups (see Figure 1-1) demonstrate the similarity between the sample and overall student populations.

Additionally, the sample is quite large and drawn from an economic and geographic cross section of all district high schools and students. Though the sample sizes vary in each of the 11 high schools and students on probation attending continuation high schools, the majority of individual school sample sizes are comparable.

Thus, the responses of those students surveyed should be viewed as highly comparable with responses of students at each school. Collectively, we believe these data can be a useful tool in analysis of many of the issues and problems of the high school population of the LAUSD, especially those issues and problems addressed in this study.

Figure 1-2 shows the number of surveys collected at each of 11 schools and among continuation students on probation.

Figure 1-2: Number of Students Surveyed, by School Site
Total in Sample: 1,802



Analysis

The data were entered into a data editor compatible with the computer software program, Statistical Package for the Social Sciences (SPSS), release version 7.0 (December 19, 1995). The data were subsequently analyzed using SPSS, resulting in the crosstabulation and descriptive statistics tables presented in this report. Graphics (e.g., Tables) were generated through a software graphics package included in the SPSS program. A total of 1802 surveys were included in the data analysis. Analysis was conducted on a Pentium P55CM equipped PC computer, running Microsoft Windows 95.

Some questions acted as filters for other questions (e.g., "Have you ever seen a student with a weapon at school?"), resulting in an analysis of fewer respondents to some questions (e.g., "If yes, what type of weapon?") than others (e.g., "What is your grade level?").

Color graphic displays were exported from SPSS to Microsoft Excel and presented in this report.

Section 2:

Comprehensive Survey Results

A total of 1,802 students who attend 11 Los Angeles Unified School District high schools or continuation high schools were asked a series of 36 objective and four open-ended questions. The continuation students were under the supervision of the Los Angeles County Probation Department. Data and graphics reported in this section reflect the results of the objective questions for the survey group as a whole. Several of the questions have been combined to clarify this presentation.

The 11 campuses are described in Section 1. The race profile of the sample, described in Figure 1-1 in Section 1, shows that the respondents to this survey closely reflect the racial diversity of all high school students in the LAUSD. These 11 high schools are part of 10 different LAUSD clusters, which are school complexes that link one or more high schools with the elementary and middle schools that feed them. The clusters and schools represented in these data also include campuses in the San Fernando Valley, the Westside, the Eastside, South Central Los Angeles and the central city area. The number of students from each high school and in the Probation Department subset are reported in Figure 1-2 in Section 1.

Figure 2-1 provides the distribution of respondents by grade level. Twelfth graders represented more than one-third—or 36.3 percent—of the total sample, while 11th graders comprised just under one-third at 28.9 percent. Tenth graders represented nearly 20 percent of the total sample, and 9th graders constituted the smallest group at just over 15 percent.

Figure 2-1: Percent of Sample by Grade Level

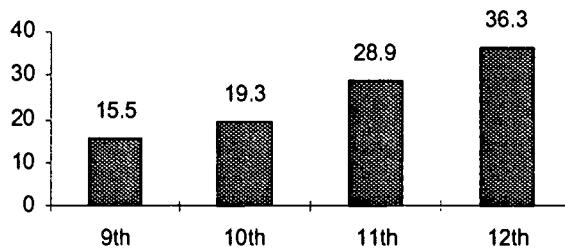


Figure 2-2 shows the age profile of the sample. Slightly more than half of the sample was 17 and older, with nearly 40 percent ages 15-16 and just over 7 percent in the 13-14 age category.

Figure 2-2: Percent of Sample by Age

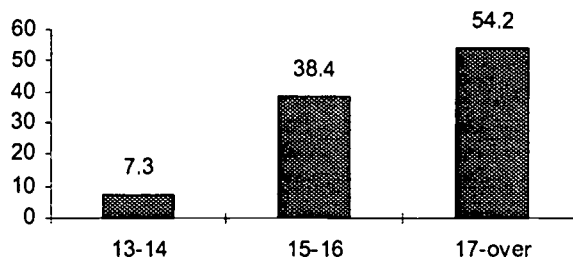
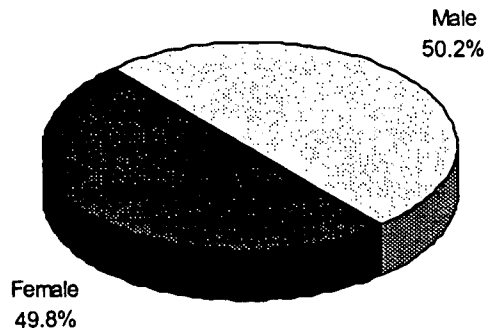


Figure 2-3 shows the gender profile of the sample, approximately half male and half female.

Figure 2-3: Percent of Sample by Gender



The race composition of the sample is presented in Figure 2-4. Slightly more than two-thirds of the sample was Latino, with just under 15 percent African-American. Slightly less than 10 percent were Anglo, and about 7 percent were Asian-Pacific Islanders.

Figure 2-4: Percent of Sample by Race

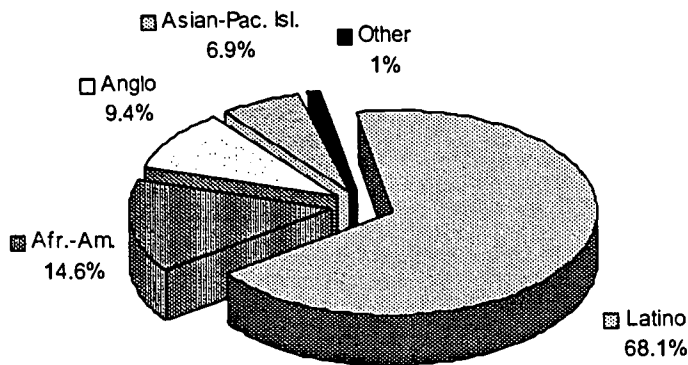


Figure 2-5: Percent of Students Who Saw Weapon at School

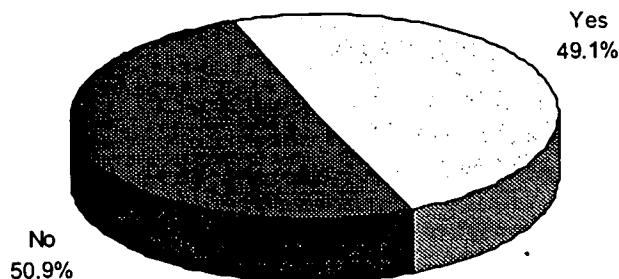
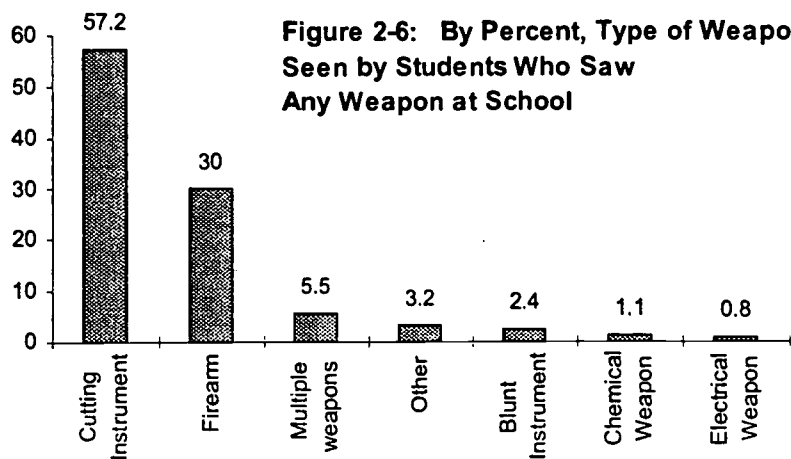


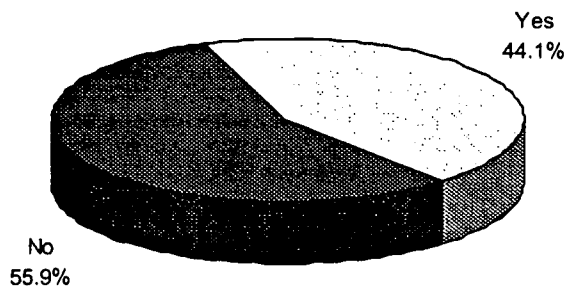
Figure 2-5 indicates that nearly half of all of the students surveyed have seen some type of weapon at school. A total of 881 students said they had seen a weapon on campus.

Of the 881 students who have seen a weapon at school, as shown in Figure 2-6, cutting instruments (e.g. knives, shanks, razor blades, screwdrivers,) were the most common, comprising over half the type of weapons brought to school. Firearms constituted the second largest category at nearly one-third the type of weapon seen at school. Multiple weapons (e.g. knives and guns), other blunt instruments (e.g. bats, clubs, brass knuckles, chains, hammers), chemical weapons (e.g. Mace, pepper spray) and electrical weapons (Taser gun) were all much less commonly seen.

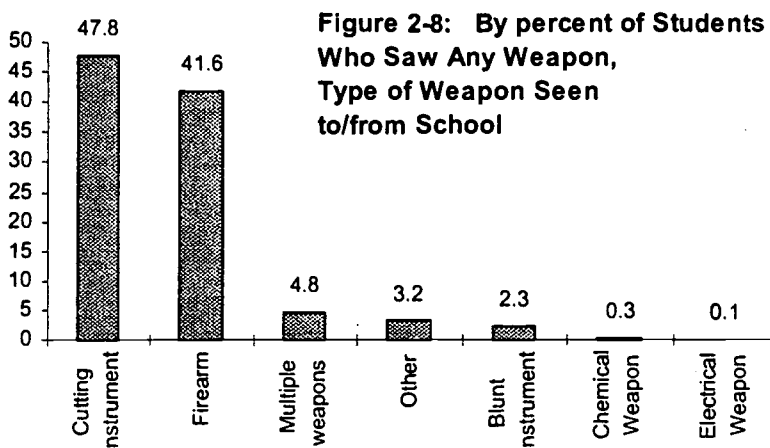


While nearly half of students surveyed have seen a weapon at school, as Figure 2-7 shows, nearly 45 percent have also seen a weapon while on the way to or from school. A total of 785 students saw some weapon to or from school.

Figure 2-7: Percent of Students Who Saw Weapon To/From School



Of the 785 students who reported seeing a weapon going to or from school, Figure 2-8, close to half have seen a cutting instrument (e.g. knives, razor blades, shanks, screwdrivers), while just over 40 percent have seen a firearm going to and from school. Multiple weapons (e.g. guns, knives), blunt instruments (e.g. bats, clubs, brass knuckles, chains), chemical weapons (e.g. Mace, pepper spray), and electrical weapons (Taser) were seen far less frequently going to and from school, each at less than 5 percent.



While 86 percent of all students have not taken a weapon to school, Figure 2-9 shows that nearly 14 percent of the students sampled admitted to having taken a weapon to school. A total of 250 students reported taking some weapon; 45 of those said they took guns to school.

Figure 2-9: Percent of Students Who Took Weapon To School

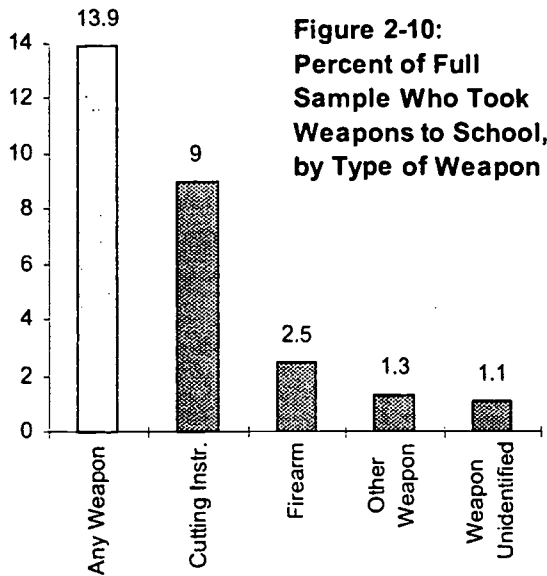
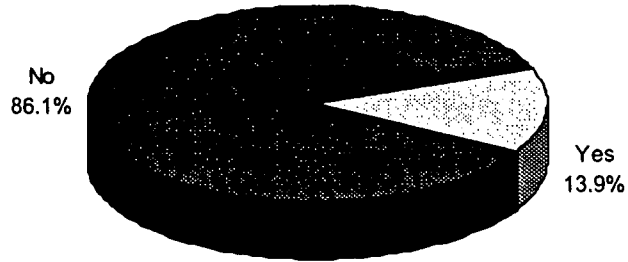


Figure 2-10: Percent of Full Sample Who Took Weapons to School, by Type of Weapon

Figure 2-10 shows the percent of students in the entire sample who took certain types of weapon to school.

Figure 2-11 shows the frequency by which students among the sample at large took weapons to school. Although these figures are low, slightly more than one student of every 100 reported "always" taking a weapon to school.

Figure 2-11: Percent of Full Sample By How Often They Took Weapons to School

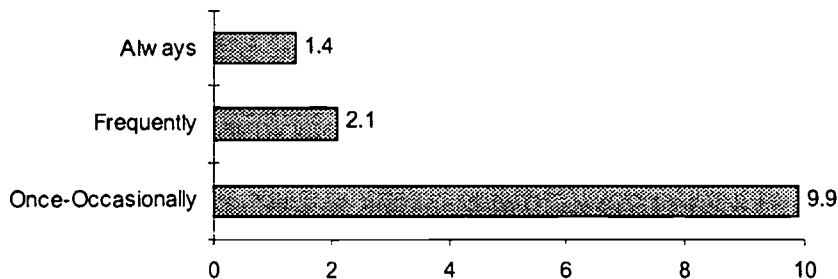


Figure 2-12 shows that nearly two-thirds—64.5 percent—of the students surveyed have seen a person 17 or younger with a weapon in their neighborhood.

Figure 2-12: Percent of Full Sample Who Saw Teen With Weapon In Neighborhood

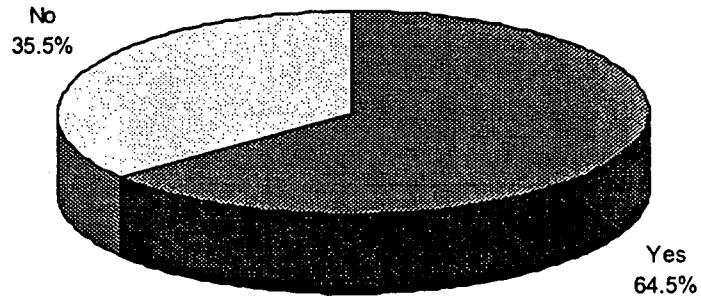


Figure 2-13: Percent of Full Sample Who Have Friends Who Own Gun

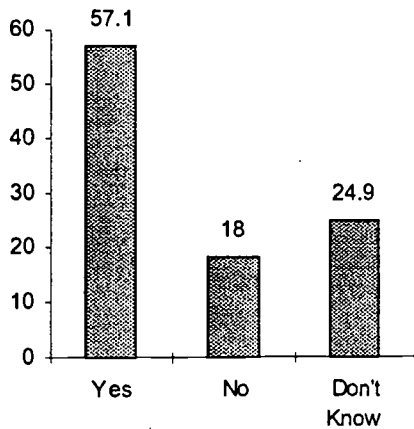


Figure 2-13 shows that well over half—57 percent—of the students surveyed have friends or acquaintances who own a gun. One-fourth claim they don't know if their friends or acquaintances own a gun, and only 18 percent said their friends or acquaintances did not own a gun.

Nearly half the students surveyed—48.2 percent—claim (Figure 2-14) that it would be easy for them to obtain a gun, while nearly one-fourth—or 23.5 percent—said it would be difficult. A little more than one-fourth—28.3 percent—of the students surveyed said they did not know whether it would be easy or difficult to obtain a gun.

Figure 2-14: Ease of Obtaining Gun, By Percent of Full Sample

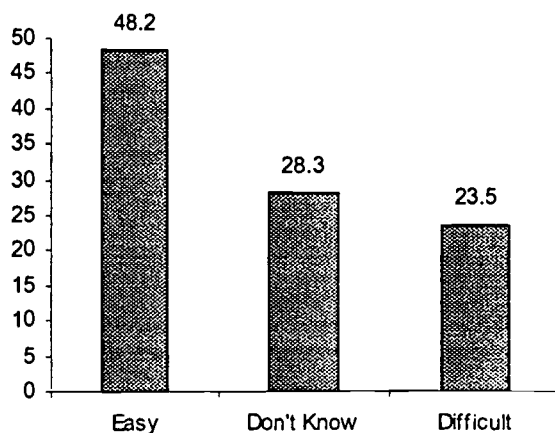
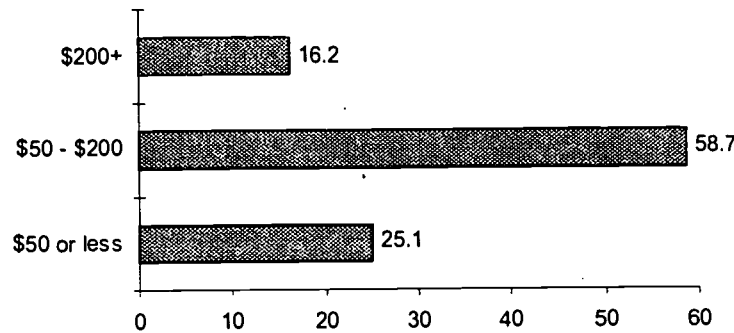


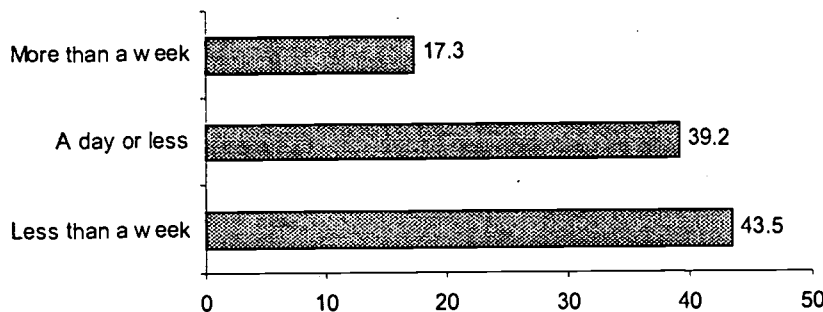
Figure 2-15 shows the estimated cost of acquiring a gun by students included in the sample as a whole. Nearly 60 percent of the students surveyed said that if they could get a gun, it would cost them between \$50 and \$200. One-fourth said a gun would cost them \$50 or less, and 16 percent said a gun would cost them more than \$200.

Figure 2-15: Estimated Cost of Obtaining Gun, By Percent of Full Sample



As indicated in Figure 2-16, about 44 percent of the students surveyed claimed it would take less than a week to obtain a gun, while nearly 40 percent claimed it would take a day or less. Only 17 percent believed it would take more than a week to obtain a gun.

Figure 2-16: By Percent of Full Sample, Time Needed to Get Gun



As indicated in Figure 2-17, just under 60 percent of the students sampled believe that cutting instruments are the most common type of weapon brought to school. Slightly more than 16 percent of the students surveyed believe firearms to be the most common weapon, and about one-fourth believe some other type of weapon or multiple weapons are most common.

Figure 2-17: By Percent of Full Sample, Common Weapons Brought to School

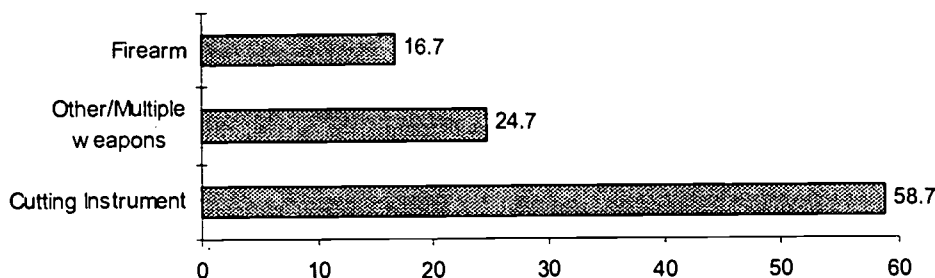


Figure 2-18 examines the reasons students believe weapons are brought to campus. Nearly 40 percent of the sample believe gangs are the main reason students bring weapons to school, while roughly 30 percent believe students bring weapons for safety to and from school. Fourteen percent believe students bring weapons for safety at school, while slightly less than eight percent felt it was to attack someone.

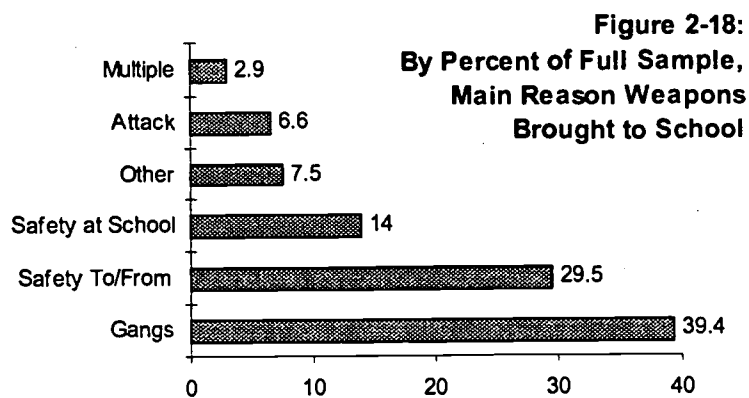


Figure 2-19 shows that, while the overwhelming majority of students—about 86 percent—have not witnessed a shooting at school, nearly 14 percent of the students surveyed said they have.

Figure 2-19: Percent of Full Sample Who Saw Shooting at School

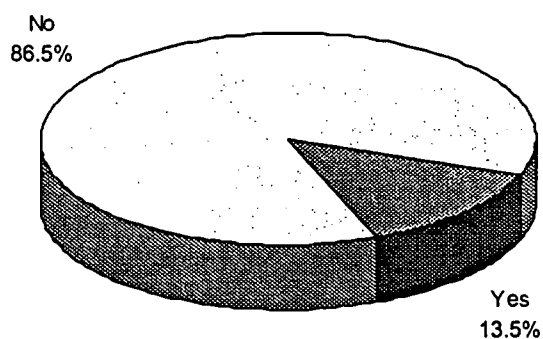
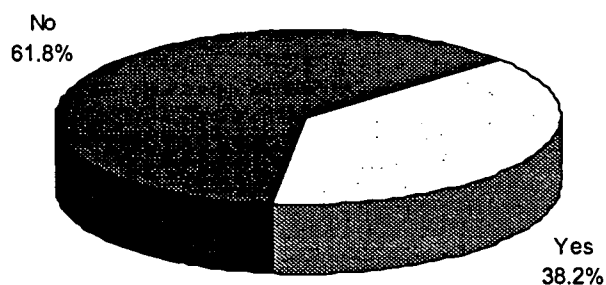


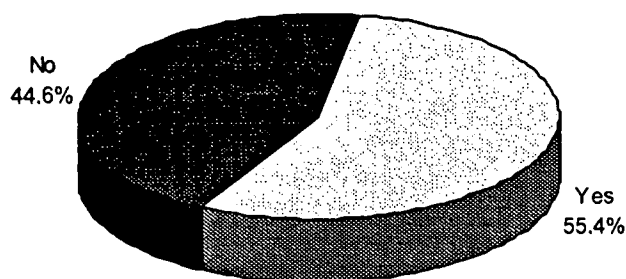
Figure 2-20 shows that 38 percent of students say they have witnessed a shooting while en route to or from school. The remaining 62 percent of students had not witnessed a shooting on common school routes of travel.

Figure 2-20: Percent of Full Sample Who Saw Shooting to/from School



Despite heavy publicity about metal detector screenings in schools and in seeming contravention of an LAUSD policy mandating that all schools conduct metal detector weapon searches on a daily basis, Figure 2-21 shows that nearly 45 percent of students in the sample believe their school does not use the devices.

Figure 2-21: By Percent, School Uses Metal Detectors



Also in seeming contravention of LAUSD metal detector policies, Figure 2-22 shows that a large majority of students surveyed—71.6 percent—had not been searched in the previous month. Only about 20 percent said they were searched one or two times, and less than 10 percent of the overall sample were searched more than three times.

Figure 2-22: By Percent of Sample, How Often Searched by Metal Detectors in Previous Month

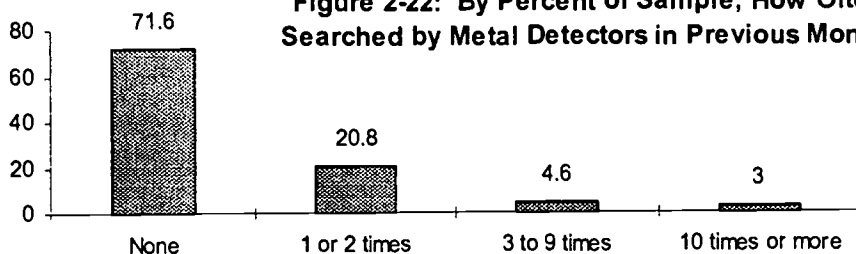
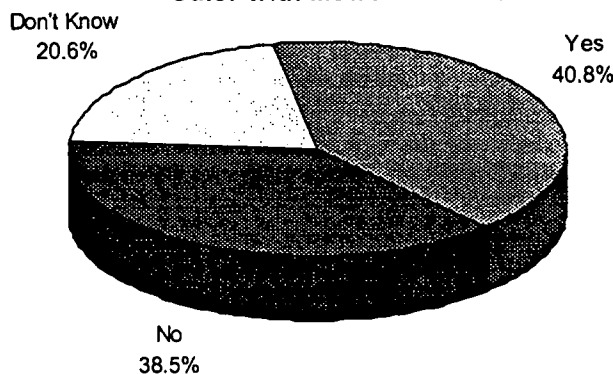


Figure 2-23 shows that while just over 40 percent of the students surveyed feel safer with metal detectors being used in their school, just under 40 percent—almost an equal number—said they don't feel safer with metal detectors. About 20 percent said they don't know if they feel safer with metal detectors being used in their school.

Figure 2-23: By Percent of Sample, Perception of Feeling Safer with Metal Detectors



The effectiveness of metal detectors as a weapons deterrent was doubted by nearly two thirds of students in the sample. Figure 2-24 shows that nearly 64 percent believe metal detectors do not serve as a deterrent to keep weapons off their campus. Only about 22 percent believe metal detectors are effective in keeping weapons off their campus, and about 15 percent said they didn't know if metal detectors keep weapons off their school grounds.

Figure 2-24: By Percent of Sample, Do Metal Detectors Keep Weapons Off Campus?

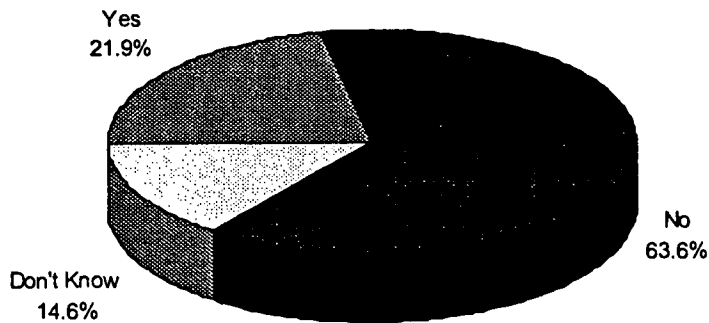
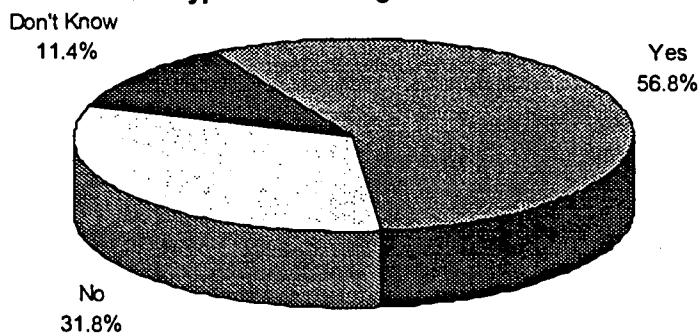


Figure 2-25 shows that well over half the respondents believe that wearing certain types of clothing will put them at risk of being a victim of violence. Just under one-third felt types of clothing did not put them at risk, and a little more than 10 percent said they didn't know if wearing certain types of clothing put them at risk of being a victim of violence.

Figure 2-25: By Percent of Sample, Do Types of Clothing Put You at Risk?



As shown in Figure 2-26, the majority of students sampled—57 percent—disapprove of a dress code or uniform. One-third said they favored enforcing a dress code or uniform, and about 10 percent said they didn't know if they approved and disapproved of a dress code or uniform.

Figure 2-26: Percent of Sample Who Favor Dress Code or Uniform

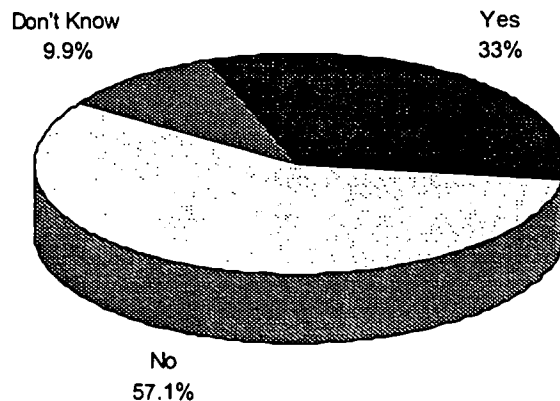
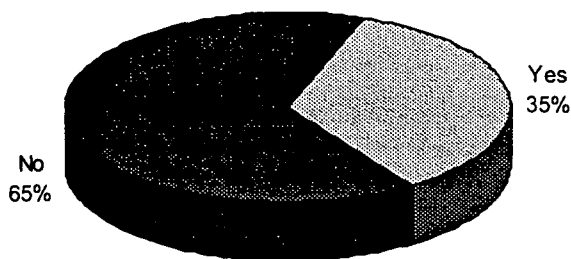


Figure 2-27 shows that more than a third—or 35 percent—of the sample had witnessed the shooting of someone 17 or younger in their neighborhoods. Nearly two-thirds of those surveyed said they had never witnessed a juvenile shooting.

Figure 2-27: Percent of Sample Who Saw Teen Shot in Neighborhood



As shown in Figure 2-28, more than 40 percent of students in the sample reported that they had witnessed a drive-by shooting.

Figure 2-28: Percent of Sample Who Witnessed Drive-by Shooting

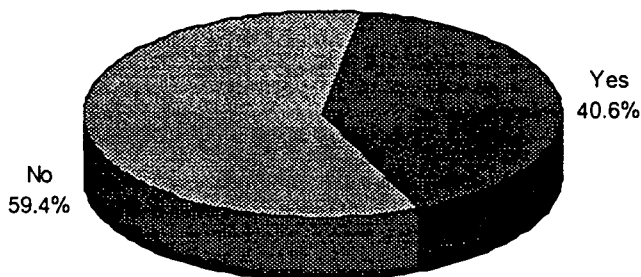


Figure 2-29 shows that most of the students surveyed—about 36 percent—believed drug deals occurred frequently in their neighborhood. Roughly 22 percent thought drug deals occurred occasionally, and another 22 percent reported not knowing about drug deals occurring in their neighborhood. Thirteen percent thought drug deals seldom occurred, and only 6.4 percent believed drug deals never occurred in their neighborhood.

Figure 2-29: By Percent, Estimate by Full Sample of Frequency of Drug Deals in Their Neighborhoods

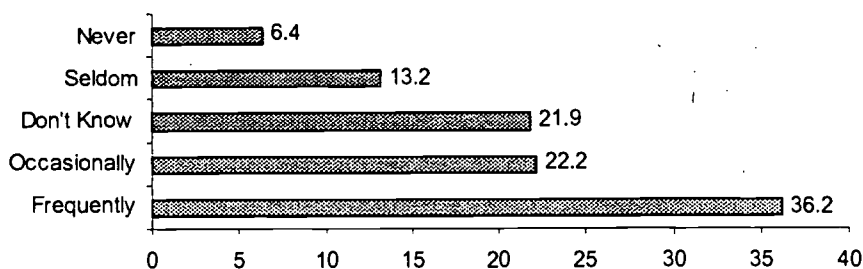


Figure 2-30 shows that more than 45 percent of students surveyed have experienced racial tensions at their schools. Nearly one-third of the students felt no racial tension, and roughly 24 percent said they didn't know whether racial tensions existed at their schools.

Figure 2-30: Students' Perceptions of Whether Racial Tensions Afflict their Schools

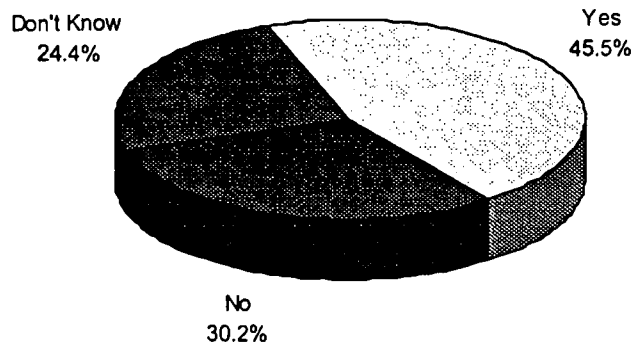


Figure 2-31 shows that nearly half—48.5 percent—of the sample reported having friends who were involved in racial conflict that ended in violence, while just under 40 percent did not have any friends who were involved in such conflict. Only 12 percent answered they didn't know to having friends involved in interracial conflict that ended in violence.

Figure 2-31: Percent of Students with Friends Involved In Violent Race Conflict

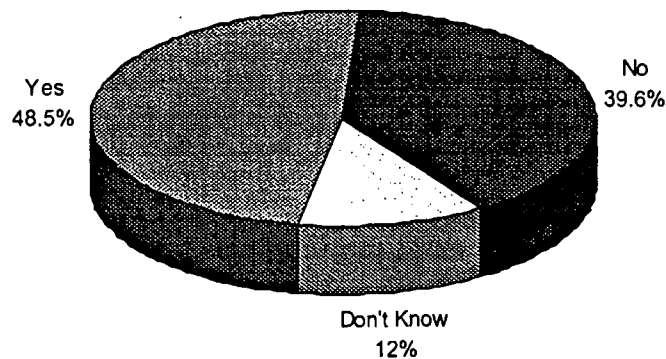


Figure 2-32 shows that, when they were asked about solutions to problems of campus violence, nearly 40 percent of the students said instruction in talking out conflicts would be an effective way of reducing school violence. Nearly a third felt they would not. About 28 percent didn't know if such classes would help or not.

Figure 2-32: Percent of Sample that Identified Conflict-Resolution Instruction as Potential Solution

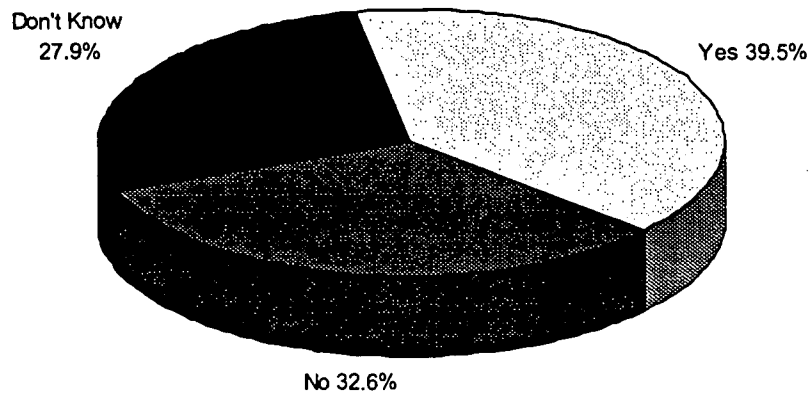
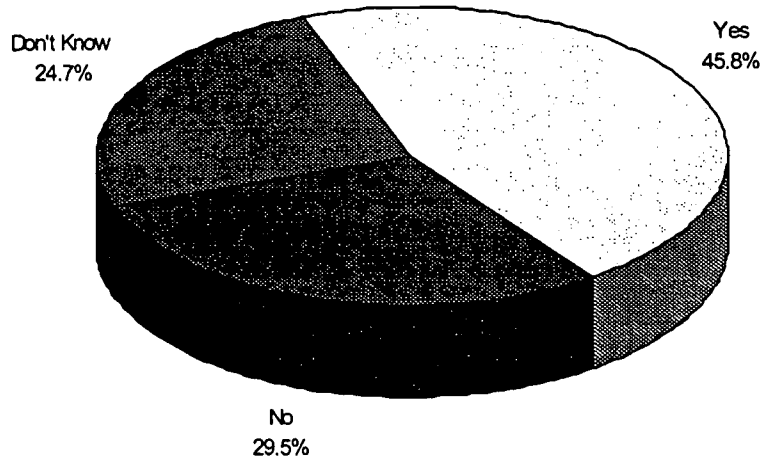


Figure 2-33 shows that, when asked if taking classes in understanding different races and cultures would help reduce school violence, 45.8 percent of the respondents felt they would, while less than one-third thought that they would not. About one-fourth answered they didn't know.

Figure 2-33: Percent of Sample that Believed Race/Culture Sensitivity Classes Were Possible Solution



Section 3:

Comparisons By Gender

Differences in perspective on safety and violence issues between male and female students are critical to the task for identifying priorities and crafting solutions. In this section, cross tabulations present descriptive statistical information on the different ways teenage young men and young women perceive issues ranging from how often weapons find their way onto school campuses and the reasons this occurs to ideas for ways to address issues of both campus danger and community violence.

Figure 3-1 shows that more male than female respondents have seen a weapon at school—roughly 60 percent compared to 40 percent, respectively. The majority of male respondents—about 60 percent—said they had seen a weapon at school compared to 40 percent who said they had not; the reverse was true for female respondents—60 percent said they had not seen a weapon at school compared to roughly 40 percent who admitted they had. A total of 881 students saw some weapon.

Figure 3-1: By Gender: Percent Who Saw Weapon at School

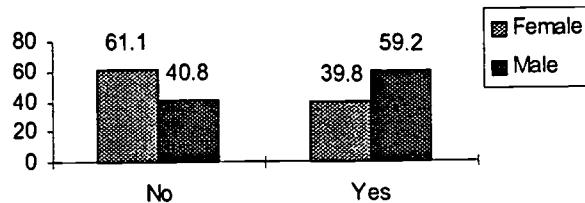
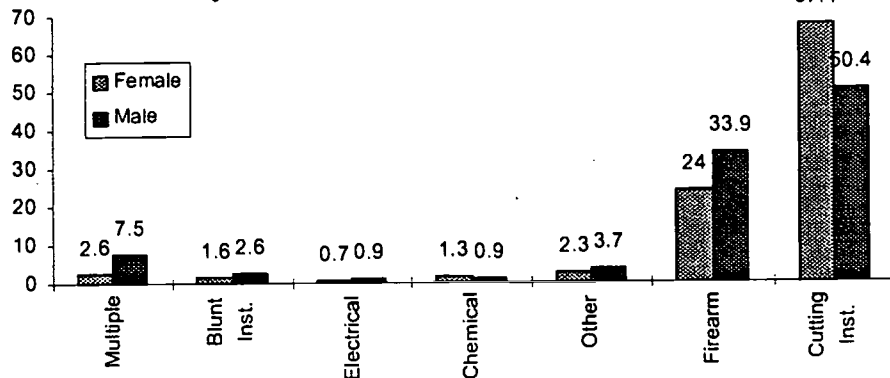


Figure 3:2 shows that, for the 881 male and female students surveyed who saw some weapon, cutting instruments (e.g. knives, razor blades, shanks, screwdrivers) were clearly the most common type of weapon seen school. However, more female than male respondents see cutting instruments—67.4 percent compared to 50.4 percent, respectively. However, more male than female respondents have seen firearms (guns) at school—33.9 percent for males compared to 24.0 for females. All other categories of weapons seen at school did not constitute a significant percentage for either male or female respondents.

Figure 3-2: By Percent of Gender, Type of Weapon Seen at School by Students Who Saw Any Weapon



As indicated in Figure 3-3, of the 785 students who saw any weapon to or from school, more male than female respondents—50 percent compared to slightly less than 40 percent—said they have seen a student with a weapon on the way to or from school. For males, exactly half said they have seen a student with a weapon going to or from school, and the majority of females—just over 60 percent—said they have not seen a student with a weapon en route to or from school.

Figure 3-3: By Percent of Gender: Saw Weapon to/from School

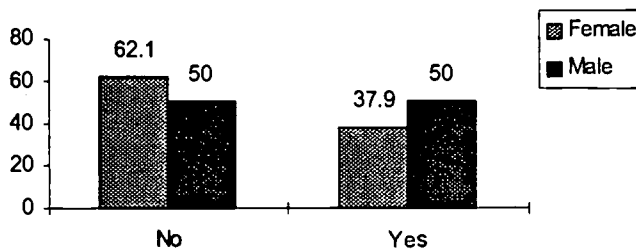


Figure 3-4 shows that of the 785 students who observed any weapon to or from school, the majority of male and female students sampled saw cutting instruments (e.g. knives, razor blades, shanks, screwdrivers) most frequently on the way to and from school. More female than male respondents saw cutting instruments—51.4 percent compared to 45.6 percent, respectively. Slightly more than 40 percent of both male and female respondents said they have seen firearms while they were traveling to and from school. Other categories did not constitute a significant percentage of types of weapons respondents have seen going to or from school.

Figure 3-4: By Percent and Gender, Type of Weapon Seen to/from School by Students Who Saw Any Weapon

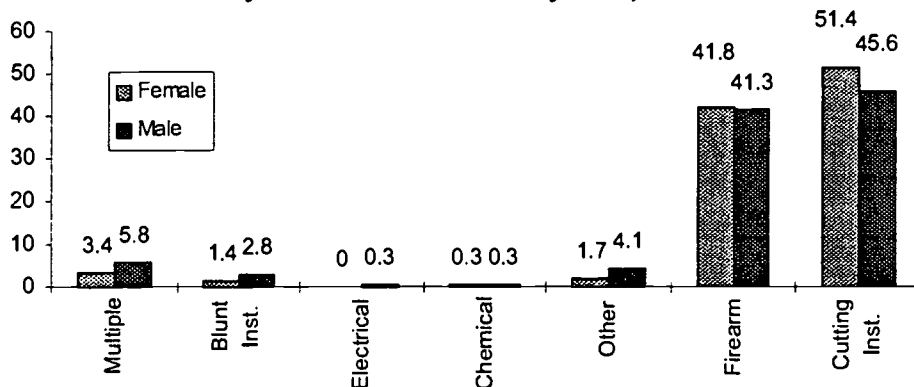


Figure 3-5: By Percent and Gender, Took Weapon to School

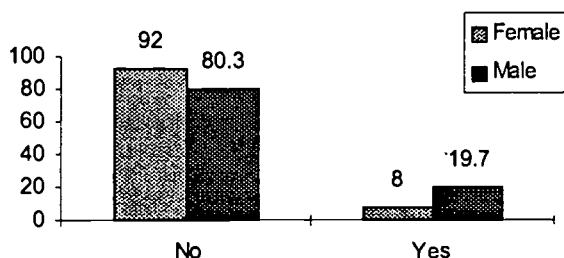
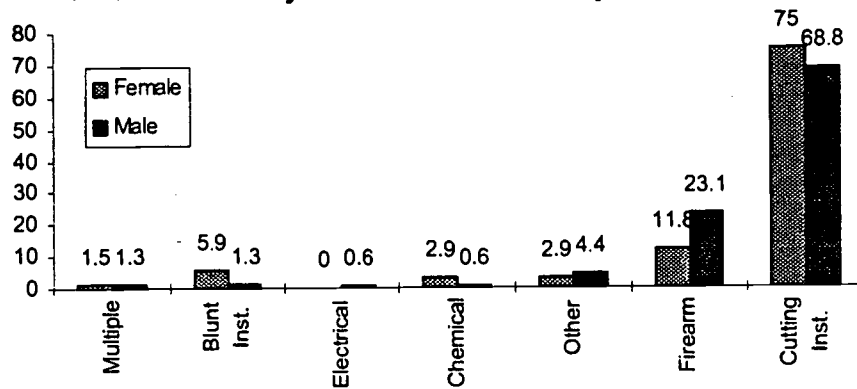


Figure 3-5 shows that while 92 percent of female and 80 percent of male students surveyed said they have never taken a weapon to school, nearly 20 percent of the male and eight percent of the female respondents admitted they have taken a weapon to school. A total of 250 students said they took some weapon.

Figure 3-6 shows that cutting instruments (e.g. knives, razor blades, shanks, screwdrivers) were overwhelmingly the most common type of weapon taken to school by the 350 male and female respondents who took weapons—nearly 70 percent and 75 percent, respectively. Firearms were a distant second—23 percent for males and about 12 percent for females. Other types of weapons did not constitute a significant percentage of the weapons students sampled have taken to school.

Figure 3-6: By Percent and Gender, Type of Weapon Taken to School By Students Who Took Any Weapon



Of the 250 students who took any weapon, Figure 3-7 shows that the majority of males surveyed—about 30 percent—have taken a weapon to school two or three times, while most of the female respondents—close to 40 percent—have taken a weapon only once. For males, slightly more than 20 percent have taken a weapon to school once, and just under 20 percent take a weapon to school occasionally or frequently. Nearly 12 percent of the male respondents admitted they always take a weapon to school. For female respondents, nearly 30 percent have taken a weapon to school two or three times, about 15 percent take a weapon occasionally, and just under 10 percent take a weapon to school frequently or always.

Figure 3-7: By Percent and Gender, Took Weapo How Often By Students Who Took Any Weapon to School

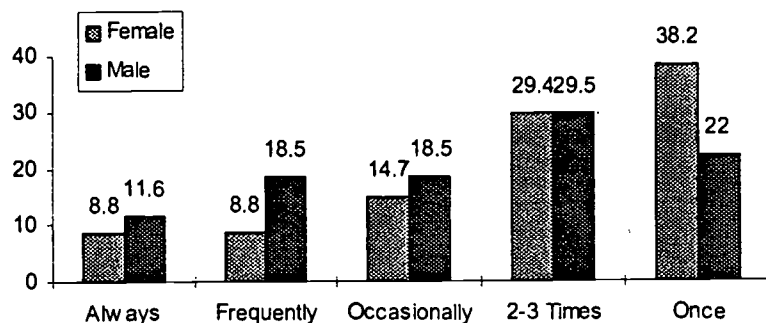
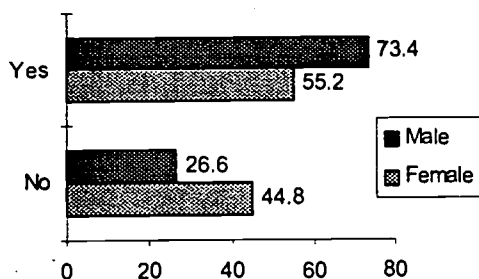


Figure 3-8: By Percent and Gender, Saw Teen With Weapon In Neighborhood



The majority of both male and female respondents, reported in Figure 3-8, have seen someone 17 or younger with a weapon in their neighborhood. However, more males than females said they have seen a person 17 or younger with a weapon in their neighborhood—roughly 73 percent compared to 55 percent, respectively.

Figure 3-9 shows that the overwhelming majority of both male and female respondents have friends or acquaintances who own a gun. More males than females—63 percent compared to 51 percent—have friends or acquaintances who own a gun, and more females than males either didn't know or didn't have friends or acquaintances who own a gun.

Figure 3-9: By Percent and Gender, Has Friend Who Owns Gun

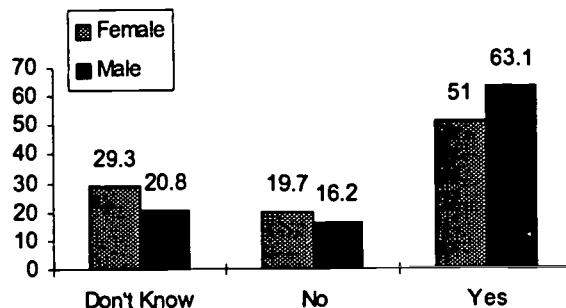


Figure 3-10: By Percent and Gender, Difficulty of Obtaining a Gun?

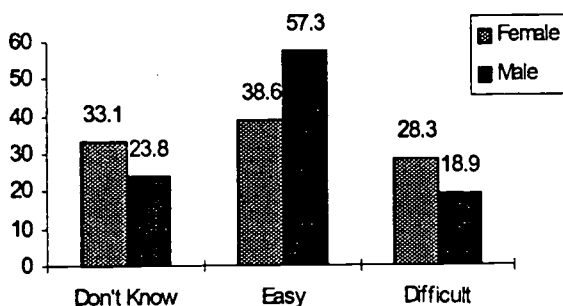


Figure 3-10 shows that the majority of both male and female respondents believed it would be easy for them to obtain a gun. Nearly 60 percent of the males thought it would be easy, and nearly 40 percent of the females said it would be easy to obtain a gun. The smallest percentage for both males and females thought it would be difficult, and one-third of the females and about one-quarter of the males said they didn't know if obtaining a gun would be easy or difficult.

Figure 3-11 shows that an equal proportion of male and female students sampled—about 44 percent—believed it would take a week or less to obtain a gun. Slightly more than 40 percent of the male respondents and just over one-third of the female respondents said it would take a day or less. The smallest percentage for both males and females thought it would take longer than a week to obtain a gun.

Figure 3-11: By Percent and Gender, Time Needed to Locate a Gun

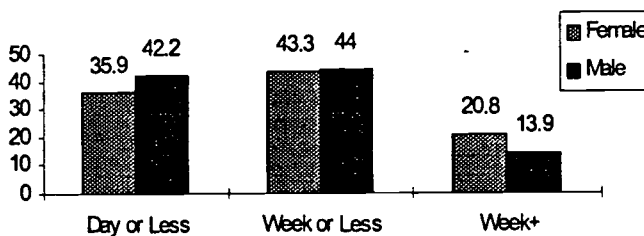


Figure 3-12 shows that male and female students have slightly different perceptions of the likely cost of obtaining a gun, with males more often estimating that a gun could be obtained in the \$50 or less price range common to Saturday Night Specials. Estimates of the cost falling between \$50 and \$200 were nearly identical among males and females.

Figure 3-12: By Percent and Gender, Cost of Procuring Gun

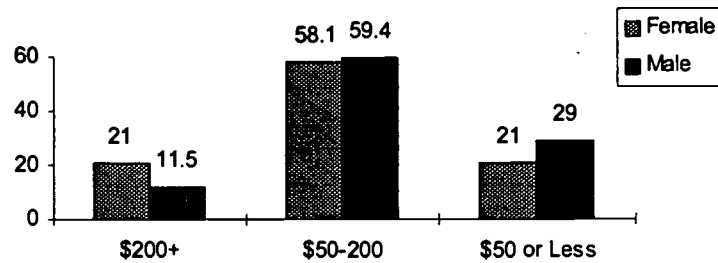
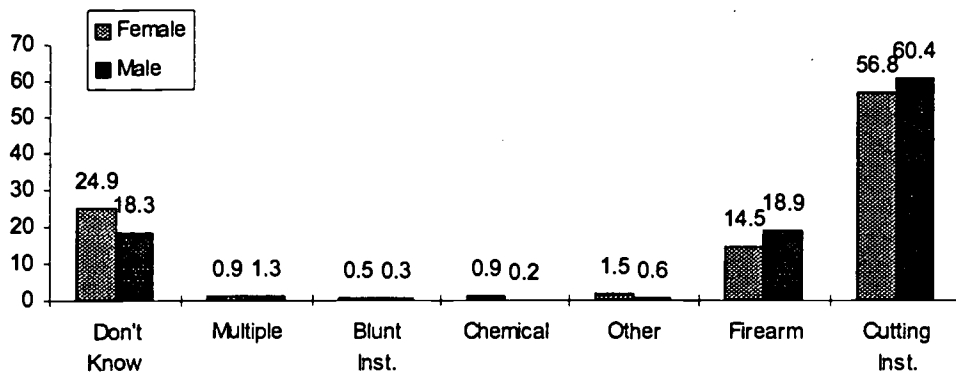


Figure 3-13 shows that the overwhelming majority of both male and female respondents—roughly 60 percent—believed cutting instruments (e.g. knives, razor blades, shanks, screwdrivers) were the most common type of weapon brought to school. About 20 percent of the male respondents and nearly 15 percent of the female respondents thought firearms (guns) were most common, and nearly one-quarter of the females and 20 percent of the males said they didn't know. Responses for other types of weapons brought to school were two percent or less.

Figure 3-13: By Percent and Gender, Perceived Most Common Weapon



Nearly 45 percent of female respondents and 35 percent of male respondents in Figure 3-14 thought gangs were the main reason students brought weapons to school. About one-third of the males and slightly more than one-quarter of the females thought safety to and from school. Just over 16 percent of male respondents and 11 percent of female respondents thought safety at school was the main reason students brought weapons to school. About seven percent or less of both males and females thought students brought weapons to attack others.

Figure 3-14: By Gender: Main Reason for School Weapons

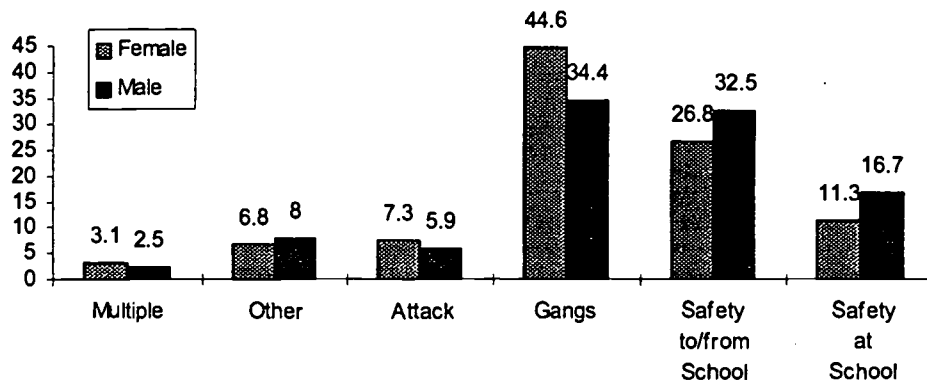


Figure 3-15 shows that while more than 80 percent of male respondents and nearly 90 percent of female respondents have never witnessed a shooting at school, more than 16 percent of the male students sampled and about 10 percent of the female students said they have witnessed a shooting at school.

Figure 3-15: By Percent and Gender, Saw Shooting at School

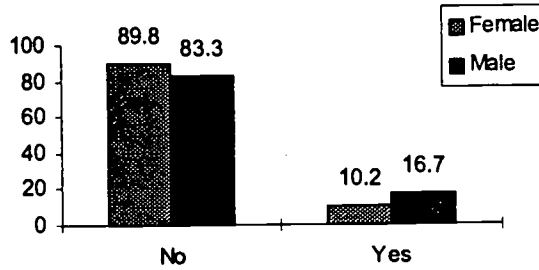


Figure 3-16: By Percent and Gender, Saw Shooting to/from School

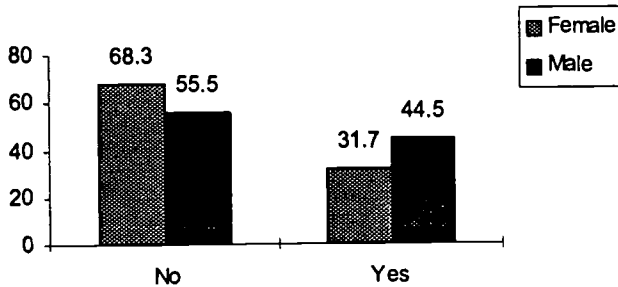
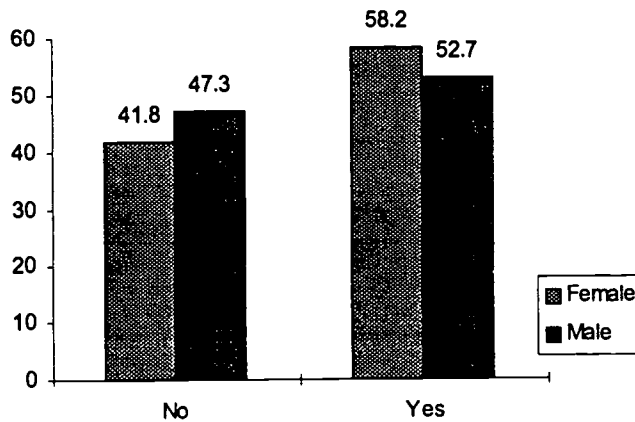


Figure 3-16 shows that, nearly 45 percent of male respondents and about one-third of female respondents said they have witnessed a shooting off-campus en route to or from school.

Figure 3-17 shows that while slightly more than half the male and female students sampled said their school uses metal detectors, nearly half the male respondents and more than 40 percent of the female respondents were unaware that their school uses or enforces a metal detector policy.

Figure 3-17: By Percent and Gender, School Uses Metal Detectors



As indicated in Figure 3-18, the overwhelming majority of both male and female respondents—75.4 percent and 82.6 percent, respectively—said they had never been subjected to a metal detector search in the previous month. Only about 15 percent of both males and females were searched once or twice in the previous month, and five percent or less of male or female respondents were searched either three to nine times or more than 10 times in the previous month.

Figure 3-18: By Percent and Gender, Metal Detector Search Frequency

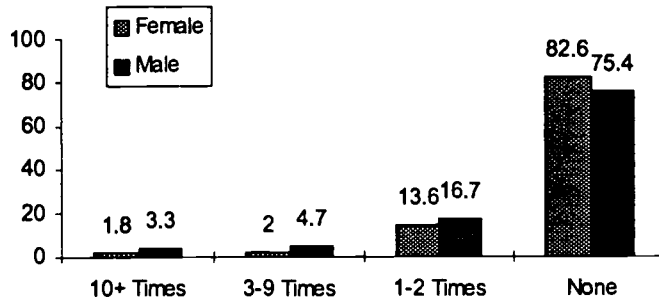
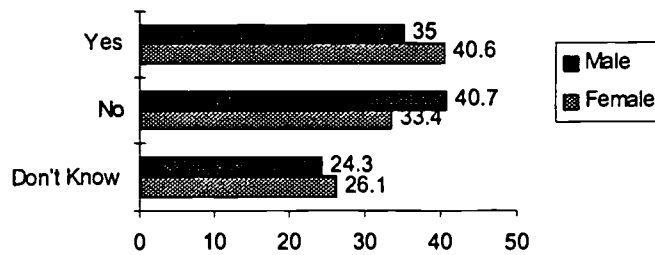


Figure 3-19 shows that while the majority of female respondents—40.6 percent—said they felt safer with metal detectors being used in their school, and equal majority of male respondents—40.7 percent—said they did not feel safer with metal detectors being used in their school. Roughly one-quarter of both male and female respondents said they didn't know if metal detectors made them feel safer at school.

Figure 3-19: By Percent and Gender, Feel Safer With Metal Detectors



Metal detectors get low marks from both males and females as a means of keeping weapons off campus. Figure 3-20 shows that the majority of both male and female students sampled—65.3 percent and 61.8 percent, respectively—do not believe metal detectors keep weapons off their campus. Only slightly more than 20 percent of either male or female respondents thought metal detectors did keep weapons off their campus, and nearly 13 percent of male respondents and 17 percent of female respondents said they didn't know.

Figure 3-20: By Percent and Gender, Do Detectors Keep Weapons Off Campus?

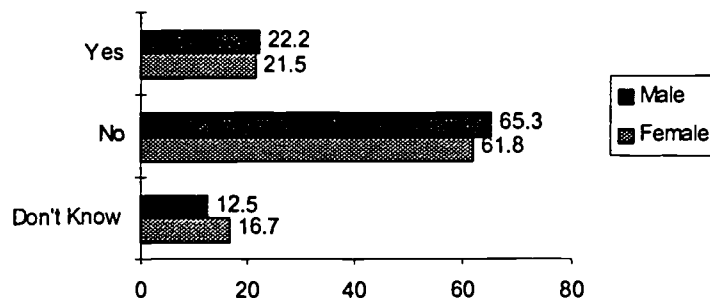


Figure 3-21 shows that well over half the male and female students surveyed—56.5 percent and 57.1 percent, respectively—believed that wearing certain types of clothing put them at risk of being a victim of violence. One-third or slightly less of either male or female respondents didn't think wearing certain types of clothing put them at risk, and about 12 percent of female respondents and 10 percent of male respondents said they didn't know.

Figure 3-21: By Percent and Gender, Clothing Items Put You at Risk

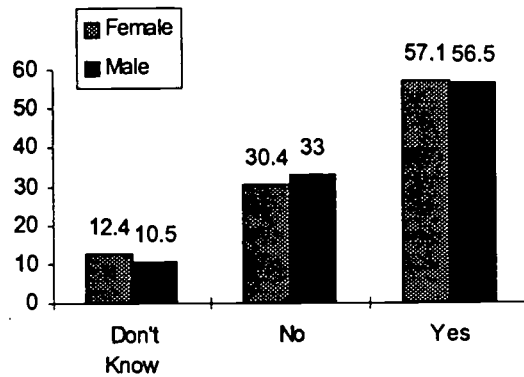


Figure 3-22 shows that the majority of respondents—65.7 percent of males and 48.1 percent of females—disapprove of their schools enforcing a dress code or uniform policy. Slightly more than 40 percent of female respondents and about one-quarter of male respondents approved of a dress code or uniform, and 10 percent of either male or female respondents said they didn't know.

Figure 3-22: By Percent and Gender, Favor Dress Code

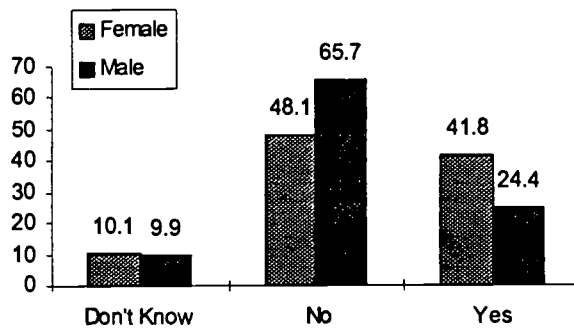
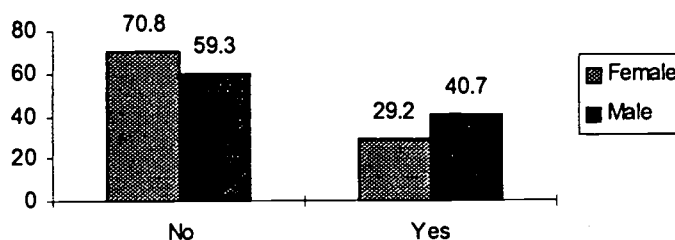


Figure 3-23 shows that roughly 40 percent of male respondents and 30 percent of female respondents said they have witnessed a shooting or shootings of someone 17 or younger in their neighborhoods.

Figure 3-23: By Percent and Gender, Saw Teen Shot in Neighborhood



As shown in Figure 3-24, nearly half the male students surveyed—47.5 percent—said they witnessed a drive-by shooting. While two-thirds of the females respondents had not witnessed a drive-by, one-third said they had.

Figure 3-24: By Percent and Gender, Witnessed Drive-By Shooting

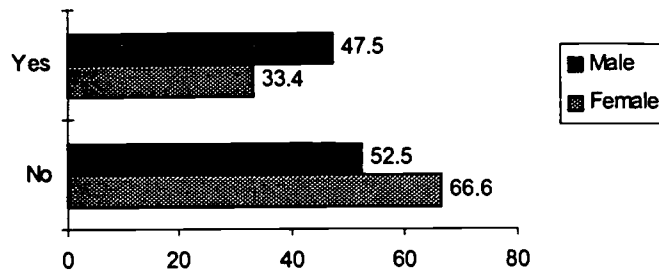


Figure 3-25: Percent and Gender, Know Teen Drive-By Victim

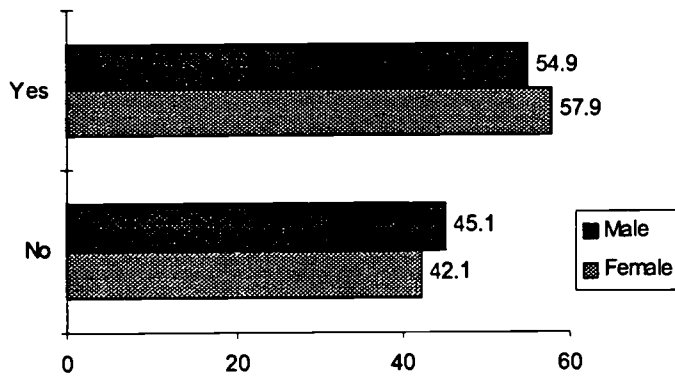


Figure 3-25 shows that the majority of both male and female students said they knew someone 17 or younger who was wounded or killed in a drive-by shooting. Slightly more female respondents—about 60 percent—than male respondents—nearly 55 percent—knew someone 17 or younger who was wounded or killed in a drive-by shooting.

As shown in Figure 3-26, the majority of male and female respondents—37.2 percent and 35 percent, respectively—believe drug deals occur frequently in their neighborhoods. Close to one-quarter of the male and female students surveyed thought drug deals occurred occasionally in their neighborhoods. Twenty percent of the male respondents and slightly more female respondents said they didn't know, and 15 percent or less of the male and female respondents believed drug deals either seldom or never occurred in their neighborhoods.

Figure 3-26: By Percent and Gender, Perceived Frequency of Teen Drug Deals in Neighborhood

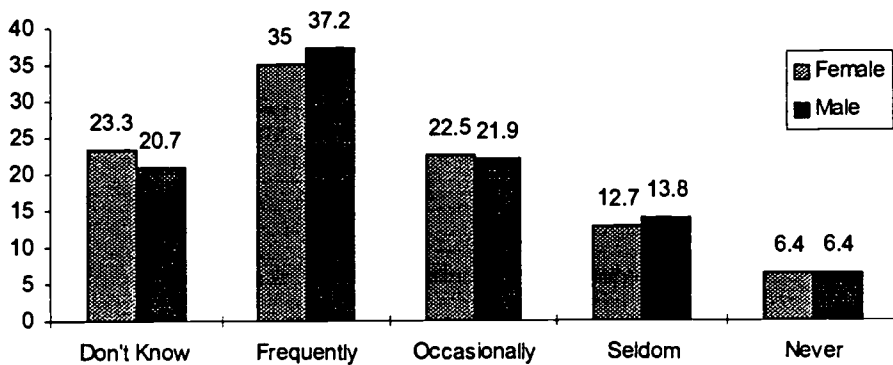
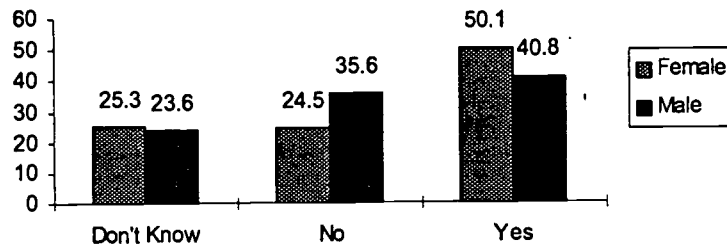


Figure 3-27 shows that most of the students sampled—half the females and 40 percent of the males—thought there were racial tensions at their school. More female than male respondents thought racial tensions existed at their school, and more male than female respondents didn't think there were racial tensions at their school. About one-quarter or slightly less of both male and female respondents said they didn't know if racial tensions existed at their school.

Figure 3-27: By Percent and Gender, Perceived Racial Tensions at School



More than half—54.2 percent—of the male respondents, as indicated in Figure 3-28 had friends who were involved in an interracial conflict that ended in violence. Almost an equal percentage of female respondents—42 percent compared to 44 percent—said they did or did not, respectively, have friends who were involved in such a conflict, and about 13 percent or less of either male or female respondents said they didn't know whether their friends had been involved in an interracial conflict that ended in violence.

Figure 3-28: By Percent and Gender, Friends Involved in Violent Racial Conflict

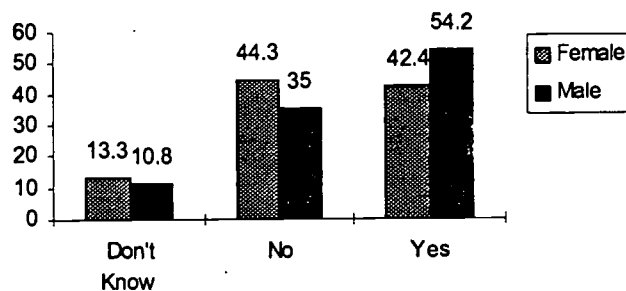


Figure 3-29 shows that while the majority of students surveyed believed classes in talking out conflicts would help reduce school violence, more female respondents—about 42 percent—compared to male respondents—37 percent—felt such classes would be helpful. Almost an equal percentage of male respondents—36 percent—didn't think such classes would effectively reduce school violence, and 29 percent or less of either male or female respondents said they didn't know if classes in talking out conflicts would help reduce school violence.

Figure 3-29: By Percent and Gender, Would Conflict Resolution Classes Help?

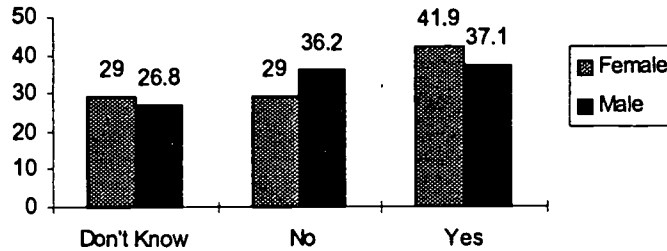
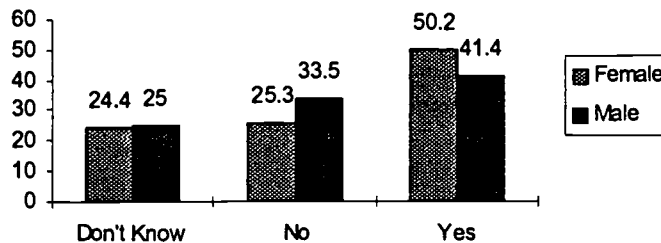


Figure 3-30 shows that the majority of both male and female respondents believe classes in understanding differences in races and cultures would help reduce school violence on their campuses. A greater percentage of female respondents—50.2 percent—than male respondents—41.4 percent—thought such diversity classes would be helpful. About one-third of the male respondents and one-quarter of the female didn't think such classes would be helpful, and about one-quarter of both male and female respondents said they didn't know if diversity classes would help reduce school violence on their campus.

Figure 3-30: By Percent and Gender, Would Race/Culture Sensitivity Classes Help?



Section 4:

Comparisons by Race

Differences—and similarities—of perception based on race are key to understanding the complex of factors that contribute to an understanding of safety and violence issues that affect young people, both on high school campuses and in the community. This section presents statistical cross tabulations that permit comparison and contrast of responses to the objective survey questions by Latinos, African-Americans, Anglos and Asian-Pacific Islanders.

Some of these differences in perception are pronounced. Others are more subtle. Still others—such as identification of Anglo students as those who most often articulate a feeling of racial tension in school—may be seen as surprising. They have one common thread: Students of all races have serious concerns about violence issues at school and in their neighborhoods. No school of the 11 examined in this report departs from the broad realization that violence exposure among young people today is universal and that no racial group is immune.

Figure 4-1 shows that slightly more than half—50.4 percent—of the African-American students sampled said they have seen a weapon at school, followed by Latino at 49.4 percent, Asian-Pacific Islander at 47.1 percent, and Anglo students at 42.7 percent. Of all students, 881 saw some weapon.

Figure 4-1: By Race, Percent Who Saw Weapon at School

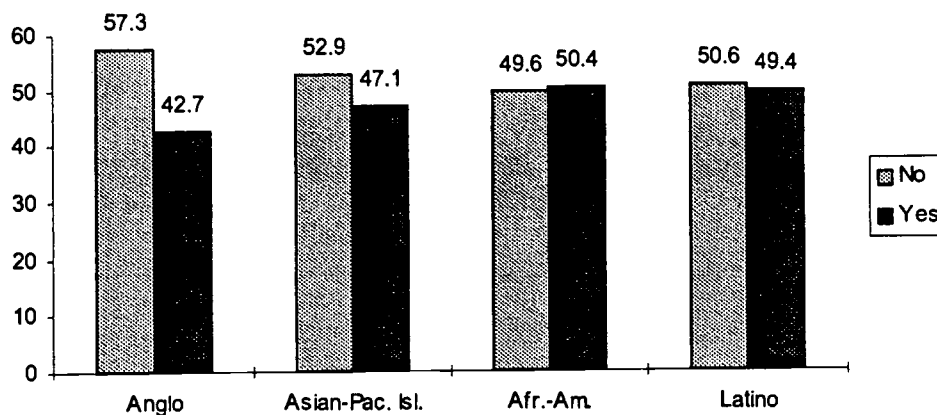
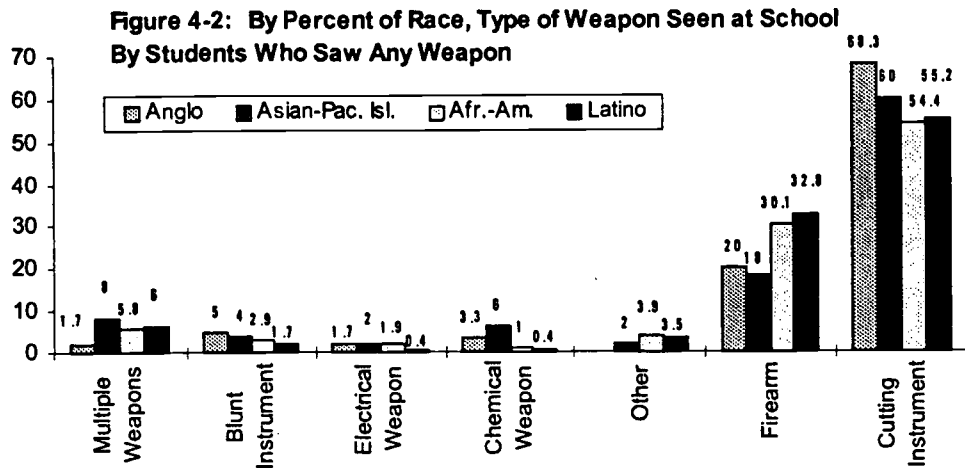


Figure 4-2 shows that, of 881 the students sampled who have seen a weapon at school, cutting instruments were by far the most common weapon seen by students of all ethnic groups. Numbers ranged from 68.3 percent for Anglos, 60 percent for Asian-Pacific Islanders, 55.2 percent for Latinos, to 54.4 percent for African-Americans. Firearms were most frequently seen on campus by Latinos at 32.8 percent, followed by African-Americans at 30.1 percent, Anglos at 20 percent and Asian Americans at 18 percent.



As shown in Figure 4-3, just over half—50.2 percent—of the African-American students sampled said they have seen a weapon going to or from school, followed by Latinos at 46.1 percent, Asian-Pacific Islanders at 34.7 percent, and Anglos at 30.9 percent. A total of 785 students saw some weapon to or from school.

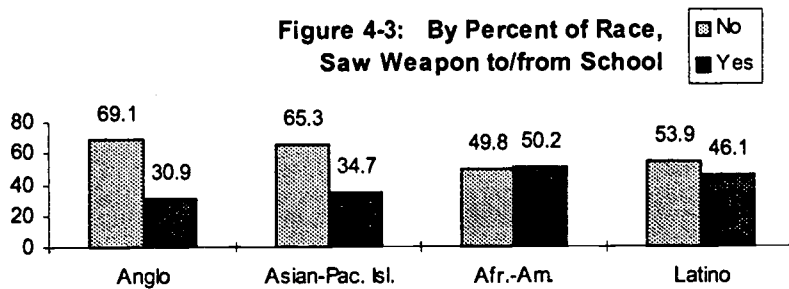


Figure 4-4 shows the proportions of weapons seen going to or from school by the 785 students who reported they saw any weapon. Cutting instruments were the most common for all ethnic groups, ranging from 57.4 percent for Anglos, 52.6 percent for Asian-Pacific Islanders, 46.7 percent for Latinos, to 45.3 percent for African-Americans. Firearms were the second most commonly seen weapon on the way to and from school, ranging from 44.4 percent for Latinos, 40.6 percent for African-Americans, 39.5 percent for Asian-Pacific Islanders, to 21.3 percent for Anglos.

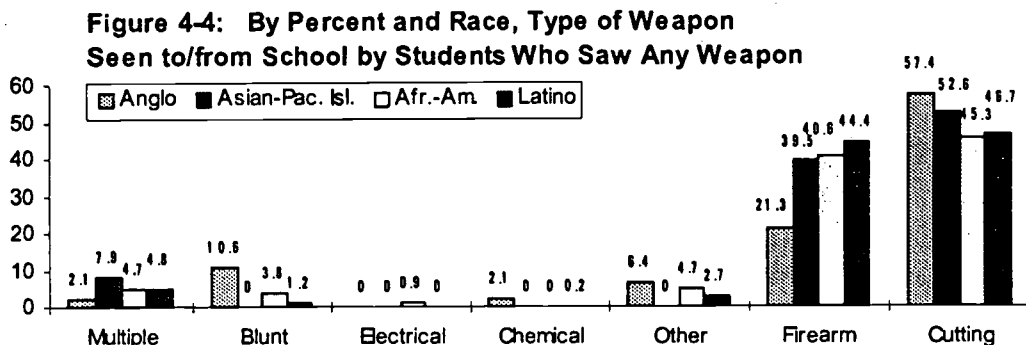


Figure 4-5 shows that although overwhelming majorities of the students surveyed said they had not taken a weapon to school, 22.4 of the African-American students sampled said they have, followed by 13.1 percent of the Latino students, 12.5 percent of the Asian-Pacific Islander students, and 9.1 percent of the Anglo students. A total of 250 students admitted taking some weapon.

Figure 4-5: By Percent and Race, Took Weapon to School

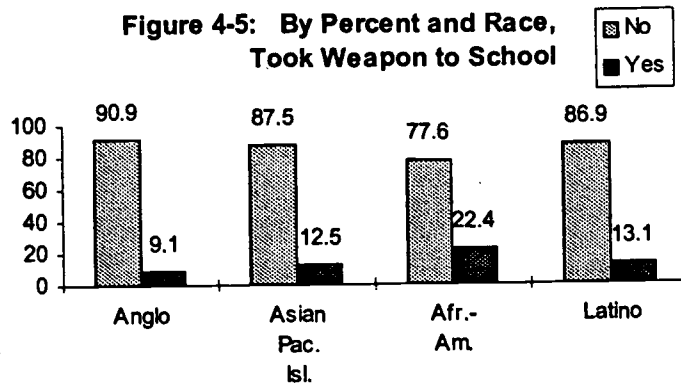


Figure 4-6 shows that the overwhelming majority of the 250 students sampled who had taken a weapon to school said cutting instruments were the most common weapon brought to school. Numbers ranged from 84.6 percent for Asian-Pacific Islanders, followed by 71.4 percent for Anglos, 69.4 percent for Latinos, to 68 percent for African-Americans. Firearms were the second most common weapon brought to school, ranging from 22.4 percent—nearly a quarter—for Latinos, followed by 16 percent for African-Americans, 15.4 percent for Asian-Pacific Islanders, to 14.3 percent for Anglos. Other categories of weapons ranged from .7 percent to 7.1 percent for all ethnic groups.

Figure 4-6: By Percent and Race, Type of Weapon Taken To School by Students Who Took Any Weapon

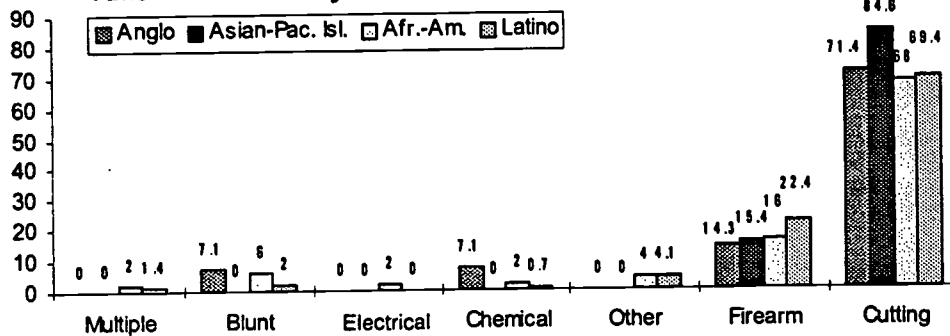
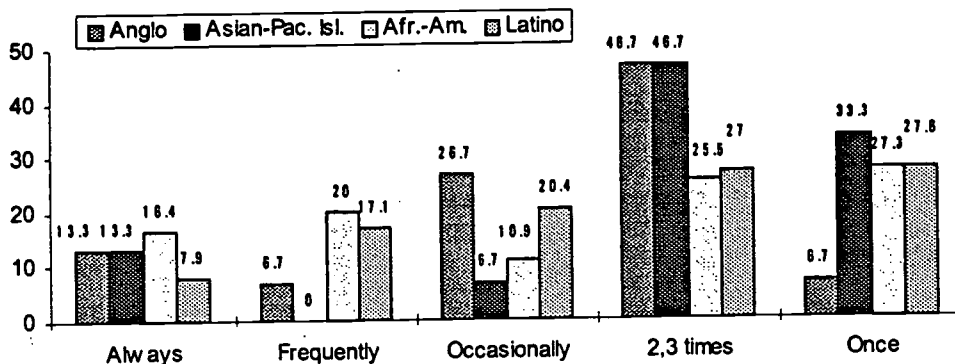


Figure 4-7 shows that of the 250 students surveyed who said they have taken a weapon to school, the majority of students from all ethnic groups took weapons from one to three times. However, 20 percent of the African-American students and 17.1 percent of the Latino students said they frequently took weapons to school, and 16.4 percent of the African American students said they always take a weapon to school. While 26.7 percent of Anglo students said they occasionally take a weapon to school, 13.3 percent said they always take a weapon to school, followed by 13.3 percent of Asian-Pacific Islander students who admitted they always take a weapon to school. Only 7.9 percent of Latino students said they always take a weapon to school.

Figure 4-7: By Percent and Race, Took Weapon How Often by Students Who Took Any Weapon



As shown in Figure 4-8, slightly more than two-thirds of the Latino and African-American students surveyed—67.2 percent and 66.7 percent, respectively—said they have seen a person 17 or younger with a weapon in their neighborhoods. More than half—55.4 percent—of the Asian-Pacific Islander students surveyed said they have seen a person 17 or younger with a weapon in their neighborhoods, and just under half—48.5 percent—of the Anglo students surveyed admitted they have seen a juvenile with a weapon in their neighborhoods.

Figure 4-8: By Percent and Race, Saw Teen With Weapon in Neighborhood

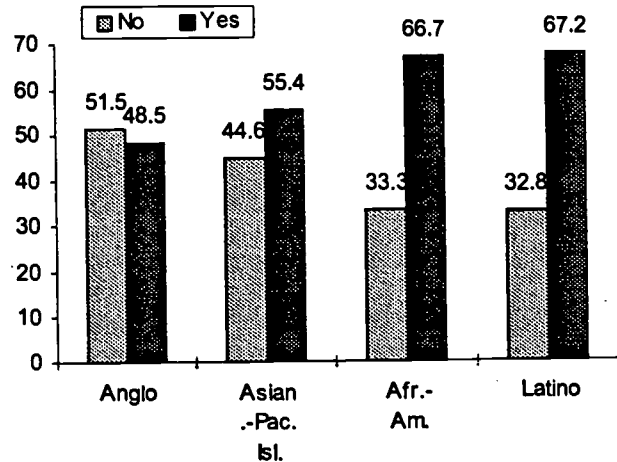
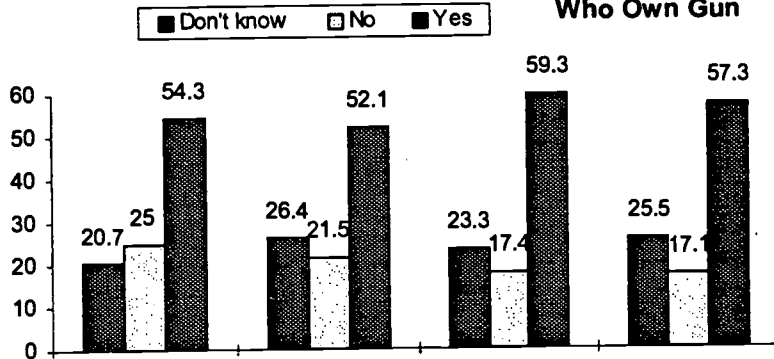


Figure 4-9 shows that more than half the students sampled from all ethnic groups said they have friends or acquaintances who own a gun. The ethnic group with the largest percentage with friends or acquaintances who own a gun is African-Americans at 59.3 percent, followed by 57.3 percent for Latinos, 54.3 percent for Anglos, and 52.1 percent for Asian-Pacific Islanders. Roughly one-quarter of the African-American, Latino and Asian-Pacific Islander students surveyed said they didn't know if their friends or acquaintances owned a gun.

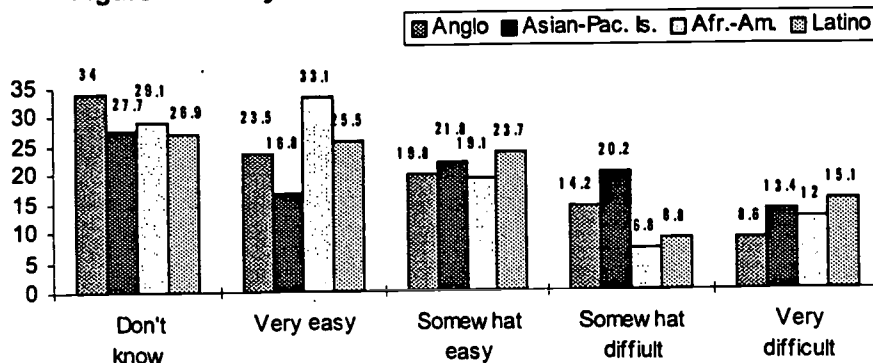
Figure 4-9: By Percent and Race, Have Friends Who Own Gun



One quarter of the Anglo students said their friends or acquaintances did not own a gun, and 20.7 percent answered they "didn't know."

As shown in Figure 4-10, the majority of the students surveyed from all ethnic groups said they didn't know how easy or difficult it would be to obtain a gun. However, one-third—or 33.1 percent—of the African-American students surveyed said it would be very easy, and roughly one quarter of the Latino and Anglo students surveyed—25.5 percent and 23.5 percent, respectively—said they thought it would be very easy to obtain a gun. About one-quarter of the Latino students and 20 percent of African-American, Asian-Pacific Islander and Anglo students thought obtaining a gun would be somewhat easy. Less than 10 percent of Latino, African-American and Anglo students thought it would be somewhat to very difficult to obtain a gun.

Figure 4-10: By Percent and Race, Difficulty of Obtaining Gun?



As shown in Figure 4-11, 45.9 percent of African-American students said it would take them a day or less to obtain a gun, while 37.8 percent said it would take a week or less. The majority of Asian-Pacific Islander, Latino and Anglo students—46.5 percent, 45 percent and 44.4 percent, respectively—said it would take them a week or less to obtain a gun, while about one-third or more—32.5 percent of Asian-Pacific Islanders, 36.4 percent of Anglos and 38.6 percent of Latinos—said it would take them a day or less. The lowest percentage for all ethnic groups said it would take longer than a week to obtain a gun.

Figure 4-11: By Percent and Race, Time Needed to Locate a Gun

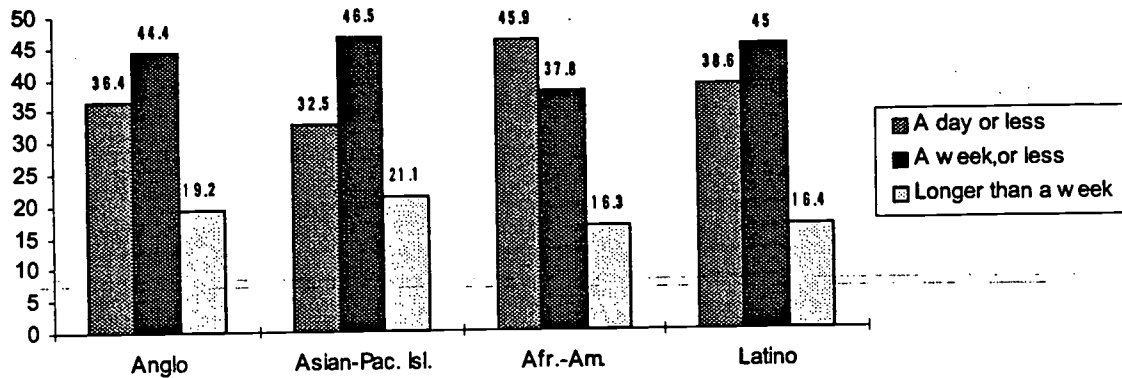


Figure 4-12 examines perceptions of the cost of guns that students might purchase. All four racial groups showed majorities estimating guns would cost between \$50 and \$200. However, about a quarter of Anglos, African-Americans and Latinos put the cost of guns in the \$50 or less category widely associated with Saturday Night Specials.

Figure 4-12: By Percent of Race, Cost of Gun

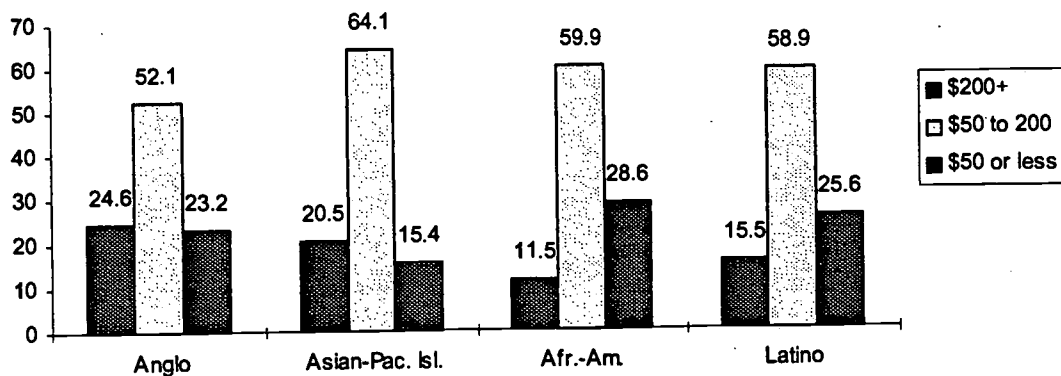


Figure 4-13 shows that the overwhelming majority of students surveyed from all ethnic groups thought cutting instruments were the most common type of weapon brought to school. Percentages ranged from a high of 61.5 percent for Latinos, followed by 60.5 percent for Asian-Pacific Islanders, 52.9 percent for African-Americans, to 48.1 percent for Anglos. More than one-fifth—or 21.3 percent—of the African-American students surveyed thought firearms were the most common weapon brought to school, followed by Latino students at 17.3 percent, Asian-Pacific Islander students at 12.6 percent, and Anglo students at 11.4 percent. Students who answered “don’t know” ranged from 36.7 percent for Anglos to 18.6 percent for Latinos, and figures for other categories of weapons were a mere 2.5 percent or less.

Figure 4-13: By Percent and Race, Perceived Most Common Weapon Brought to School

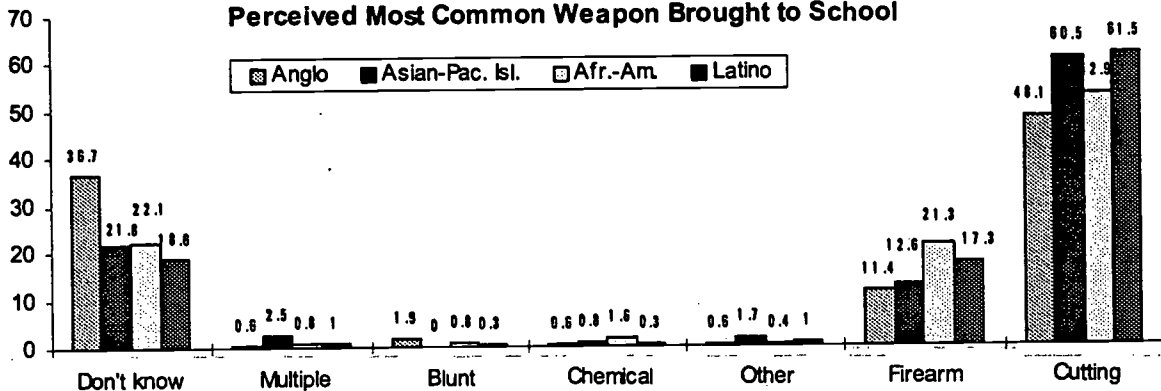


Figure 4-14 shows that the majority of Latino, Asian-Pacific Islander and Anglo students surveyed—43.9 percent, 37.8 percent and 37.9 percent, respectively—thought gang rivalry was the main reason students brought weapons to school. The majority of African American students sampled—43.4 percent—thought safety to and from school was the main reason students brought weapons to school, followed by 30.6 percent of the Asian-Pacific Islander students, 28.2 percent of the Latino students, and 18.5 percent of the Anglo students. Just under one-fifth—19.8 percent—of the African American students thought the main reason students brought weapons to school was for safety and protection at school, followed by 15.3 percent for Asian-Pacific Islanders, 14.5 percent for Anglos, and 12.9 percent for Latinos. Attacking others was the main reason for bringing weapons to school for 12.1 percent of the Anglo students, 8.2 percent of the Asian-Pacific Islander students, 5.9 percent of the Latino students, and drops to 2.8 percent for African American students.

Figure 4-14: By Percent of Race, Main Reason for School Weapons

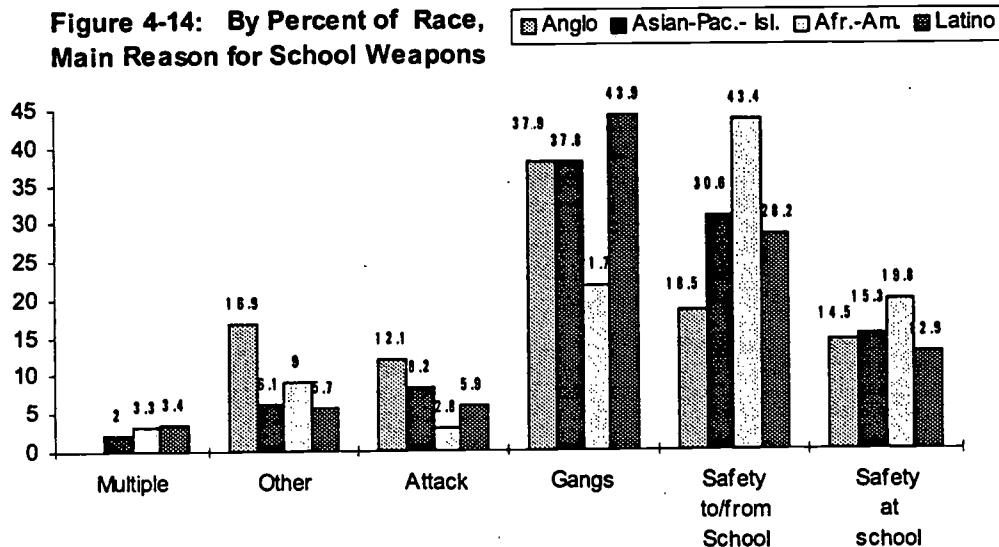
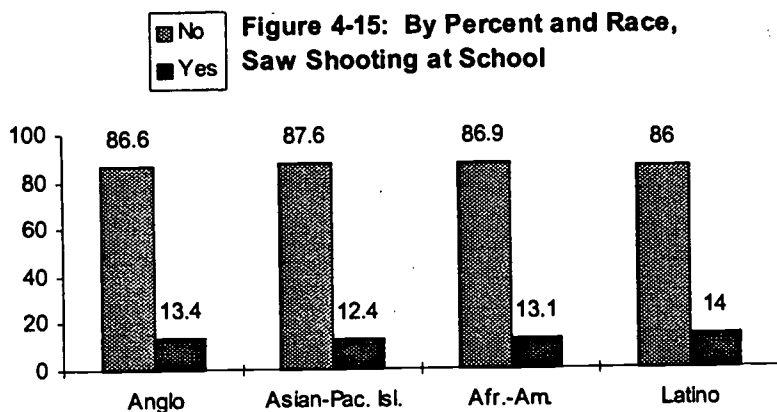


Figure 4-15 shows that a fairly consistent percentage of students sampled from each ethnic group said they have witnessed a shooting at school: 14 percent for Latinos, 13.1 percent for African-Americans, 12.4 for Asian-Pacific Islanders, and 13.4 for Anglos.



As shown in Figure 4-16, at least one-quarter—or 25.6 percent—of the Anglo students surveyed, 30.8 percent of the Asian-Pacific Islander, 40.1 percent of the African-American, and 41 percent of the Latino students surveyed said they have witnessed an off-campus shooting either on the way to or from school.

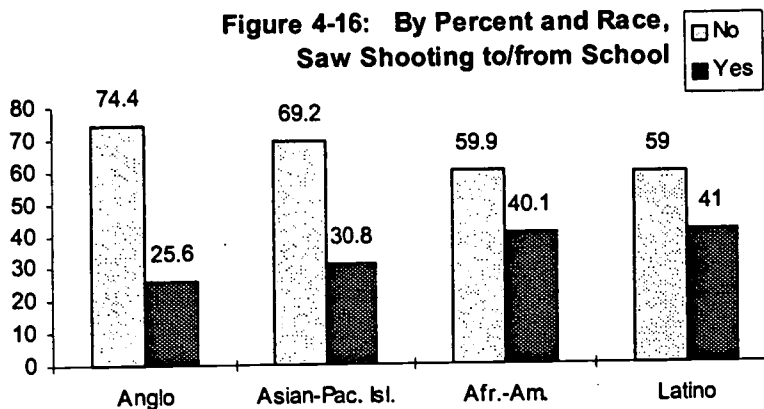


Figure 4-17 shows that while over half the Latino and Anglo students surveyed—59.1 percent and 55.2 percent, respectively—said their school uses metal detectors, 55.6 percent of the Asian-Pacific Islander and 54.9 percent of the African-American students surveyed said their school does not use metal detectors.

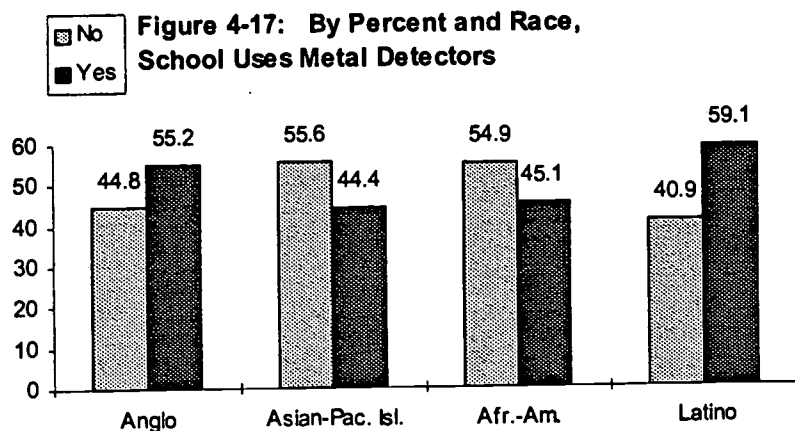


Figure 4-18 shows that the overwhelming majority of students surveyed from all four ethnic groups said they have never been searched by metal detectors. Asian-Pacific Islanders were least likely to have been searched—88.4 percent said they had never been searched, followed by African-American students at 85.9 percent, Anglo students at 80.8 percent, and Latino students at 76.1 percent. The ethnic group most likely to get searched one or two times was Latino at 17.5 percent, followed by Anglo at 13.8 percent, African-American at 8.6 percent and Asian-Pacific Islander at 7 percent. About 4 percent or less of each of the ethnic groups were searched either three to nine times, or 10 or more times by metal detectors.

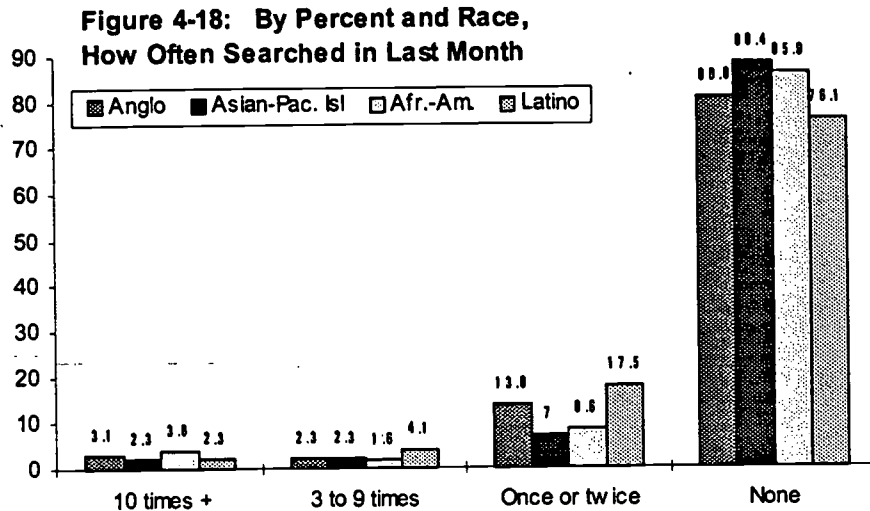
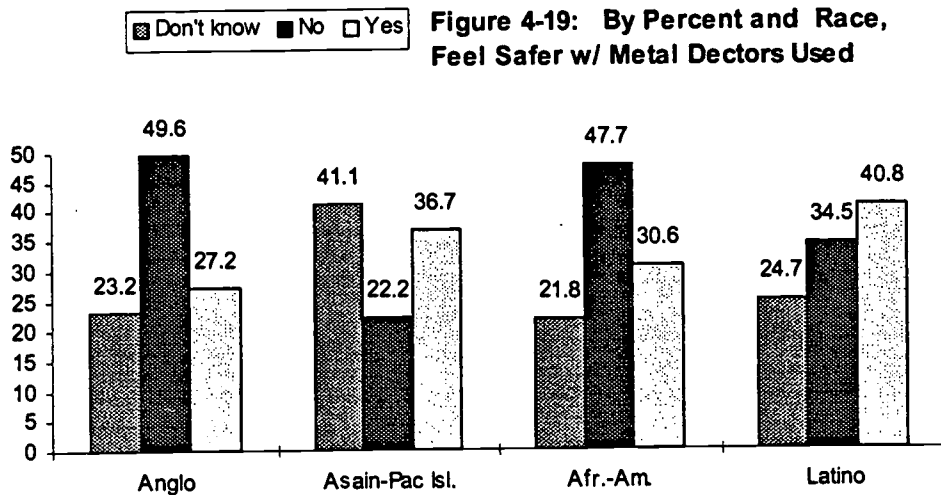


Figure 4-19 shows that large percentages of Latino and Asian-Pacific Islander students surveyed—40.8 percent and 36.7 percent, respectively—said they feel safer with metal detectors being used in their school. However, 49.6 percent of the Anglo students and 47.7 percent of the African-American students said they did not feel any safer with metal detectors being used in their school. A low of 21.8 percent of African-American students to a high of 41.1 percent of Asian-Pacific Islander students said they didn't know if metal detectors made them feel safer at school.



As indicated in Figure 4-20, the overwhelming majority of students sampled from all four ethnic groups believe metal detectors do not keep weapons off their campus. Figures ranged from 61.3 percent for Latinos, 62.7 percent for Anglos, 65 percent for Asian-Pacific Islanders, to 72.1 percent for African-Americans. Nearly one-quarter—24.6 percent—of the Latino students thought metal detectors kept weapons off their campus, while 13.3 percent of Asian-Pacific Islander students to 21.1 percent of Anglo students surveyed said they didn't know.

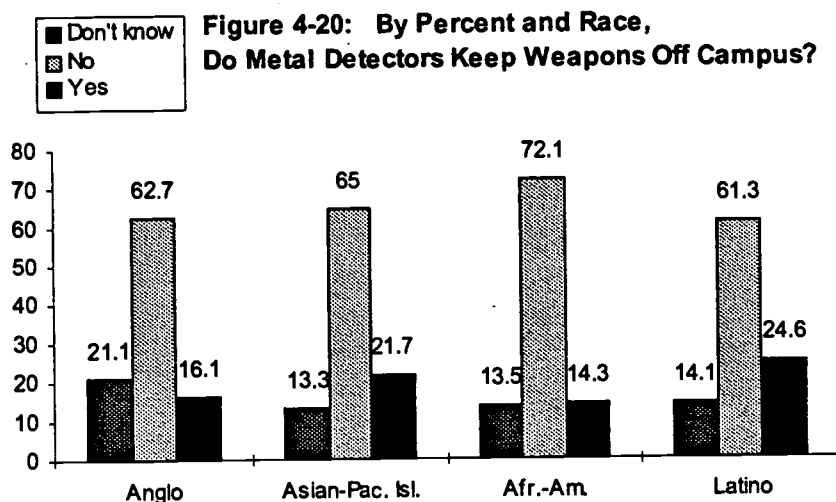


Figure 4-21 shows that the majority of students sampled from each of the four ethnic groups believe that wearing certain types of clothing puts them at risk of being a victim of school violence. Well over half—or 58.8 percent of the Latino, 58.3 percent of the Asian-Pacific Islander and 53.7 percent of the Anglo students felt that wearing certain clothing puts them a risk; just under half—or 48.6 percent—of the African-American students thought that wearing certain types of clothing led to school violence.

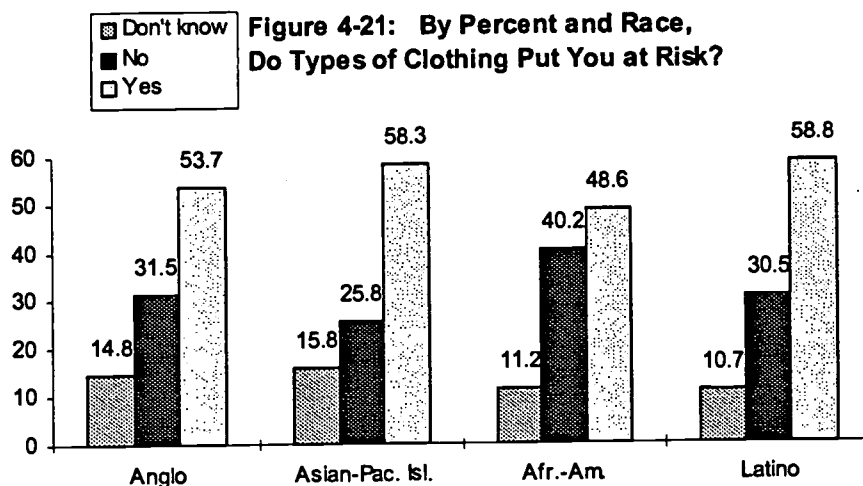
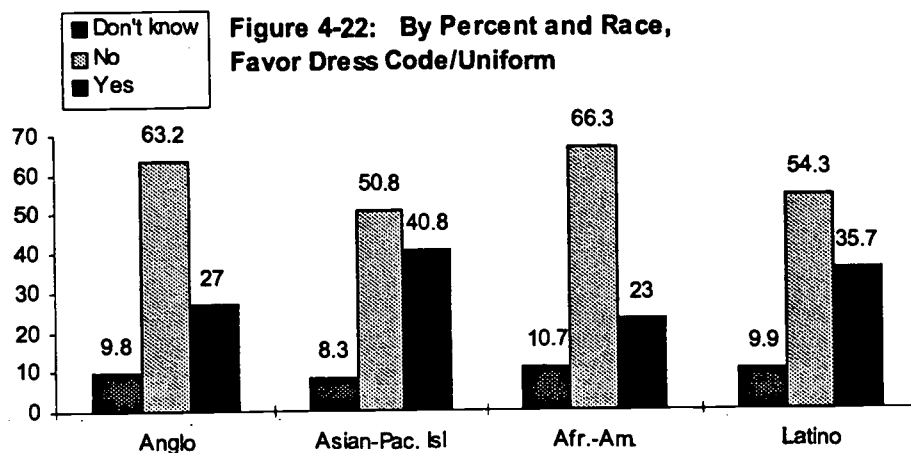


Figure 4-22 shows that, although the majority of students surveyed from all four ethnic groups believe that wearing certain types of clothing puts them at risk of being a victim of school violence, most disapprove of having an enforced school dress code or uniform. Just over half—or 50.8 percent—of the Asian-Pacific Islander students sampled disapproved of a dress code or uniform, increasing to 54.3 percent for Latinos, 63.2 percent for Anglos, and up to two-thirds—or 66.3 percent—for African-Americans.



As shown in Figure 4-23, although the majority of students surveyed from each of the four ethnic groups have never witnessed anyone 17 or younger be shot in their neighborhoods, 39.8 percent of the Latino students, 34.4 percent of the African-American students, 22.3 percent of the Asian-Pacific Islander students, and 15.9 percent of the Anglo students said they had witnessed a shooting of a juvenile victim in their neighborhoods.

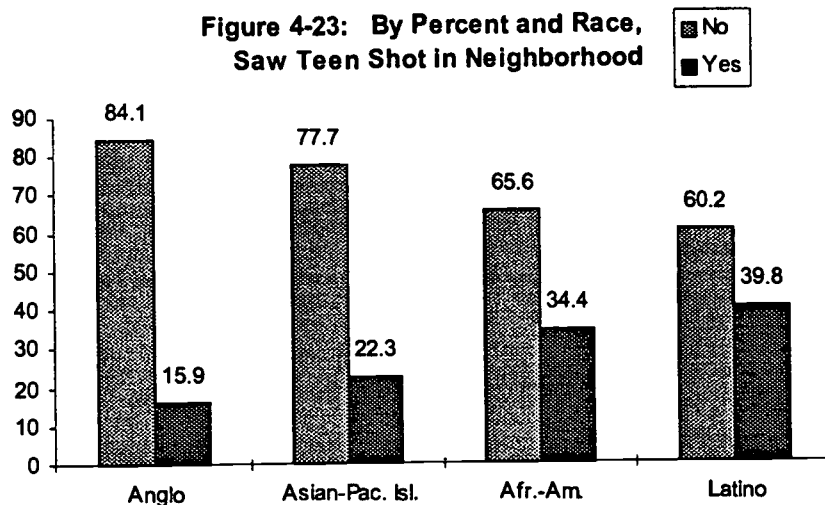
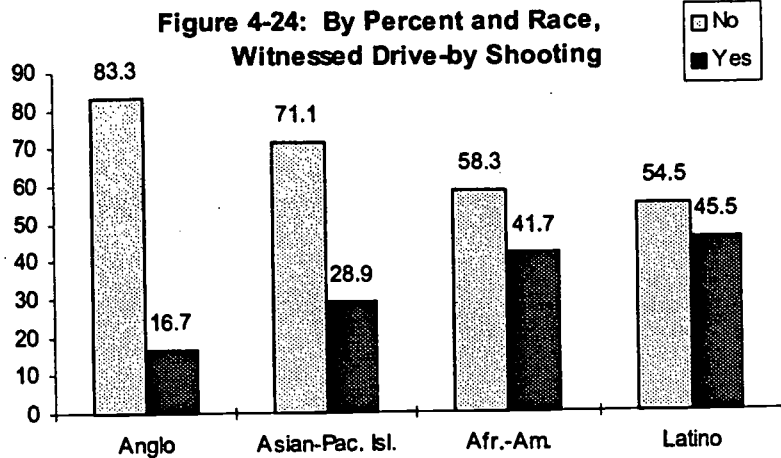


Figure 4-24 shows that close to half—or 45.5 percent—of the Latino students said they had witnessed a drive-by shooting, followed by 41.7 of the African-American students and 28.9 percent of the Asian-Pacific Islander students. By comparison, only 16.7 percent of the Anglo students said they had witnessed a drive-by shooting.



As shown in Figure 4-25, while the majority of Anglo and Asian-Pacific Islander students sampled said they do not know anyone 17 or younger who was wounded or killed in a drive-by shooting, nearly two-thirds—or 64.6 percent—of the African-American students and 58.4 percent of the Latino students surveyed said they do know a juvenile victim who was wounded or killed in a drive-by shooting.

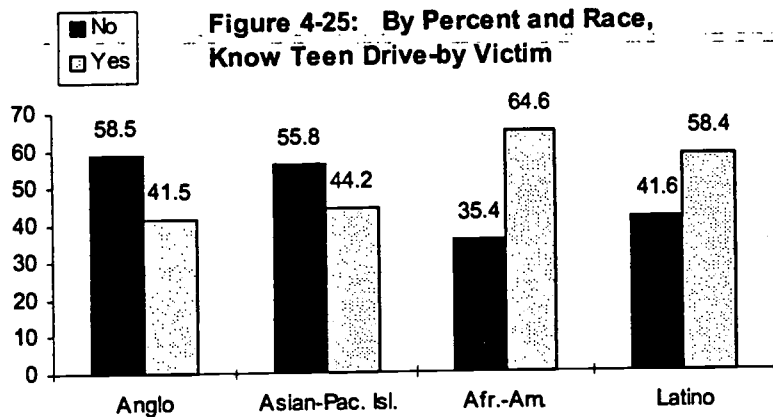


Figure 4-26 shows that large proportions of African-American, Latino and Anglo students surveyed believe drug deals occur frequently in their neighborhood. Figures ranged from 29.6 percent for Anglos, 37 percent for Latinos, to 42.4 percent for African-Americans. The majority of Asian-Pacific Islander students—or 30.8 percent—said they didn't know, while 21.7 percent thought drug deals occurred frequently in their neighborhood. Nearly one-quarter—or 24.5 percent—of the Latino students thought drug deals in their neighborhood occurred occasionally, followed by Anglos at 20.4 percent, Asian-Pacific Islanders at 19.2 percent, and African-Americans at 17.6 percent. About 20 percent or less thought drug deals seldom occurred, and 7.5 percent or less believed drug deals never occurred in their neighborhood.

Figure 4-26 shows that large proportions of African-American, Latino and Anglo students surveyed believe drug deals occur frequently in their neighborhood. Figures ranged from 29.6 percent for Anglos, 37 percent for Latinos, to 42.4 percent for African-Americans. The majority of Asian-Pacific Islander students—or 30.8 percent—said they didn't know, while 21.7 percent thought drug deals occurred frequently in their neighborhood. Nearly one-quarter—or 24.5 percent—of the Latino students thought drug deals in their neighborhood occurred occasionally, followed by Anglos at 20.4 percent, Asian-Pacific Islanders at 19.2 percent, and African-Americans at 17.6 percent. About 20 percent or less thought drug deals seldom occurred, and 7.5 percent or less believed drug deals never occurred in their neighborhood.

Figure 4-26: By Percent and Race, Perceived Frequency of Teen Drug Deals in Neighborhood

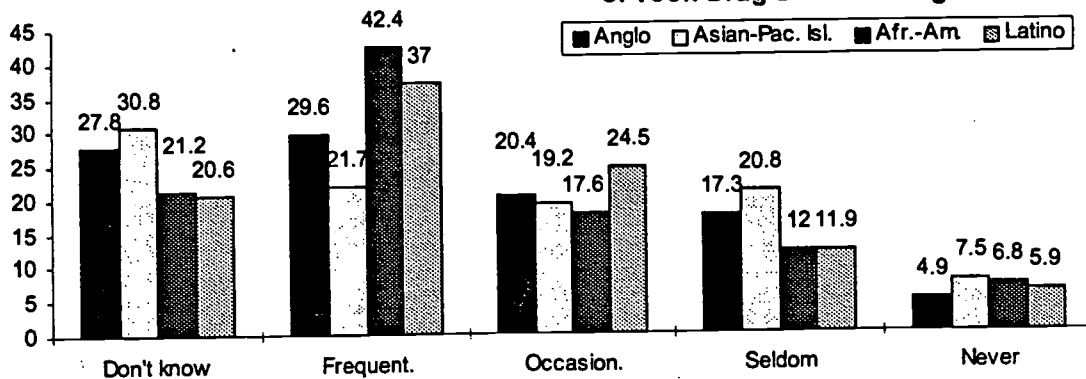


Figure 4-27 shows that the overwhelming majority of Anglo, Asian-Pacific Islander and African-American students surveyed—66.9 percent, 61.2 percent and 54.1 percent, respectively—believe racial tensions exist at their school. For Latinos, who constitute the largest racial group in the LAUSD, 38.6 percent thought there were racial tensions at their school, while 34.3 percent didn't think racial tensions existed and 27.1 percent said they didn't know.

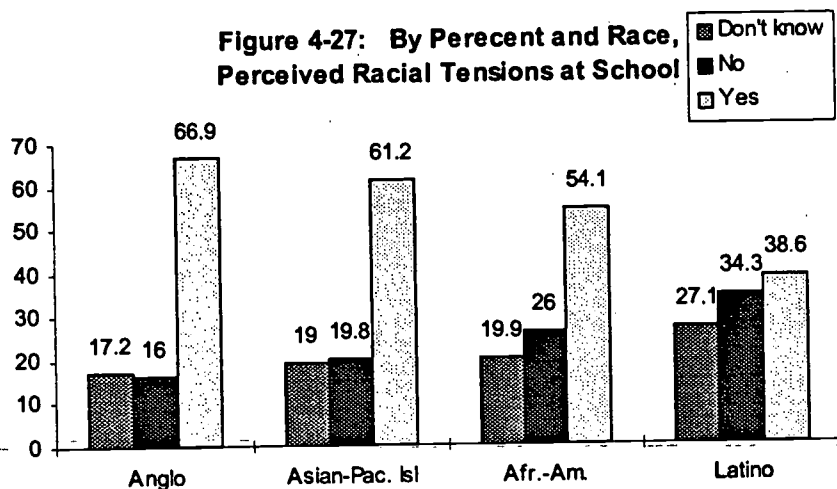


Figure 4-28 shows that a clear majority of African-American and Anglo students surveyed—54.8 percent and 53.4 percent, respectively—said they have friends who had been involved in an interracial conflict that ended in violence; 46.4 percent of Latino and 45.5 percent of Asian-Pacific Islander students have friends who were involved in a violent interracial conflict.

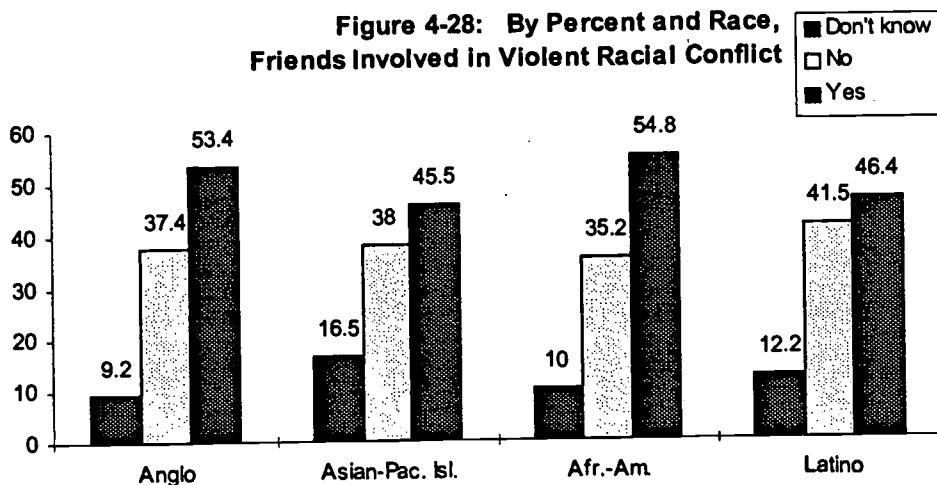


Figure 4-29 shows that large proportions of Latino, Anglo and Asian-Pacific Islander students surveyed thought classes in talking out conflicts would help reduce school violence more effectively. Figures ranged from 40.1 percent, to 37.9 percent, to 37.2 percent, respectively. For African-Americans, roughly an equal percentage thought classes would or would not help—38.1 percent compared to 37.2 percent. About one-quarter to nearly one-third said they didn't

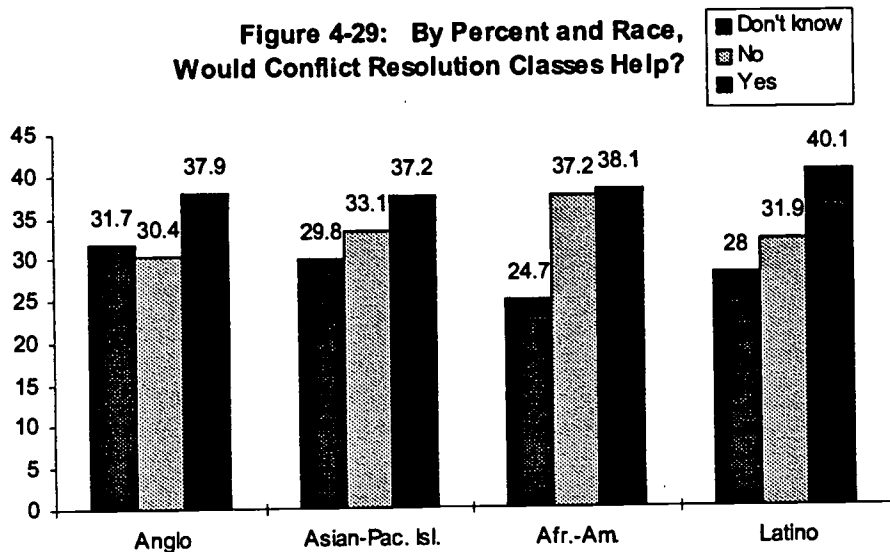
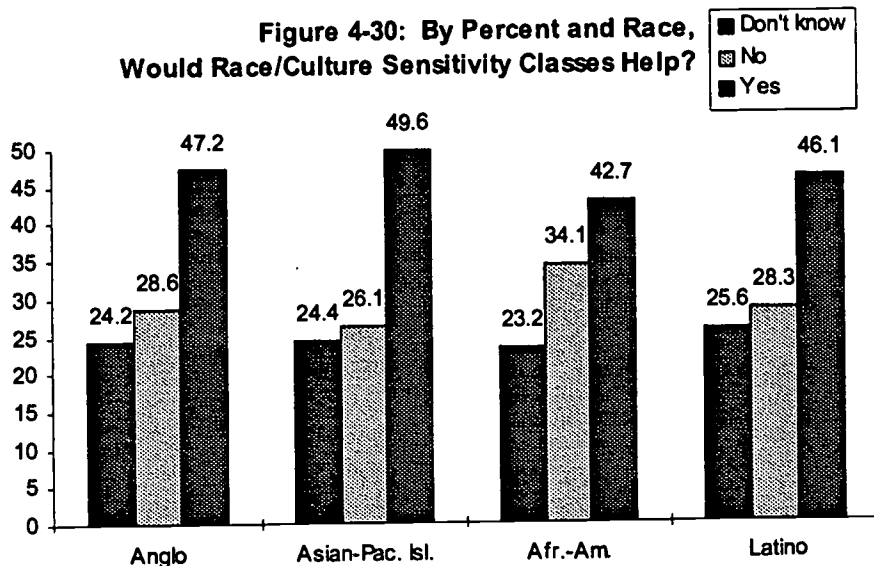


Figure 4-30 shows that large percentages of students sampled from all four ethnic groups believe that classes in understanding differences in races and cultures would help reduce school violence on their campus. Figures ranged from 42.7 percent for African-Americans, 46.1 percent for Latinos, 47.2 percent for Anglos, to 49.6 percent for Asian-Pacific Islanders. Roughly one-quarter of the students from each ethnic group said they didn't know if such classes would help, and 26.1 percent to 34.1 percent thought classes in diversity would not help to reduce violence at their school.



Section 5:

Comparisons by Grade Level

Identification of differences, or similarities, in the perceptions of students by grade level is among the many variables that are key to understanding many issues that underlie behaviors associated with violence and violence-prevention. Data presented in this section are cross tabulations based on grade level for 30 questions included in the survey instrument.

These data raise one clear, apparent question that may be of interest to future research: Perceptions of 10th graders differ in many respects from those of students in 9th, 11th and 12th grades. Where some trend lines appear starting in 9th grade and concluding in 12th, it is often the case that 10th grade deviates from the trend. Explanations are not readily apparent from the data gathered in this survey, although there may be a link between these issues and drop-out rates. This issue is addressed in Section 7, Conclusion 11 below.

Figure 5-1 shows that the proportion of students who saw a weapon at school reaches its lowest level among 10th graders. Proportions of student who saw a weapon at school rises to a slight majority in 11th and 12th grades. A total of 881 students said they saw some weapon.

Figure 5-1: By Grade, Percent Who Saw Weapon at School

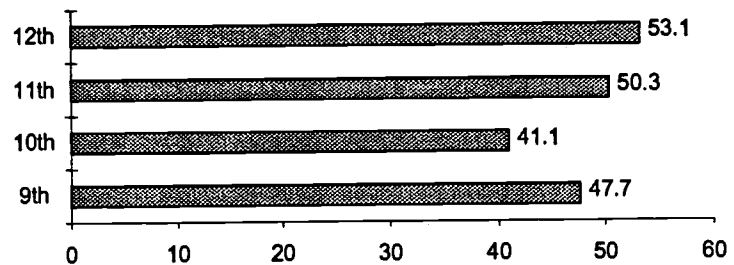
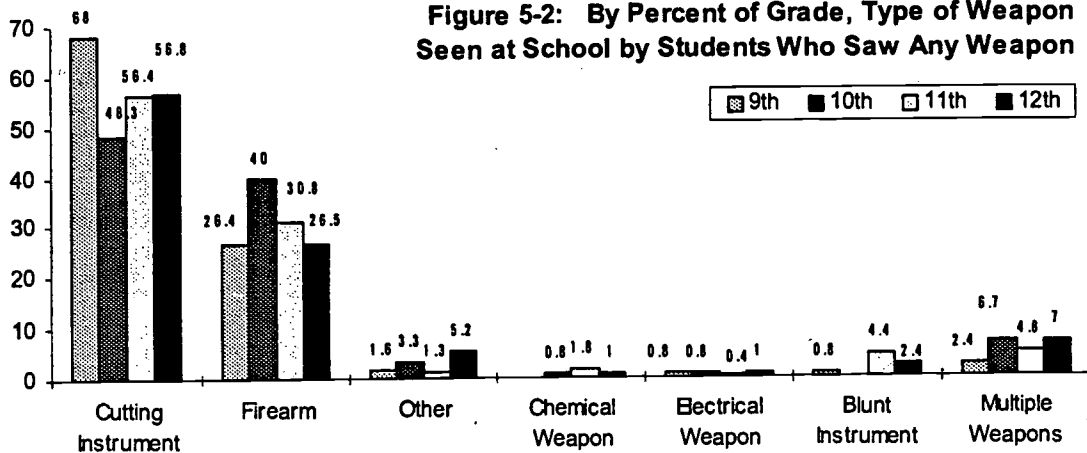


Figure 5-2 shows that the types of weapon reported by the 881 students who saw any weapon at school. Cutting instruments, including knives, razors, shanks and other bladed weapons, were the most common, but large proportions of students saw guns on campus, as well. Among 10th graders, the proportion of guns seen among all weapons was the highest.

Figure 5-2: By Percent of Grade, Type of Weapon Seen at School by Students Who Saw Any Weapon



As shown in Figure 5-3, rates at which students see weapons in the community as they go to and from school increase steadily by grade level, from a low of 39.6 percent in 9th grade to a high of 47.3 percent in 12th grade. A total of 785 students saw some weapon.

Figure 5-3: By Percent and Grade, Saw Weapon to/from School

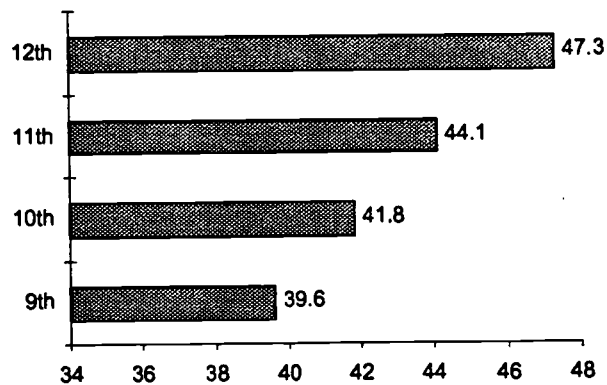
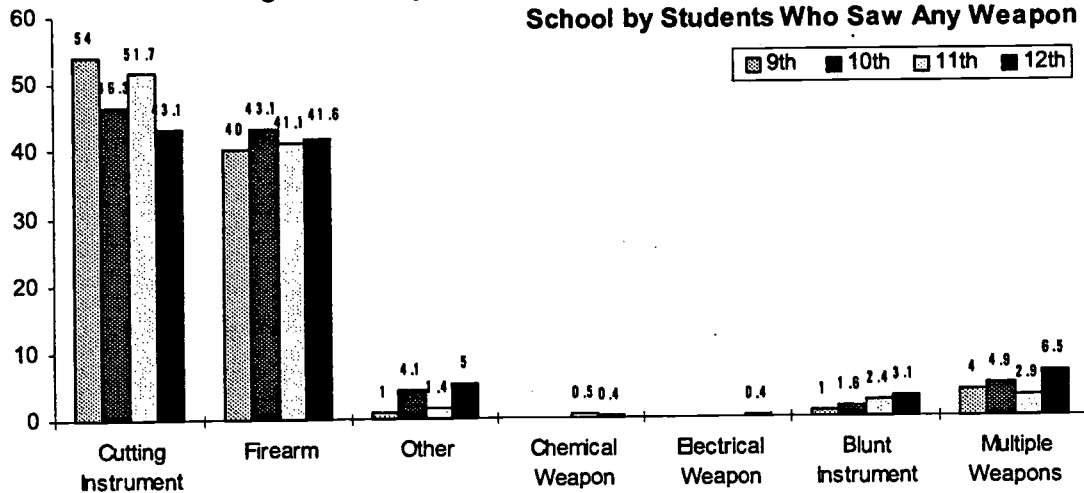


Figure 5-4 shows that among the 785 students who saw any weapon, cutting instruments are the most common, but with firearms closing the gap to less than 2 percent by 12th grade. Among 10th graders, the proportion of firearms seen to or from school is higher than any other grade.

Figure 5-4: By Percent and Grade, Type of Weapon Seen to/from School by Students Who Saw Any Weapon



In Figure 5-5, the proportion of students who say they themselves took a weapon to school falls steadily from 16.2 percent in 9th grade to 10.4 percent in 11th grade, but then rises suddenly to 15.7 percent among 12th graders. A total of 250 students admitted they took a weapon to school.

Figure 5-5: By Percent and Grade, Took Weapon to School

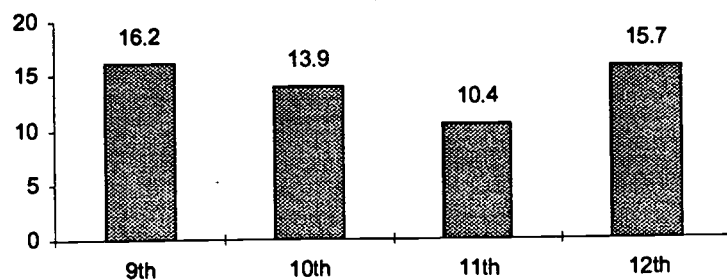


Figure 5-6 shows that, among the 250 students who said they took any weapon, a majority of weapons brought to school by all grade levels are cutting instruments. Seventy-one percent of seniors of those who admitted having brought a weapon to school brought a knife, shank or other cutting type weapon; as did nearly 54% of 11th graders, 62.5% of 10th graders and nearly 69% of 9th graders. With respect to firearms, 14.7% of seniors claimed to have brought such a weapon to school while almost 26% of 11th graders indicated that they had done so, while 14.6% of 10th graders did so and 20% of the 9th graders had brought a firearm to school.

Figure 5-6: By Percent and Grade, Type of Weapon Taken to School by Students Who Took Any Weapon

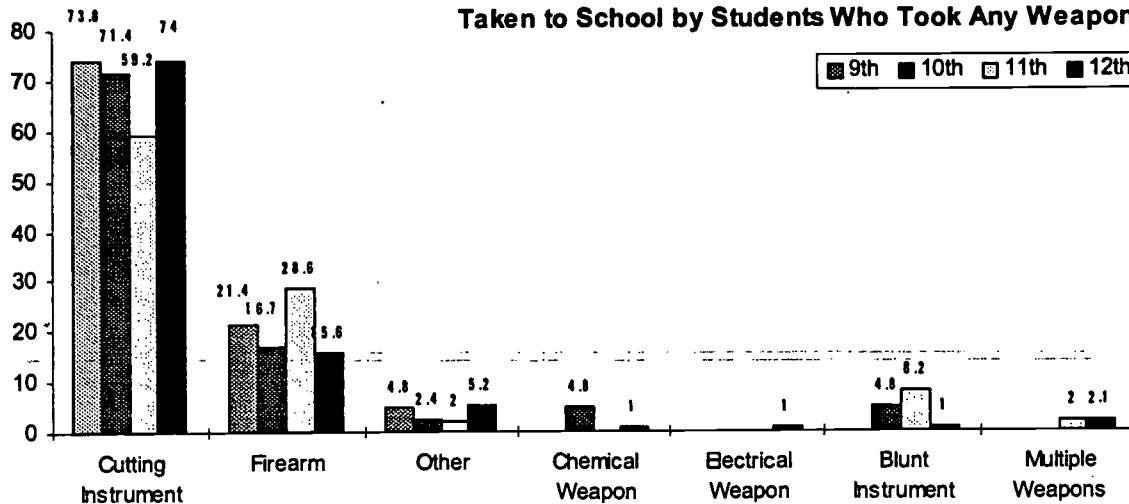


Figure 5-7 shows that, among the 250 students who took weapons to school, the highest proportions of students who said they "always" take weapons to school are among 11th and 12th graders. Among 11th graders, 13.7 percent of students who ever took a weapon to school said they "always" did so, while 11.2 percent of the 12th graders who had taken any weapon did so "always." Tenth graders, on the other hand, have the highest combined rate of reporting they took weapons one, twice or three times.

Figure 5-7: By Percent and Grade, Took Weapon How Often by Students Who Took Any Weapon to School

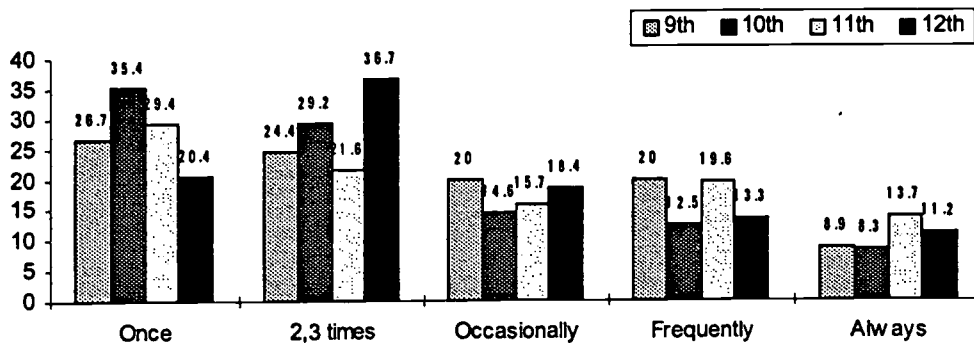


Figure 5-8 shows that roughly equal percentages of students at all for grade levels have seen teenagers carrying weapons in their neighborhoods. The proportions range from 63.5 percent in 10th grade to 65 percent in 11th grade.

Figure 5-8: By Percent and Grade, Saw Teen with Weapon in Neighborhood

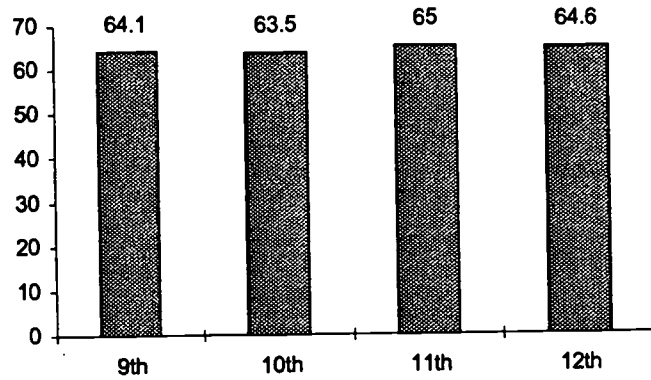


Figure 5-9 shows that 63% of 12th graders indicated that they have a friend who owns a gun, as did 54.1% of 11th graders, 52.8% of 10th graders and 54.2% of 9th graders. Roughly equal percentages said they did not have any friends who owned guns.

Figure 5-9: By Percent and Grade, Have Friends Who Own Gun

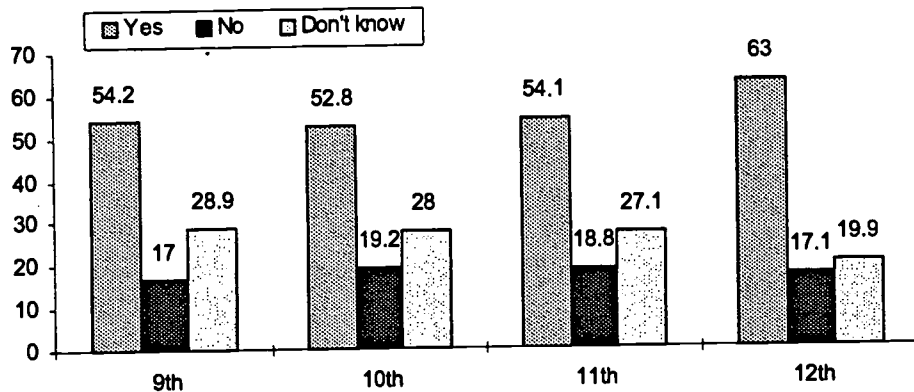


Figure 5-10 examines the assessments of the difficulty students would face in obtaining a gun. Among 12th graders, 56.6 percent felt it would be easy to obtain a gun while 18.2 percent felt it would be difficult and 25.2 percent did not know. For 11th graders, 47.2 percent felt it easy to obtain a gun while 24 percent felt it would be difficult and 28.9 percent not knowing. Among 10th grade respondents, 40.5 percent felt it would be easy, 28.7 percent difficult and 30.8 percent not knowing; for the 9th grade, the responses were 39.8 percent easy, 29.2 percent difficult, and 31 percent don't know.

Figure 5-10: By Percent and Grade, Difficulty/Ease in Obtaining Gun

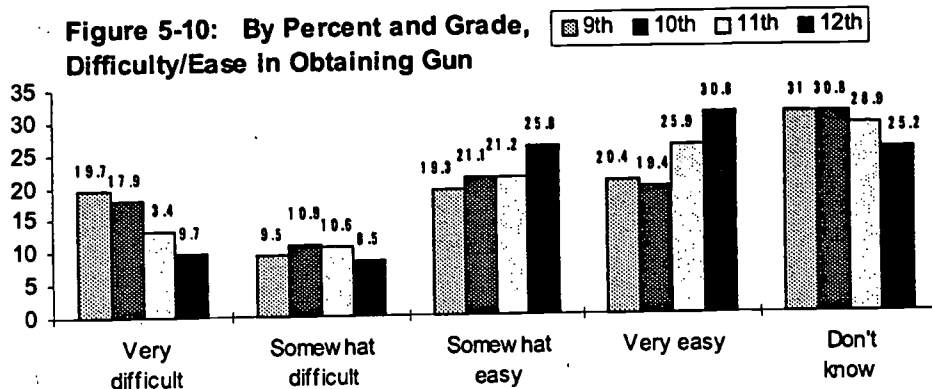


Figure 5-11 examines the perceptions of students of how long it would take them to obtain a gun. Among all four grades, the most common opinion was that getting a gun would take a few days, ranging from 21.5 percent of 11th graders to 29 percent of 12th graders. Estimates ranging from an hour or less to a day were very common. A startling 8.3 percent of 9th graders, 5.2 percent of 10th graders, 9.7 percent of 11th graders and 6.8 percent of 12th graders said they could get a gun in less than an hour.

Figure 5-11: By Grade: How Long to Obtain a Gun

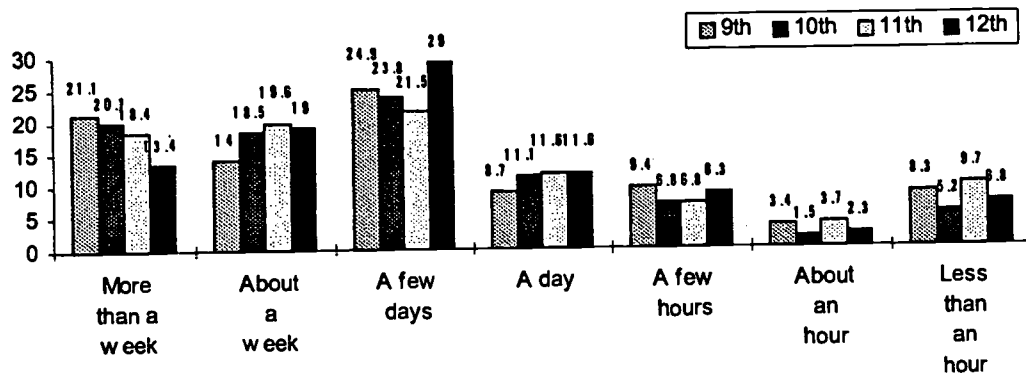


Figure 5-12 shows the perceptions of students of the cost of obtaining a gun. Roughly equal proportions of students in all four grades put the cost of a gun at \$50 to \$200—ranging from 56.6 percent in 9th grade to 60.9 percent in 12th grade. Students who thought they could obtain a weapon the \$50 or less price range commonly associated with Saturday Night Specials was highest in 9th grade (32.7 percent) and lowest in 10th grade (22 percent.)

Figure 5-11, By Percent and Grade, Perceived Cost of Gun

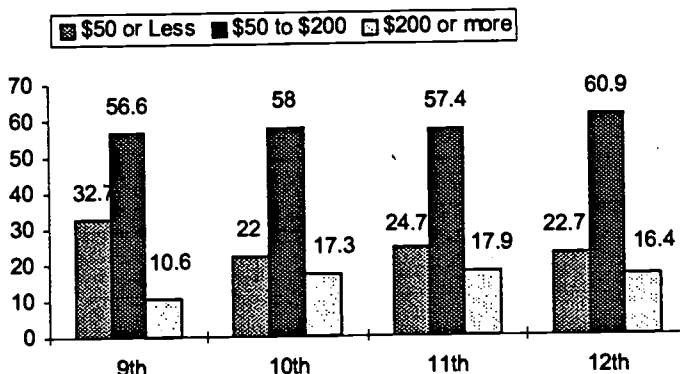


Figure 5-13 examines students' perceptions of the most common weapon brought to school. Cutting instruments were by far the most common category. However, large proportions of students identified guns as the most common type of weapon on campus, including 20.7 percent of 9th graders, 16.8 percent of 10th graders, 13.1 percent of 11th graders and 17.7 percent of 12th graders.

Figure 5-13: By Percent and Grade, Most Common Weapon Brought to School

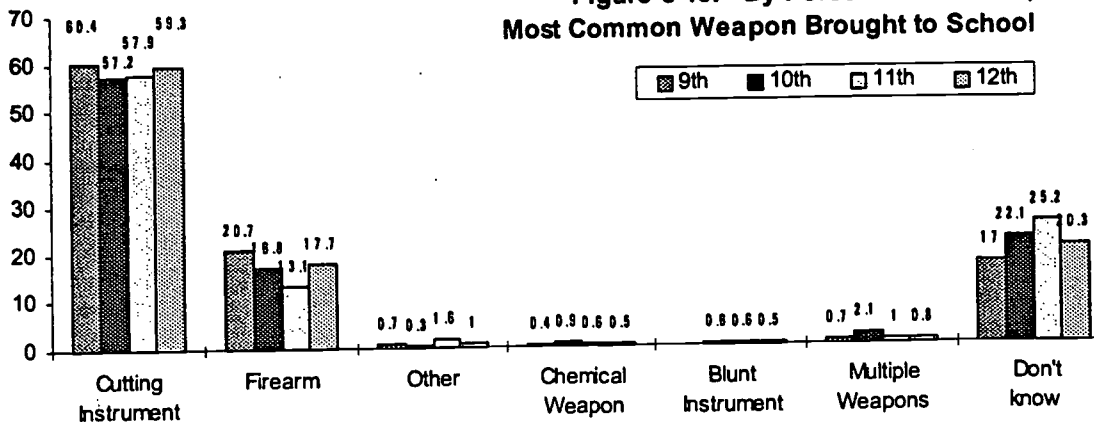
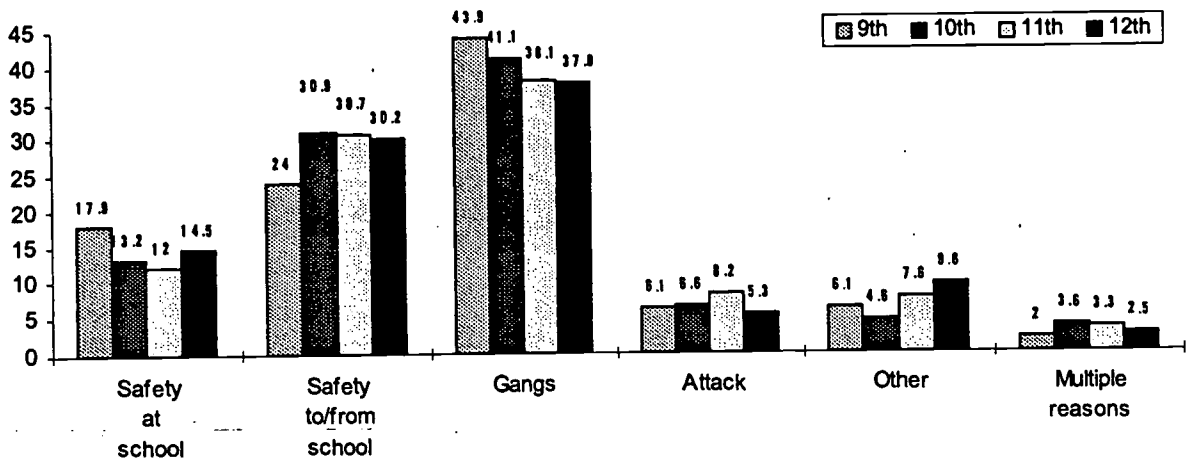


Figure 5-14 shows perceptions of students of the reasons weapons are brought to school. Concerns about gang violence and safety while going to and from school together constitute substantial majorities in each grade. Assuring safety at school is a distant third in comparison to these other two factors. Ninth graders express greater concern—17.9 percent—about safety at school than any other grade, but they also have the greatest fear of gang violence—43.9 percent.

Figure 5-14: By Percent and Grade, Main Reason Weapons Brought to School



As shown in Figure 5-15, the overwhelming majority of students had never witnessed a shooting at school. Nevertheless, yes responses to this question were alarmingly high. Among 10th graders, the proportion who said they had seen a shooting at school was lowest—10.8 percent. A total of 12.2 percent of 9th graders, 13.2 percent of 11th graders and 15.6 percent of 12th graders said they had seen shootings on campus.

Figure 5-15: By Percent and Grade, Saw Shooting at School

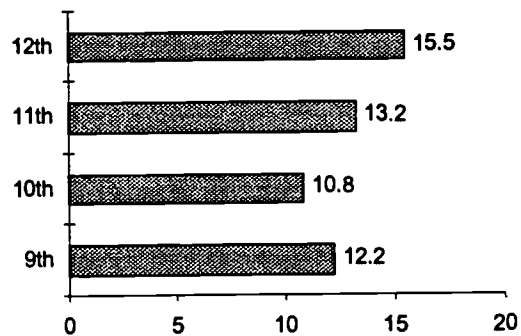
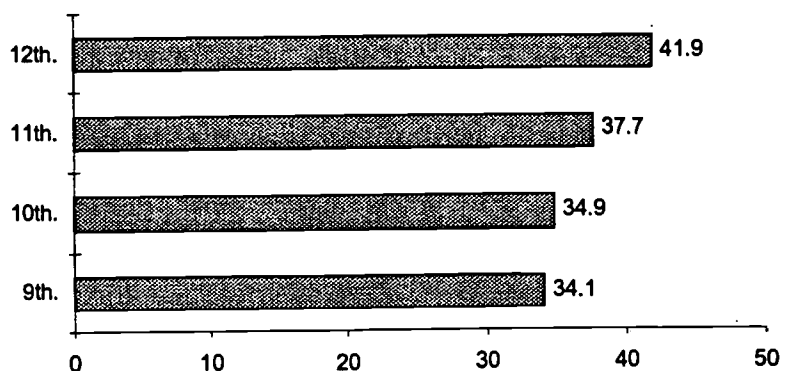


Figure 5-16 shows the proportions of students who said they had witnessed a shooting off-campus, on the way to or from school. Among seniors 58.1 percent answered no and 41.9 percent yes. For 11th grade students, the “no” responses amounted to 62.3 percent and “yes,” 37.7 percent. Sophomores answered 65.1 percent no and 34.9 percent yes, while in the 9th grade the no responses were 65.9 percent and the yes, 39.1 percent.

Figure 5-16: By Percent and Grade, Saw Shooting to/from School



As shown in Figure 5-17, awareness that their schools use metal detectors to search for weapons increases with grade level, with 63.2 percent of seniors saying their schools use metal detectors; 58.8 percent of 11th graders; 47.3 percent of 10th graders and 41.2 percent of 9th graders.

Figure 5-17: By Percent and Grade, School Uses Metal Detectors

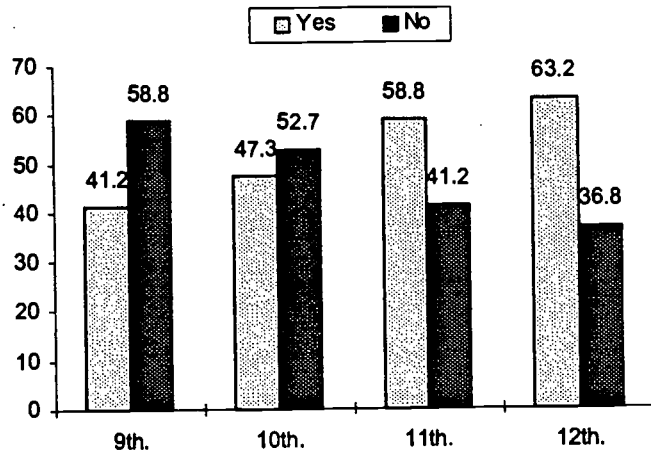


Figure 5-18 shows that, despite the rising level of awareness that metal detectors are used in their schools, the proportions of students who said they had not been searched at all within the previous month were consistently high—82.5 percent of 9th graders, 77.1 percent of 10th graders, 80 percent of 11th graders and 77.3 percent of 12th graders. Students searched just once or twice in the same period ranged from a low of 11.4 percent in 9th grade to 17.6 percent in 12th grade.

Figure 5-18: By Percent and Grade, How Often Searched in Last Month

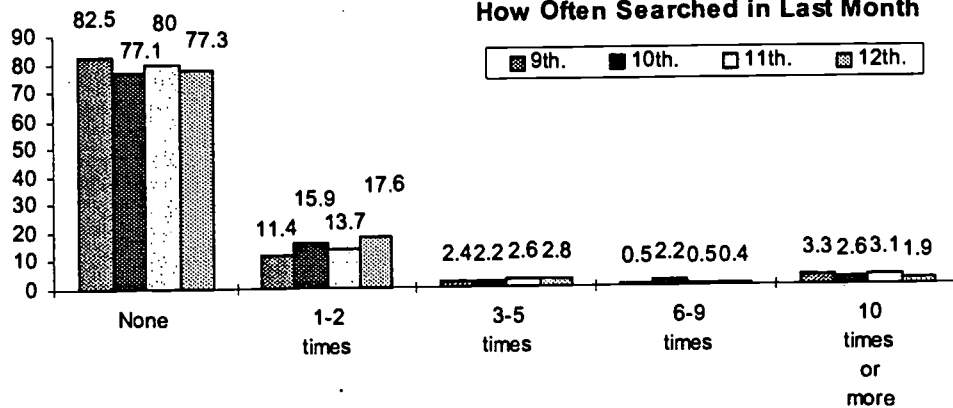
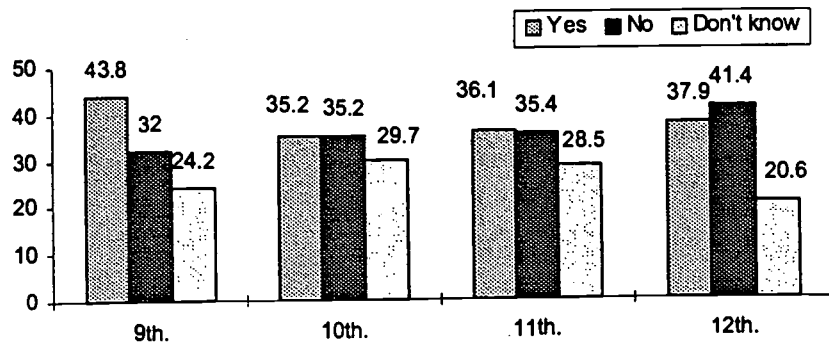


Figure 5-19 shows that 9th graders report the highest level of confidence that metal detectors make them safer at school—43.8 percent. This drops appreciably between 9th and 10th grade to 35.2 percent, and remains essentially unchanged, rising to 37.9 percent in 12th grade. Between 20.6 percent and 29.7 percent of these students said they didn't know if they felt safer with detectors.

Figure 5-19: By Percent and Grade, Feel Safer With Metal Detectors



In a follow up to the use of metal detector questions, students were asked if they believed metal detectors kept weapons off campus. As shown in Figure 5-20, the results were surprising. In no case did the yes response ever exceed a quarter. Of 12th grade students only a fifth said "yes" and nearly two thirds said they were ineffective. The 11th grade responses were similar. Only 21.9 percent thought detectors useful, while 64.8 percent felt they were of no use in keeping weapons off campus. Of 10th graders, 59.5 percent said detectors did not keep weapons off campus, as did 60.8 percent of ninth graders.

Figure 5-20: By Percent and Grade, Do Metal Detectors Keep Weapons off Campus?

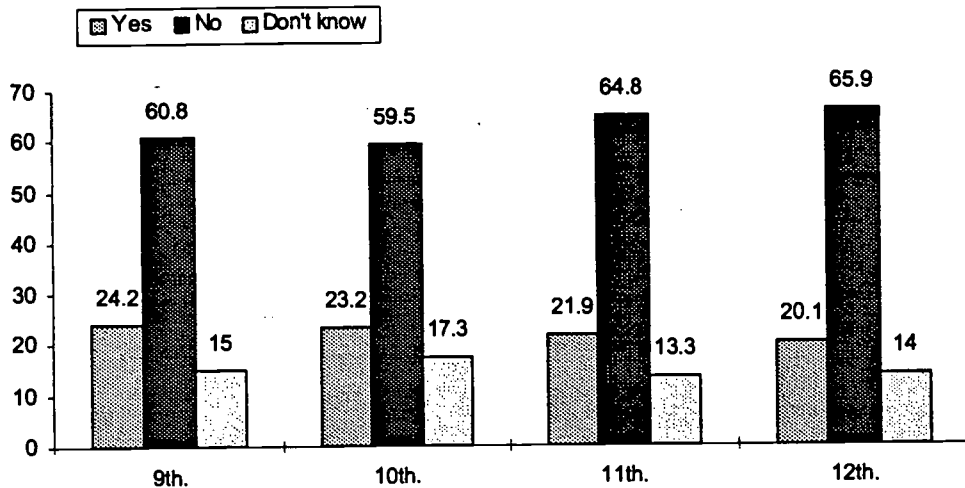


Figure 5-21 shows remarkably consistent agreement that wearing certain items of clothing can put a student at risk of violence. Of 9th graders, 60 percent agree with that statement, along with 56.6 percent of 10th graders, 53 percent of 11th graders and 54.3 percent of 12th graders.

Figure 5-21: By Percent and Grade, Clothing Items Put You at Risk

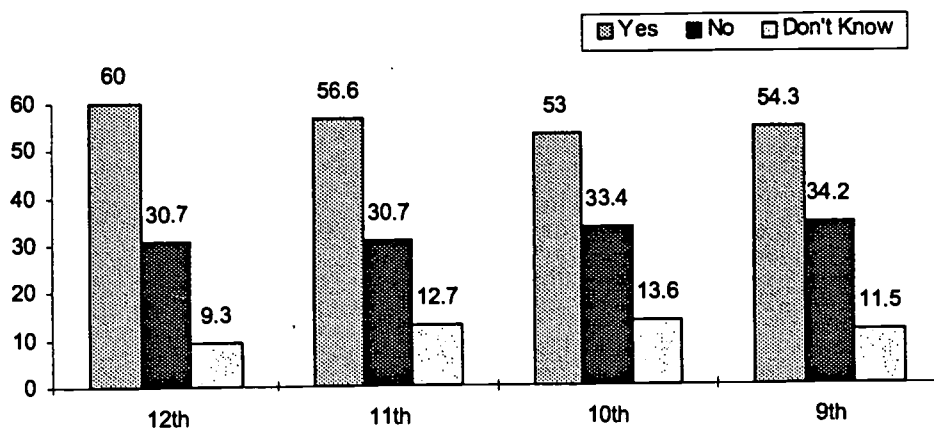


Figure 5-22 shows that, notwithstanding the risk students felt posed by wearing certain types of clothing they clearly did not resonate to the wearing of uniforms or a dress code in school. Seniors were the most supportive of the wearing of uniforms with 39.3 percent supporting a dress code or uniform, while 53.3 percent rejecting the idea. Eleventh grade students were slightly less supportive with only 33.8 percent supporting the idea and 55.4 percent rejected it. In the lower grades, the uniform and dress code was even less appealing: only 26.9 percent of 10th graders and 24.2 percent of 9th graders supported dress codes.

Figure 5-22: By Percent and Grade, Favor Dress Code or Uniform

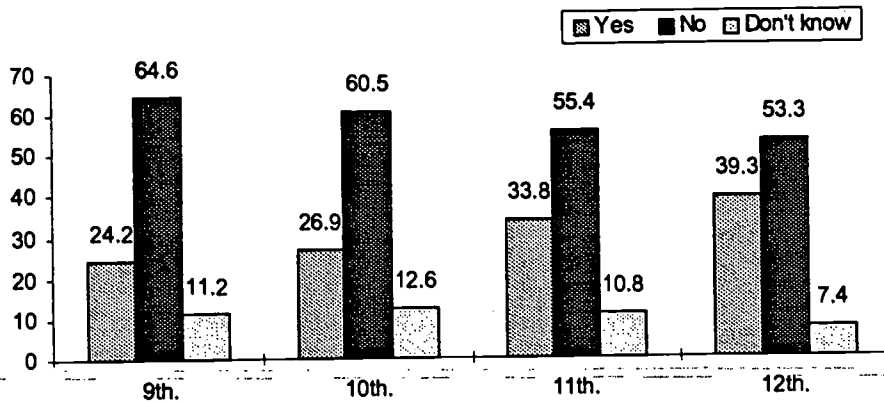
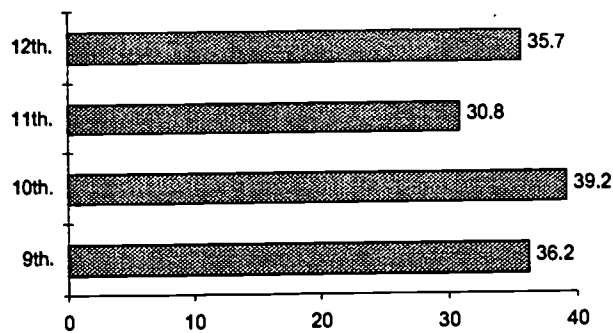


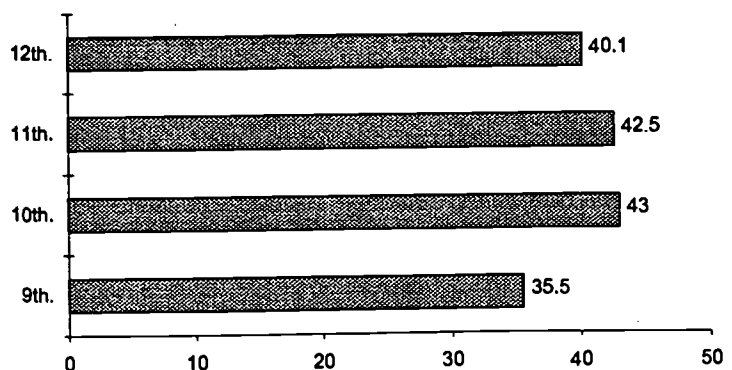
Figure 5-23 shows that very high proportions of students in all four grades have witnessed the shooting of a teenager in their neighborhoods. Although the proportions who responded to this question affirmatively were similar, students in 10th grade had highest rate of all—more than 8 percent higher than the lowest rating, 11th grade. The rates of witnessing teen shootings ranged from 30.8 percent for 11th graders to 39.2 percent of 10th graders.

Figure 5-23: By Percent and Grade, Saw Teen Shot in Neighborhood



In trying to assess the amount of violence that was directly experienced by students, they were asked they had witnessed a drive-by shooting. Figure 5-24 shows that 40.1 percent of seniors had witnessed a drive-by shooting, along with 42.5 percent of 11th graders, 43 percent of 10th graders and grade 35.5 of 9th graders.

Figure 5-24: By Percent and Grade, Witnessed Drive-By Shooting



In addition to assessing the witnessing of a drive-by shooting, we wanted to explore whether the respondents actually knew a victim or a drive-by shooting. Figure 5-25 shows that seniors reported the highest percentage of yes—59.2 percent. Eleventh grade students reported slightly lower percentages—53.6 percent yes—with 55.2 percent of 10th graders and 56.3 percent of 9th graders answering yes.

Figure 5-25: By Percent and Grade, Know Teen Drive-by Victim

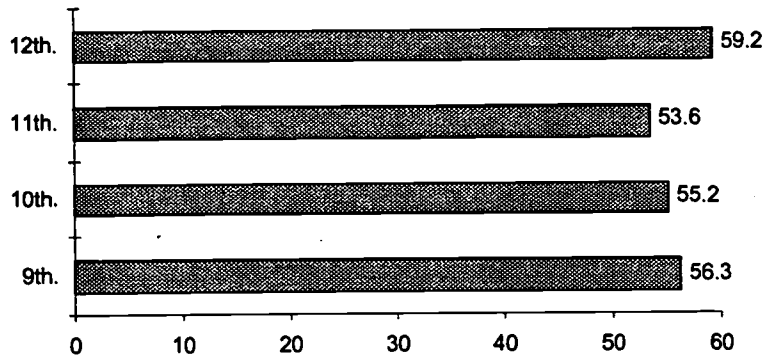
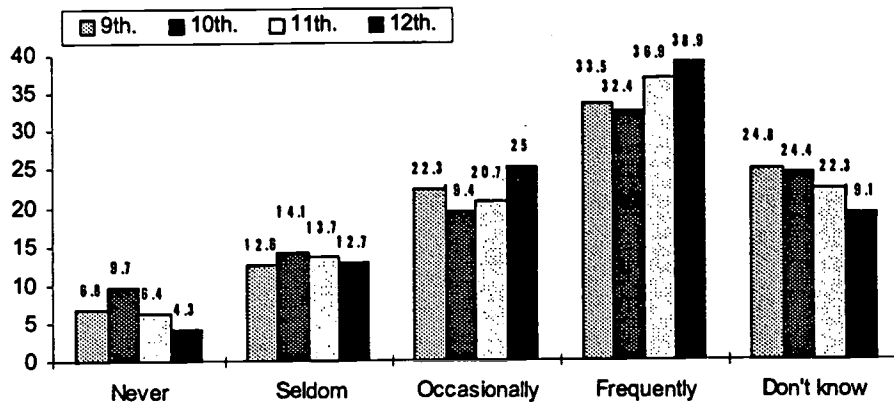


Figure 5-26 shows that far more students in all four grades say drug deals occur “frequently” in their neighborhoods than believe such transactions occur “seldom” or “never.” Tenth graders report the lowest level of perception—32.4 percent—that drug deals in their neighborhoods are frequent, while they have the highest proportions of saying they “never”—9.7 percent—or “seldom”—14.1 percent—do. The proportion of students who say they don’t know how frequently drug deals occur in their neighborhoods declines steadily during the high school years, from 24.8 percent in 9th grade to 19.1 percent in 12th grade.

Figure 5-26: By Grade: Frequency of Teen Drug Deals in Neighborhood



Another reported cause of violence is racial tension. Accordingly, we asked students if they believe racial tension is an issue on their campuses. Figure 5-27 shows the perception that there is widespread racial tension at all grade levels. Seniors and sophomores were nearly identical in their yes responses with 49 percent of 12th graders and 49.6 percent of 10th graders responding this way. For juniors, the yes responses were slightly lower at 42.7 percent of 9th graders answering yes, 37 percent.

Figure 5-27: By Grade, Racial Tensions at School

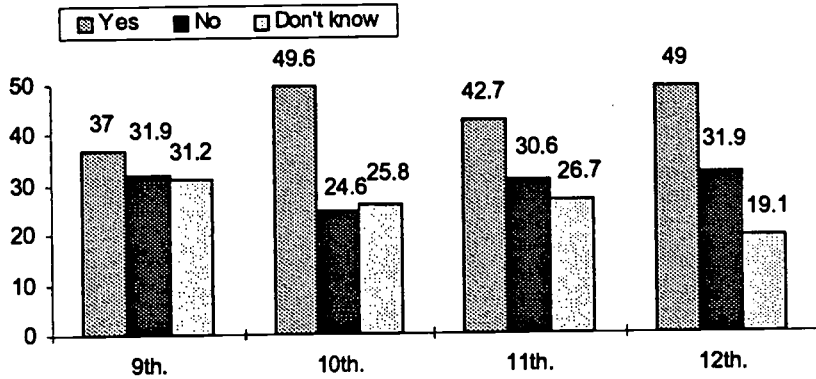
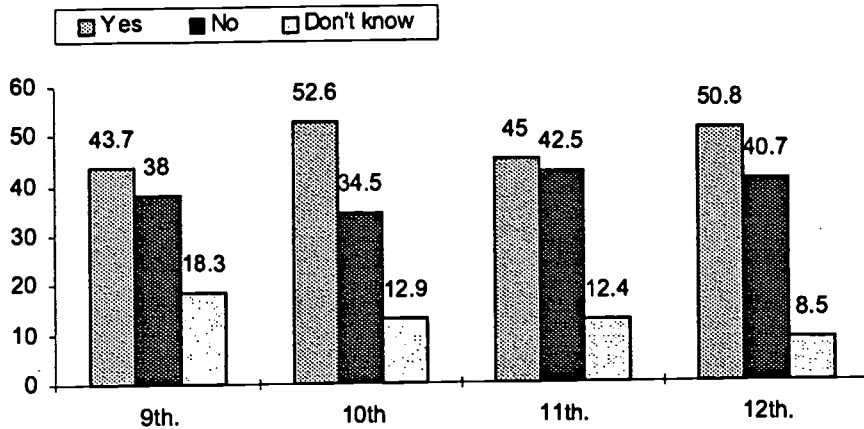


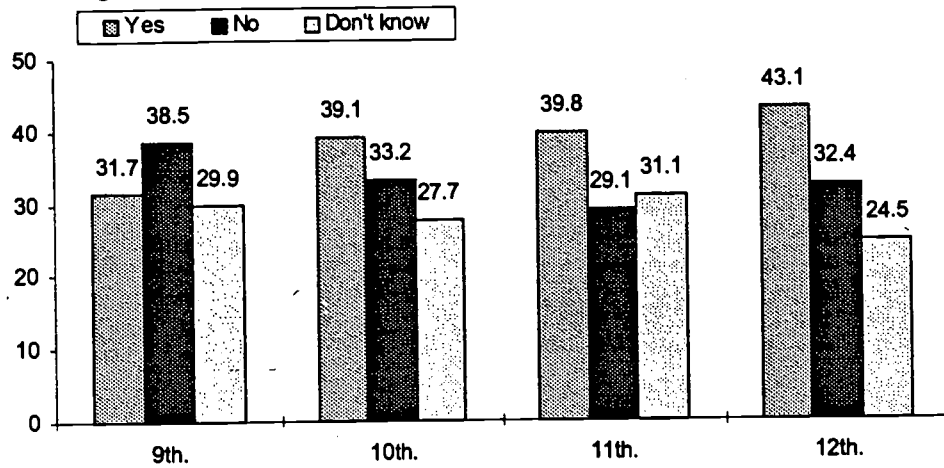
Figure 5-28 shows that majorities of 10th and 12th graders say they have friends who have been involved in violent interracial conflict—52.6 percent of 10th graders and 50.8 percent of 12th graders. Somewhat lower proportions in the remaining two grades—45 percent in 11th and 43.7 percent in 9th—said friends had been caught up in this type of violence.

Figure 5-28: By Grade: Friends Involved in Violent Interracial Conflict



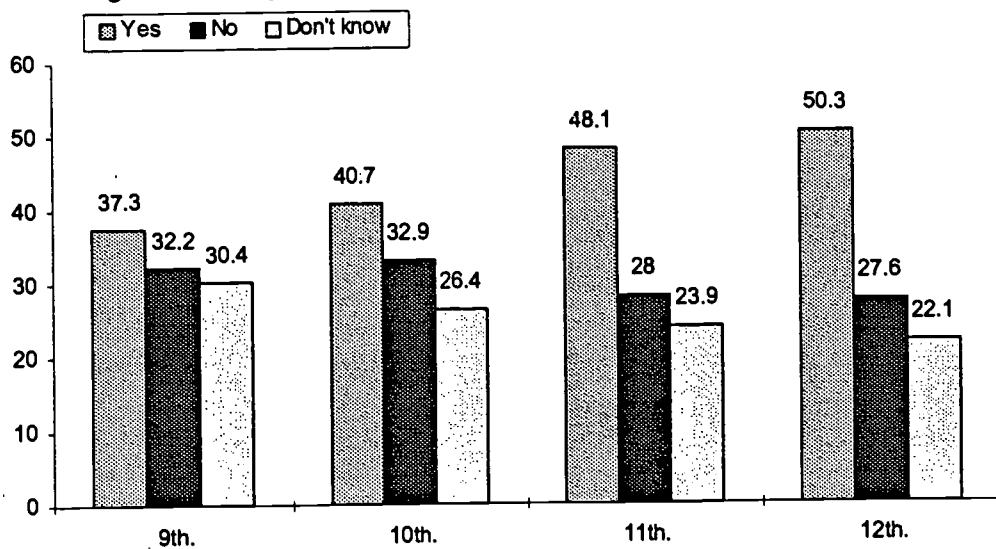
One important question with respect to school violence and racial conflict is whether classes to help mitigate the toll of violent conflict would help prevent violence. Students were asked whether such instruction would reduce school and community violence. Figure 5-29 shows that large proportions of students at all grade levels agreed that conflict resolution instruction would be productive. Only in 9th grade did fewer students agree that such classes would be of benefit—31.7 percent saying classes would help, but 38.5 percent saying they would not. In 10th through 12th grade, between 39.1 percent and 43.1 percent of students agreed such classes would be beneficial.

Figure 5-29: By Grade, Would Classes in Conflict Resolution Help?



Students were also asked if classes in race and cultural sensitivity would reduce violence. Figure 5-30 shows that students are somewhat more positive about the potential of this kind of instruction to prevent school and community violence than they are about conflict resolution instruction. More students agreed than did disagreed with the benefit of diversity training in all four grades, with the rate rising steadily with grade level. Nearly half—48.1 percent—in 11th grade and a majority—50.3 percent—of 12th graders said such instruction would help their schools.

Figure 5-30: By Grade, Would Race/Culture Sensitivity Classes Help?



Section 6:

Comparisons by School

Of all of the comparisons presented in this report, those contained in this section may be the most unique. Few—if any studies—of school safety and violence issues reported in the literature before this one had the capability to conduct statistically meaningful comparisons among individual high schools on the panoply of questions that spring from the youth violence crisis.

This study has benefitted, as well, from approval by the Los Angeles Unified School District for this report to identify, by name, the 11 high schools that were the subject of this research. Substantial additional analysis and follow-up research will be necessary to gain a better perspectives on the numerous—and pronounced—differences of view among the young people who attend these high schools.

The schools are: Hamilton, Belmont, Fremont, Fairfax, Reseda, Hollywood, Jordan, Wilson, Manual Arts, Huntington Park and South Gate high schools. The study group also included 55 students under supervision of the Los Angeles County Probation Department and who attend LAUSD continuation high schools. The schools and their communities are described in Section 1 and Figure 1-2 reports the number of surveys completed at each school. The racial makeup of the survey group, compared with the total school enrollments, enrollments of the school clusters involved and enrollment in all LAUSD high schools appears as Figure 1-1.

A total of 881 students in our sample said they had seen a weapon in school. Figure 6-1 indicates that four—or one-third—of the 11 schools sampled, along with Probation, have a majority of respondents who say they have seen a weapon at school. At South Gate, 63.2 percent said they had seen a weapon at school, compared to 36.8 percent who said they had not. At Wilson, 58.2 percent said “yes” to having seen a weapon at school, compared to 41.8 who said no. At Jordan, 55.4 percent responded yes, while 44.6 percent responded no. At Hamilton, 52.7 percent of the students surveyed said they had seen a weapon at their school, and 47.3 percent said they had not. Of the students in the Probation sample, 58.2 percent claimed they had seen a weapon at school, compared to 41.8 percent who claimed they had not. Figures for the remaining schools show that in most cases, only a slight majority of students sampled have not seen a weapon at their school.

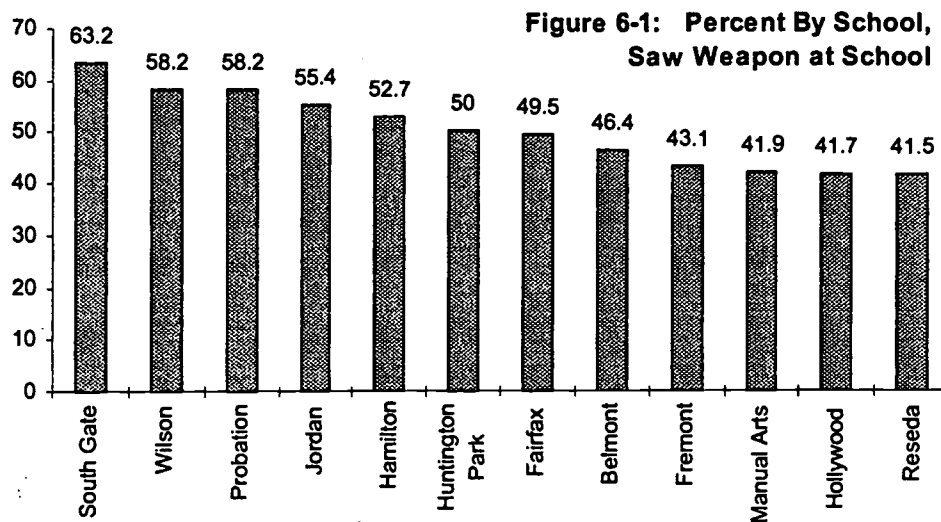
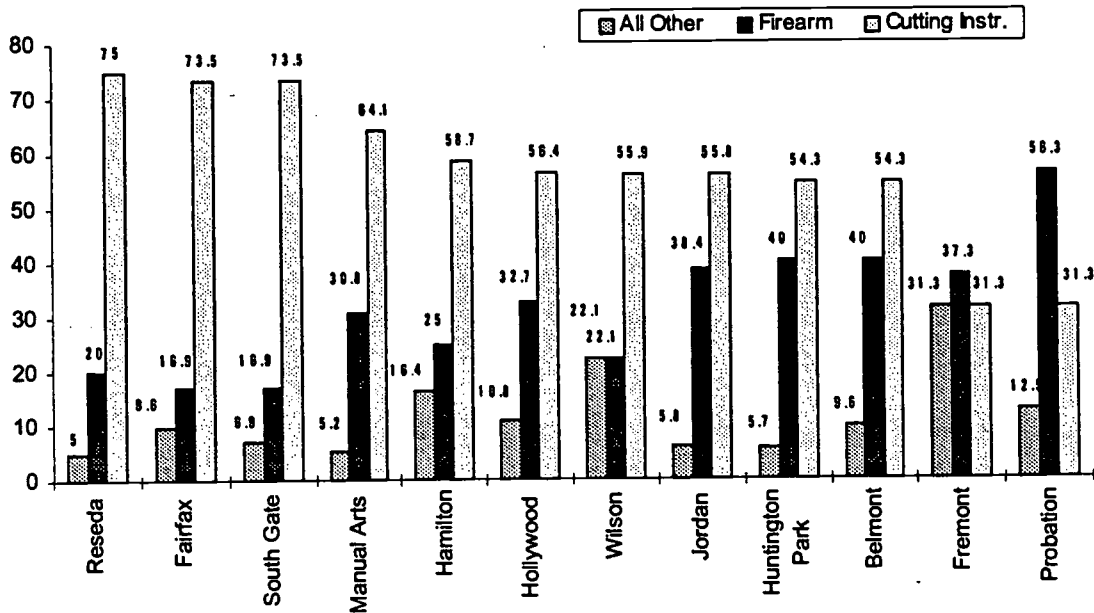


Figure 6-2 shows that, in 10 of the 11 schools surveyed, the majority of these 881 respondents who said they saw any weapon at school said cutting instruments (e.g. knives, razor blades, shanks, screwdrivers) were the most common type of weapon seen at school. Because the numbers of other types of weapons seen at individual schools were small, responses identifying multiple weapons, blunt instruments, electrical, chemical and other weapons have been clustered in Figure 6-2 in a single "other" category.

Figure 6-2: By Percent of School, Type of Weapon Seen on Campus by Students Who Saw Any Weapon



A total of 785 students in our sample saw some kind of weapon while they were en route to or from school. Figure 6-3 shows that the majority of students sampled from eight of the 11 schools said they had not seen a student with a weapon going to or from school. However, at Wilson, Jordan and South Gate the majority of respondents said they had seen a student with a weapon on the way to or from school. Slightly more than half the respondents answered "yes"—52.5 percent at Wilson; 55.5 percent at Jordan; and 56.7 percent at South Gate. In all cases, at least one-third—32.7 percent at Hollywood—or more for the remaining schools said they had seen a student with a weapon en route to or from school.

Figure 6-3: By Percent by School, Saw Weapon to/from School

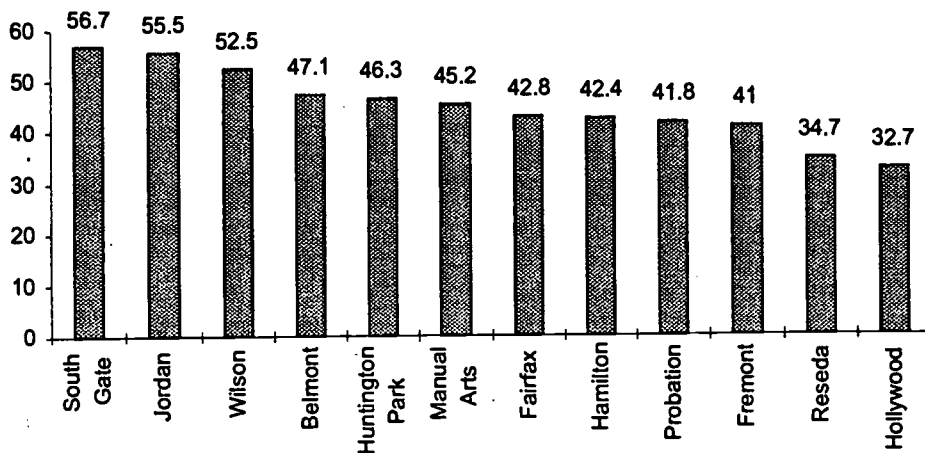
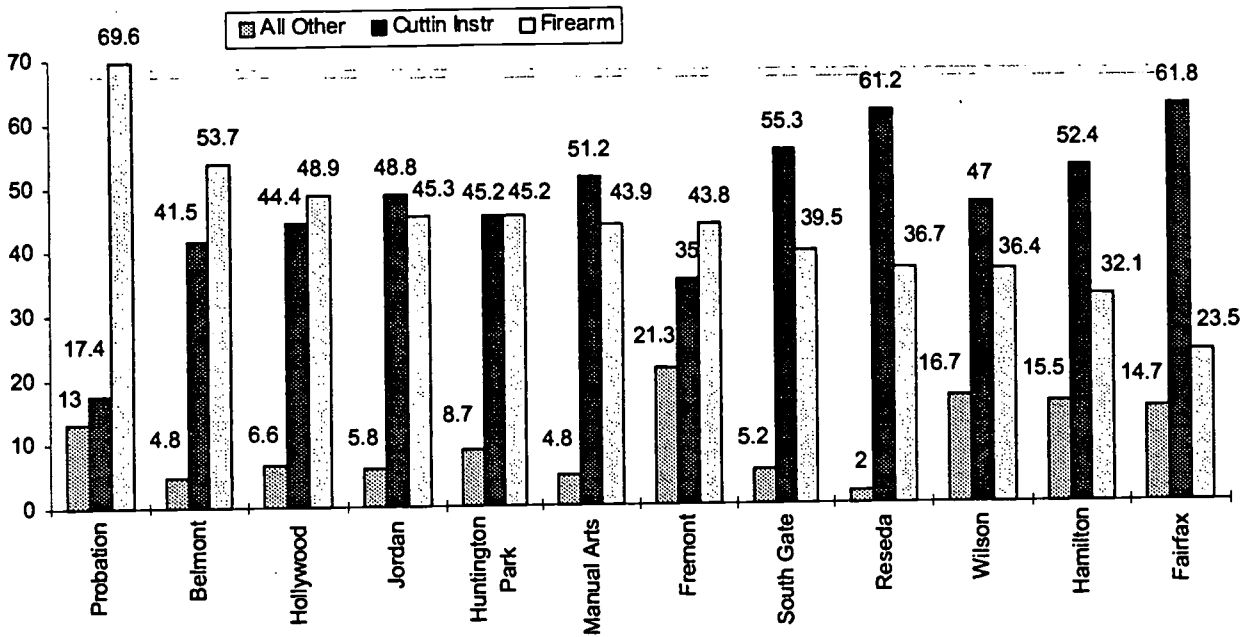


Figure 6-4 shows that most of the 785 respondents who said they saw any weapon en route to or from school said they saw cutting instruments (e.g. knives, razor blades, shanks, screwdrivers) most frequently on the way to or from school. Only at Belmont, Hollywood and Probation did the majority of these respondents who saw weapons say firearms were the most common weapon seen en route to or from school. Percentages ranged from a low of 43.8 percent at Fremont to a high of 69.6 percent for Probation. At Huntington Park respondents who had seen guns and cutting instruments going to or from school were virtually equal at 45.2 percent.

As was the case in Figure 6-2, above, because numbers of weapons other than firearms and cutting instruments were small at individual schools, responses of multiple weapons, blunt instruments, electrical and chemical weapons and other weapons have been clustered in a single category identified as "other." Although the responses were clustered, the data showed that Fremont is unique for being the only school sampled to have a relatively large percentage—17.5 percent—of respondents who had seen a student carrying multiple weapons on their way to or from school.

Figure 6-4: By Percent by School, Type of Weapon Seen to/from School by Students Who Saw Any Weapon



In the sample as a whole, 250 students reported they had themselves taken weapons to school. Figure 6-5 shows that in all 12 groups of students surveyed, while most students did not report taking weapons to school, large minorities of respondents reported they had done so. However, 44.4 percent of the students in the Probation sample admitted they had taken a weapon to school. Despite the majority of students who claimed not to have taken a weapon to school, nearly 20 percent of the students sampled at South Gate and Jordan—19.1 percent and 17.7 percent, respectively—claimed they had brought a weapon to school at one time or another. Nearly 15 percent of the students surveyed from Huntington Park, Fairfax and Fremont said “yes” to having brought a weapon to school, and roughly 10 percent or higher from each of the remaining schools—Hollywood, Wilson, Belmont, Hamilton, Reseda and Manual Arts—admitted they had brought a weapon to school.

These individual school percentage data should be interpreted with some caution, as they reflect comparatively small actual numbers of students saying they had taken weapons. In all, 24 Probation students said they had taken a weapon to school, along with 26 Fremont students, 13 Huntington Park Students, 18 Hollywood students, 20 Wilson students, 23 Belmont students, 32 Hamilton students, 16 Reseda students, 26 Fairfax students, 28 Jordan students, 13 South Gate students and 11 Manual Arts students.

Figure 6-5: By Percent by School, Took Weapon to School

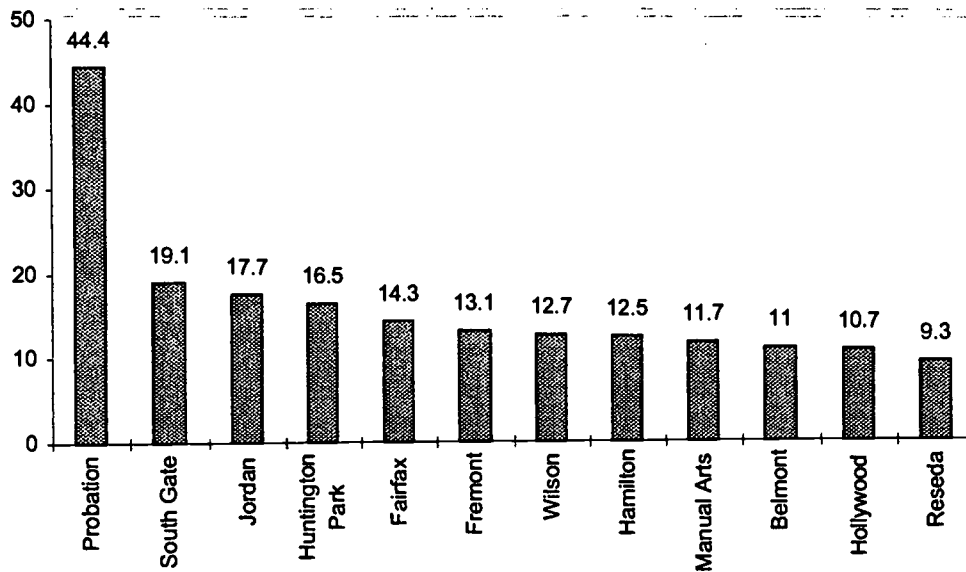


Figure 6-6 shows the proportions of weapons taken to school by the 250 students who said they took any weapon to school. It shows that, with the exception of the Probation and Hamilton samples, students surveyed overwhelmingly agreed that cutting instruments (e.g. knives, razor blades, shanks, screwdrivers) were the most common type of weapon brought to school. Still, large minorities of students identified firearms as the most common weapons on their campuses. Only at Fremont, Hollywood and Reseda was there a small plurality who believed cutting instruments were the most common type of weapon taken to school. However, half the students from the Probation sample claim that firearms are the most common weapon taken to school, followed by cutting instruments. Like Figure 6-2 and Figure 6-4, above because individual school numbers of students who brought weapons onto campus are small, Figure 6-6 clusters responses for students who said they took multiple, blunt, electrical, chemical and other weapons into an "other" category and compares them to firearms and cutting instruments.

Figure 6-6: By Percent of School, Type of Weapon Taken to School by Students Who Took Any Weapon

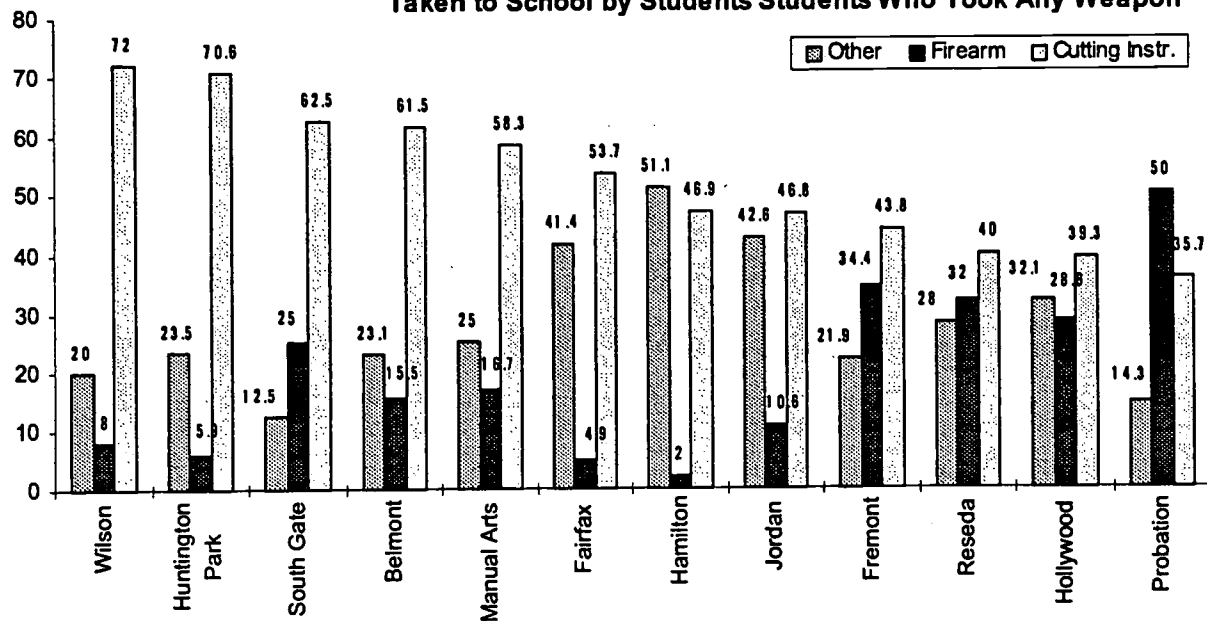
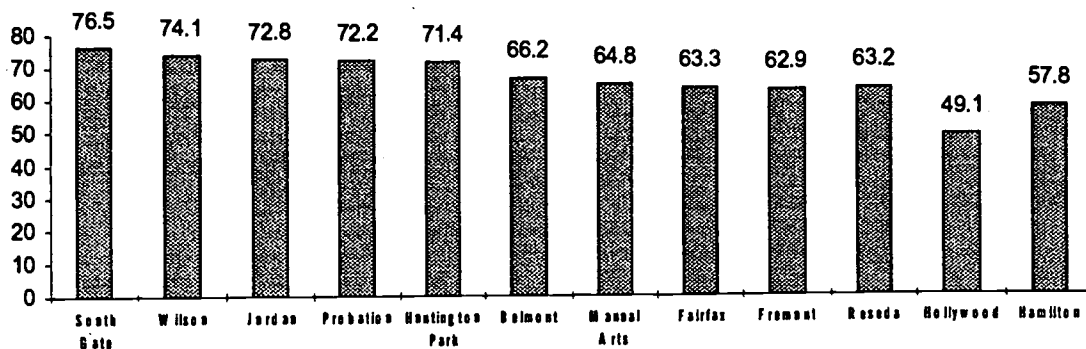


Figure 6-7 shows that, with the exception of Hollywood, the overwhelming majority of students surveyed from all 10 other schools and Probation said they had seen a person 17 or younger with a weapon in their neighborhood. Percentages ranged from 57.8 percent at Hamilton to as high as 76.5 percent at South Gate. At Hollywood, only a slight majority of respondents said they had not seen a person 17 or younger with a weapon in their neighborhood; still, 49.1 percent admitted they had.

Figure 6-7: By Percent by School, Saw Teen With Weapon in Neighborhood



The majority of respondents from 10 of 11 schools and Probation, as indicated in Figure 6-8, said they have friends or acquaintances who own a gun. Percentages ranged from a low of 41.7 percent at Hollywood to a high of 66.2 percent at Wilson. With the exception of Hollywood and Probation, more respondents from all 10 other schools answered they "didn't know" more frequently than they answered "no" to having friends or acquaintances who own a gun.

Figure 6-8: By Percent by School, Friends Own Gun

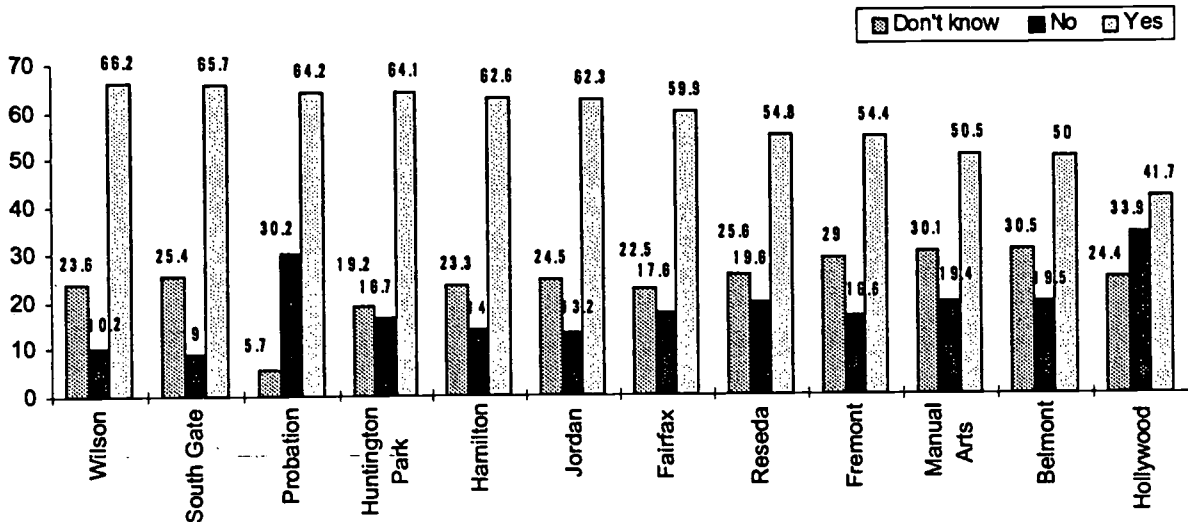


Figure 6-9 shows that, overwhelmingly, the students surveyed from all 11 schools and Probation said it would be easy for them to obtain a gun. Nearly 60 percent of the sample from Probation, Wilson and South Gate believed getting a gun would be easy, about half or slightly more than half the sample from Hamilton, Fairfax and Jordan, and over 40 percent from Fremont, Huntington Park, Hollywood, Belmont, Reseda and Manual Arts said it would be easy for them to obtain a gun. The fewest number of responses came from students who thought it would be difficult to get a gun, ranging from 15.4 percent for Probation to 26.9 percent for Huntington Park. Only students sampled from Fremont, Belmont, South Gate and Manual Arts answered they "didn't know" how easy or difficult it would be to obtain a gun more often than they responded "difficult."

Figure 6-9: By Percent by School, Difficulty/Ease in Obtaining a Gun

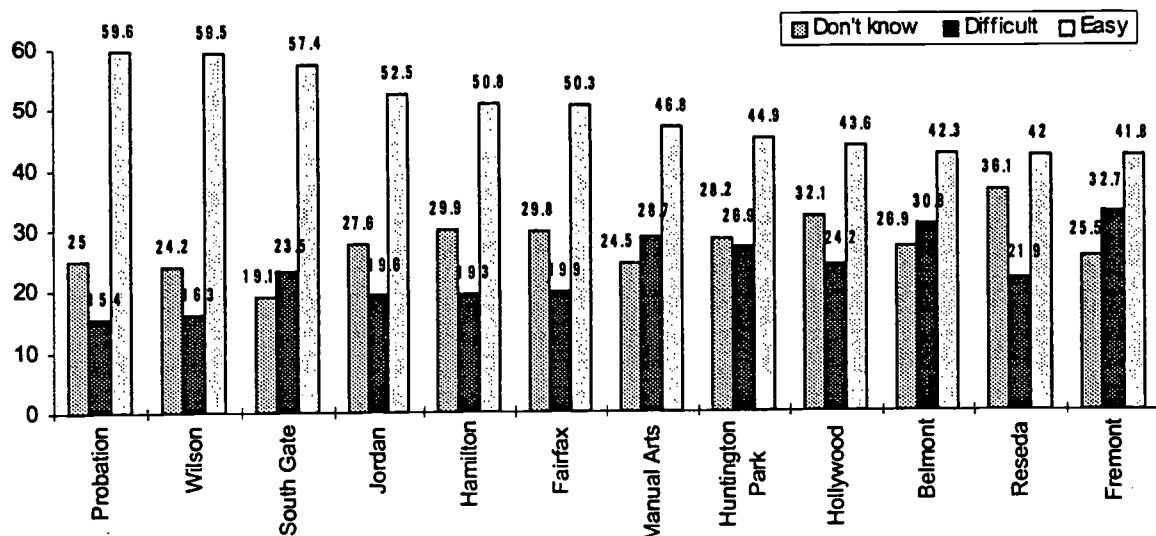
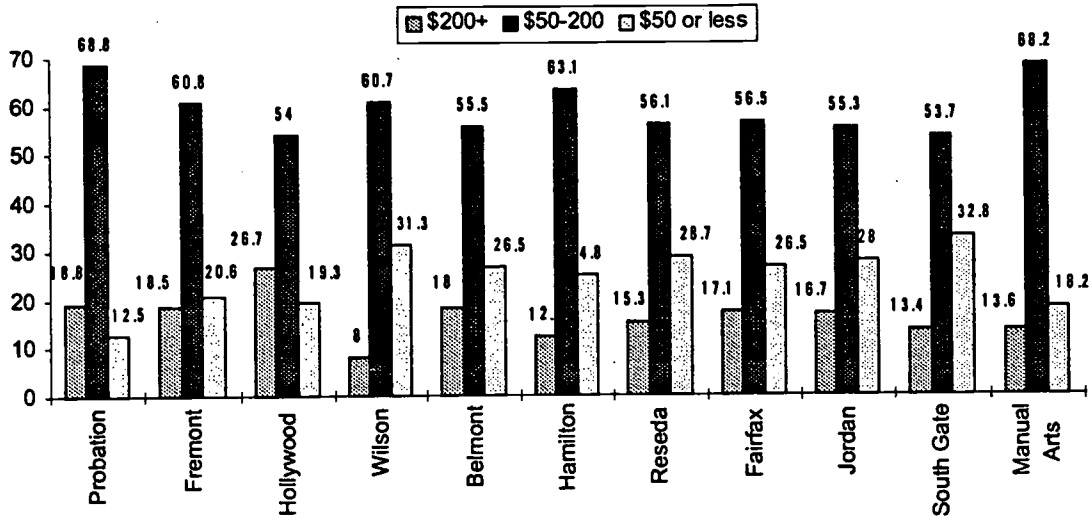


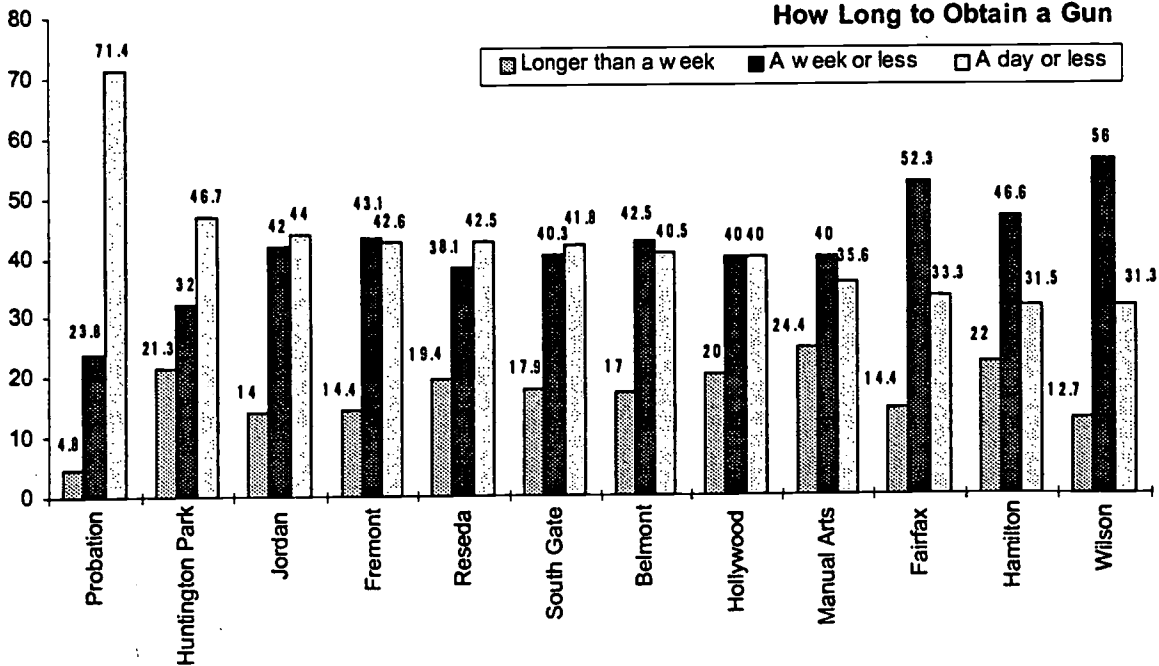
Figure 6-10 compares estimates by students of the prices they would have to pay in order to obtain a gun. While most students estimated the cost of guns at between \$50 and \$200, sizable minorities in each cohort put the cost in the range normally associated with Saturday Night Specials.

Figure 6-10: By Percent by School, Cost of Gun



In Figure 6-11, more than 70 percent of the sample from Probation responded that it would take a day or less to obtain a gun. A slight majority from Huntington Park, Reseda, Jordan and South Gate also said obtaining a gun would take them a day or less. A slight majority of the sample from Fremont, Wilson, Belmont, Hamilton, Fairfax and Manual Arts thought it would take them up to a week to get a gun, and an equal percentage of the sample from Hollywood said getting a gun would take them either a day or less or up to a week. In all the schools and Probation, the fewest number of respondents felt it would take longer than a week to obtain a gun.

Figure 6-11: By Percent by School, How Long to Obtain a Gun



A total of 1,739 students responded to a survey question that asked them about the types of weapon they believe to be most commonly brought to their schools by other students. Figure 6-12 shows that almost half the Probation respondents—45.3 percent—believed firearms (guns) to be the most common type of weapon brought to school, followed by 24.5 percent—or roughly one-quarter—who thought cutting instruments (e.g. knives, razor blades, shanks, screwdrivers) were most common. The overwhelming majority of students surveyed from all 11 schools—ranging from 50.6 percent at Hamilton to 70.4 percent at Wilson—perceived cutting instruments to be the most common weapon brought to school. The second largest number of students sampled said they didn't know which type of weapon was most common at their school; only at Huntington Park, Jordan and South Gate was the response for "firearm" slightly more frequent than "don't know."

To simplify Figure 6-12, responses of "don't know" were clustered with those identifying multiple, blunt, chemical and other weapons into a single category, "other." By far the largest component of this category at each school were students who responded "don't know." These students constituted 21.5 percent of the 1,739 students who answered this question. Levels of the response "don't know" ranged from a low of 9.2 percent at Huntington Park to a high of 29.6 percent at Hamilton.

Figure 6-12: By Percent of School, Perceived Most Common Weapon on Campus

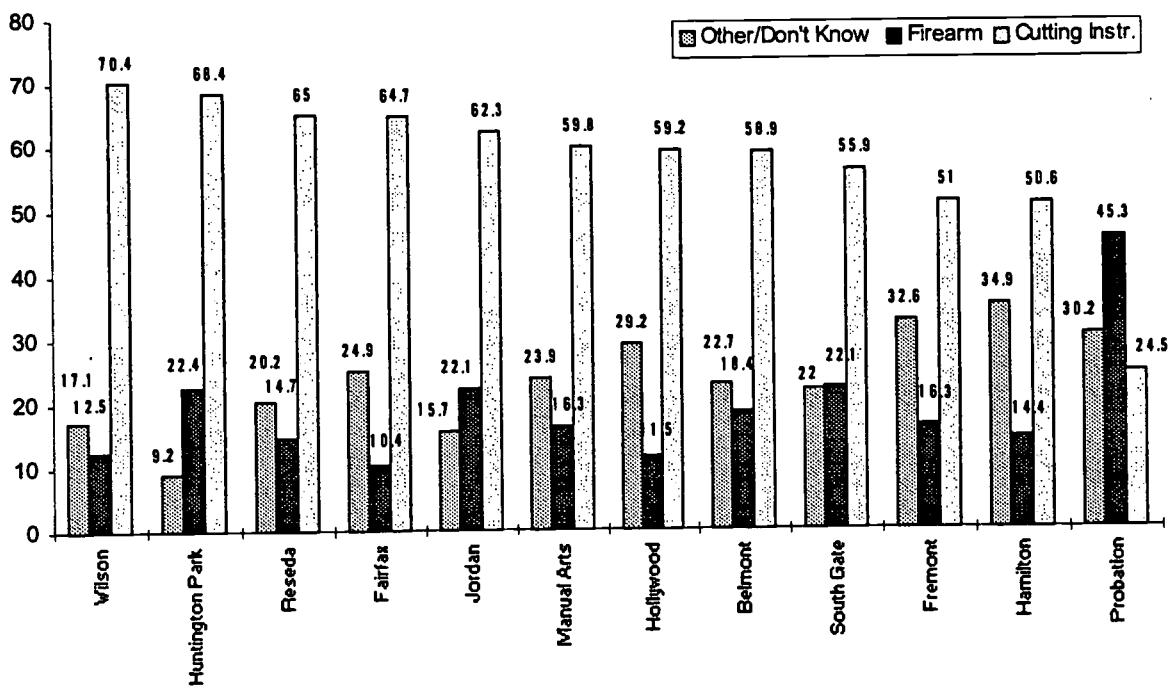


Figure 6-13 shows that a large number of students surveyed from Probation, Fremont, Huntington Park, Hollywood, Wilson, Belmont, Reseda and Fairfax—ranging from 33.3 percent at Fairfax to 56.3 percent at Hollywood—believed gangs were the primary reason students brought weapons to school. The largest number of students sampled at Hamilton, Jordan, South Gate and Manual Arts—36.9 percent at Jordan to 45.1 percent at Manual Arts—said the main reason they believed students brought weapons onto campus was for safety en route to and from school. Only at Hollywood did a greater number of respondents believe safety at school was more of a reason students brought weapons to school rather than safety to and from school—22.9 percent compared to 18.6 percent, respectively—and only at Hollywood did the students surveyed believe “to attack others” was slightly more common a reason students brought weapons onto campus over safety at or to and from school.

Figure 6-13: By Percent by School, Main Reason for Weapons on Campus

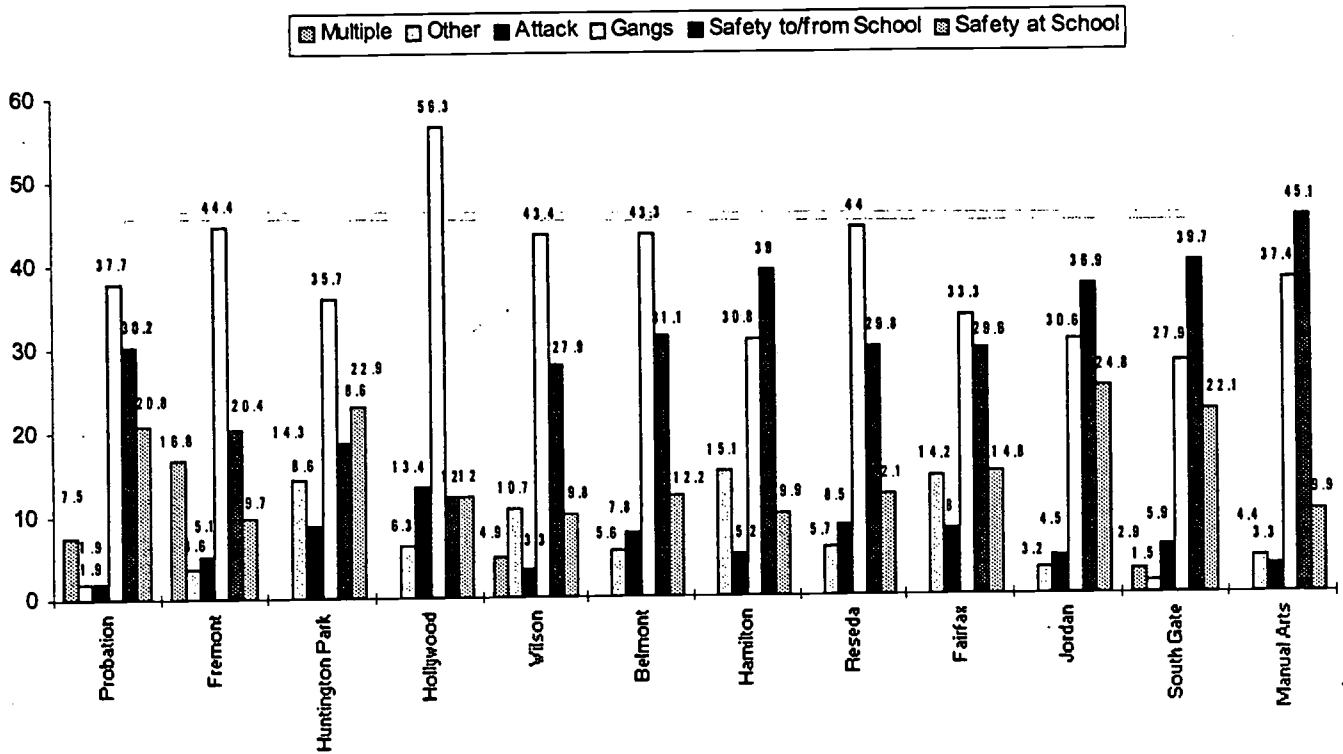
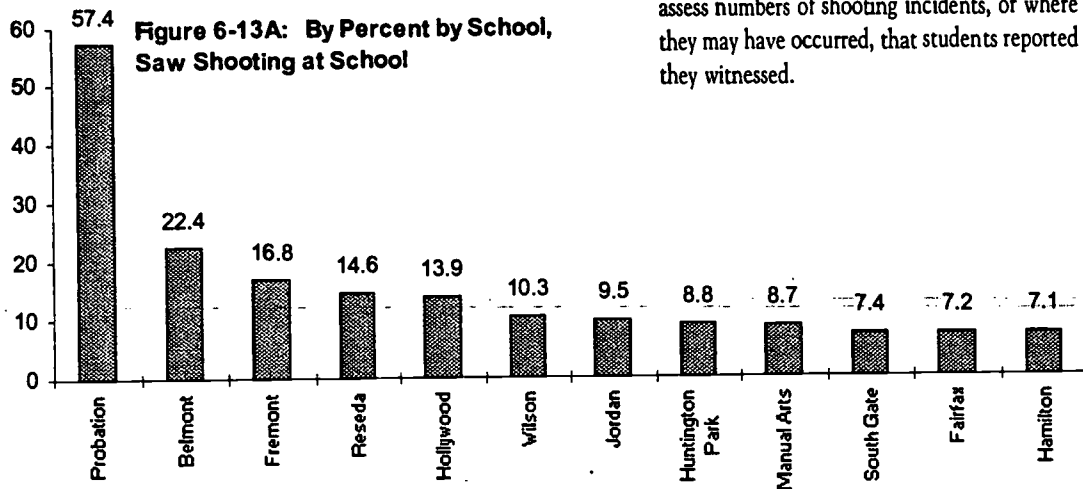


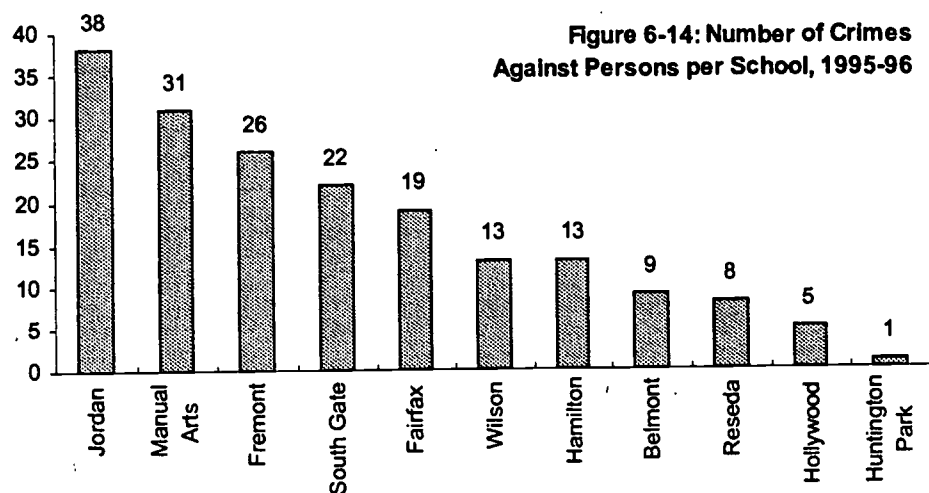
Figure 6-13A shows that more than half—or 57.4 percent—of the sample from Probation said they had witnessed a shooting at school, but the majority of students sampled from all 11 schools said they had not witnessed a shooting while at school. Just over 22 percent of the sample from Belmont, and nearly 17 percent from Fremont said they had witnessed a shooting at school, and nearly 15 percent of the students surveyed from Hollywood and Reseda admitted to having witnessed a shooting while at school. About 10 percent or less from each of the remaining schools—Huntington Park, Wilson, Hamilton, Fairfax, Jordan, South Gate and Manual Arts—said they had witnessed a shooting at school.

These data should be viewed with some caution because the survey instrument did not ask students to specify whether they witnessed a shooting that occurred on campus or whether they were on campus and observed a shooting that occurred nearby. Similarly, the instrument was incapable of determining if many students in the sample had witnessed the same

incident. Thus, there is no implied ability to assess numbers of shooting incidents, or where they may have occurred, that students reported they witnessed.



Figures 6-14 through 6-17 are based on LAUSD data and are provided here for comparison of perceptions of weapon presence on campus and numbers of shooting incidents witnessed by the survey group with data for reported incidents tabulated by the LAUSD Police Department. These district data cover the entire 1995-96 school year, the same period covered by data collection for this survey. These LAUSD data depart from the format utilized in the rest of this report by offering numbers of incidents, not percentages, per school. (California Safe Schools Assessment-School Crime Report, 7/1/95 through 6/30/96)



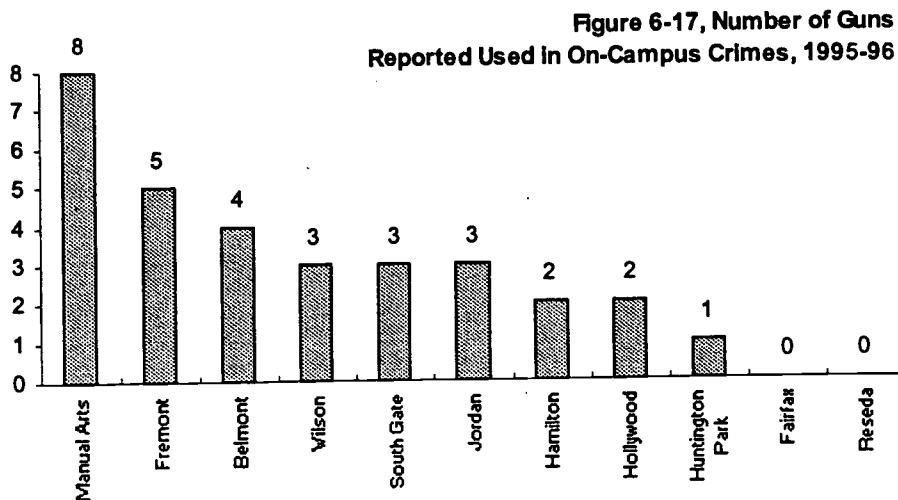
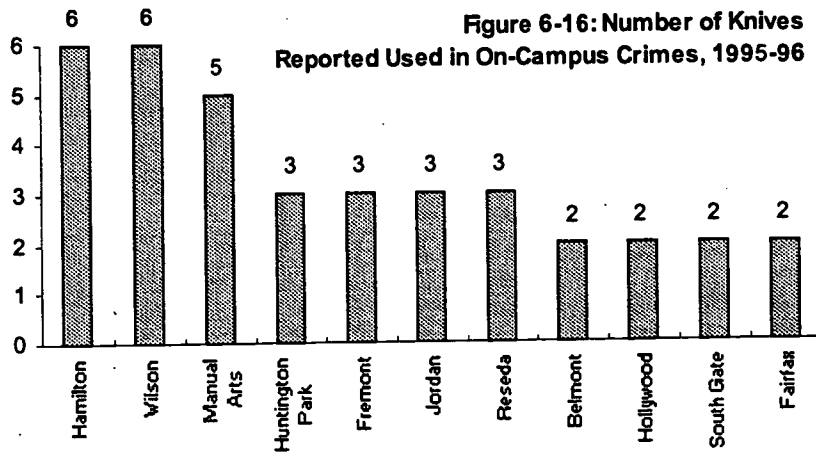
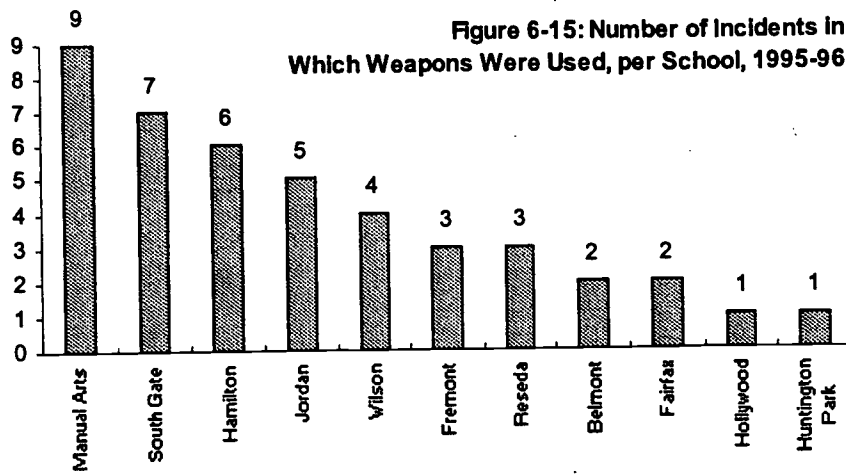


Figure 6-18 shows that large proportions of students reported they had witnessed a shooting while en route to or from school. Majorities of students on Probation and at Wilson reported witnessing shootings to/from school, by rates of 57.4 percent and 51.6 percent respectively. Even at Fairfax, the school with the lowest reported rate of witnessing to/from school shootings, 28.1 percent of students reported they had done so.

Figure 6-18: By Percent by School: Saw Shooting to/from School

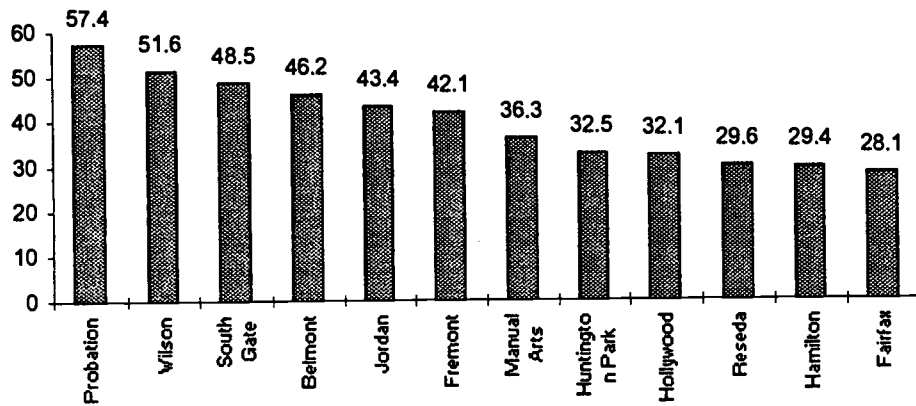


Figure 6-20 shows that while a metal detector policy is mandated for all schools within the Los Angeles Unified School District, the majority of students surveyed at Belmont, Fairfax, Jordan and Manual Arts, along with Probation, claimed their school did not use metal detectors—from 52.8 percent at Probation to 70.8 percent at Fairfax. Although the majority of respondents at the remaining schools—Fremont, Huntington Park, Hollywood, Wilson, Hamilton, Reseda and South Gate—said their school did use metal detectors, at least about one-quarter—24.3 percent at Wilson—to just over 40 percent at Fremont believe their school does not use or enforce a metal detector policy.

Figure 6-20: By Percent by School: School Uses Metal Detectors

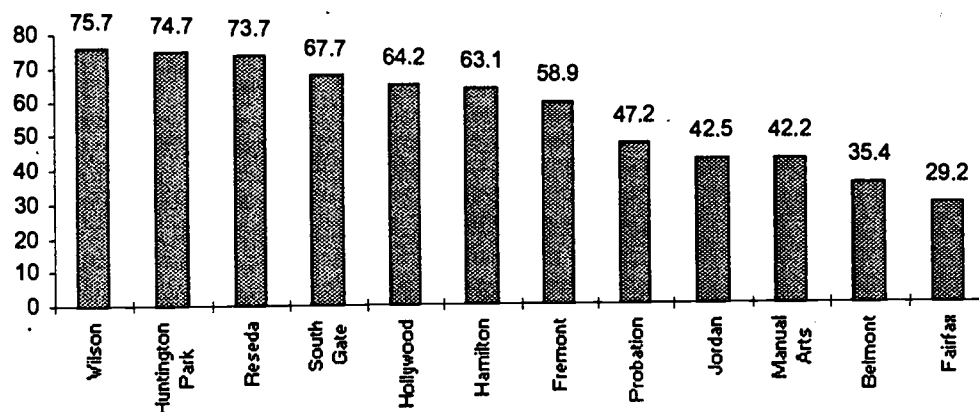


Figure 6-21 shows that, not surprisingly, the largest number of students sampled from Probation said they were searched by metal detectors 10 times or more in the previous month. For all 11 schools, the overwhelming majority of students surveyed—from 66.7 percent at Fremont to 89.1 percent at Manual Arts—said they were searched 0 times in the previous month. As little as 5.5 percent at Manual Arts to as high as 26.3 percent at Fremont said they had been search once or twice in the previous month, and only about five percent or less of the students sampled in all 11 schools were searched three times or more in the previous month.

Figure 6-21: By Percent by School, How Often Searched Last Month

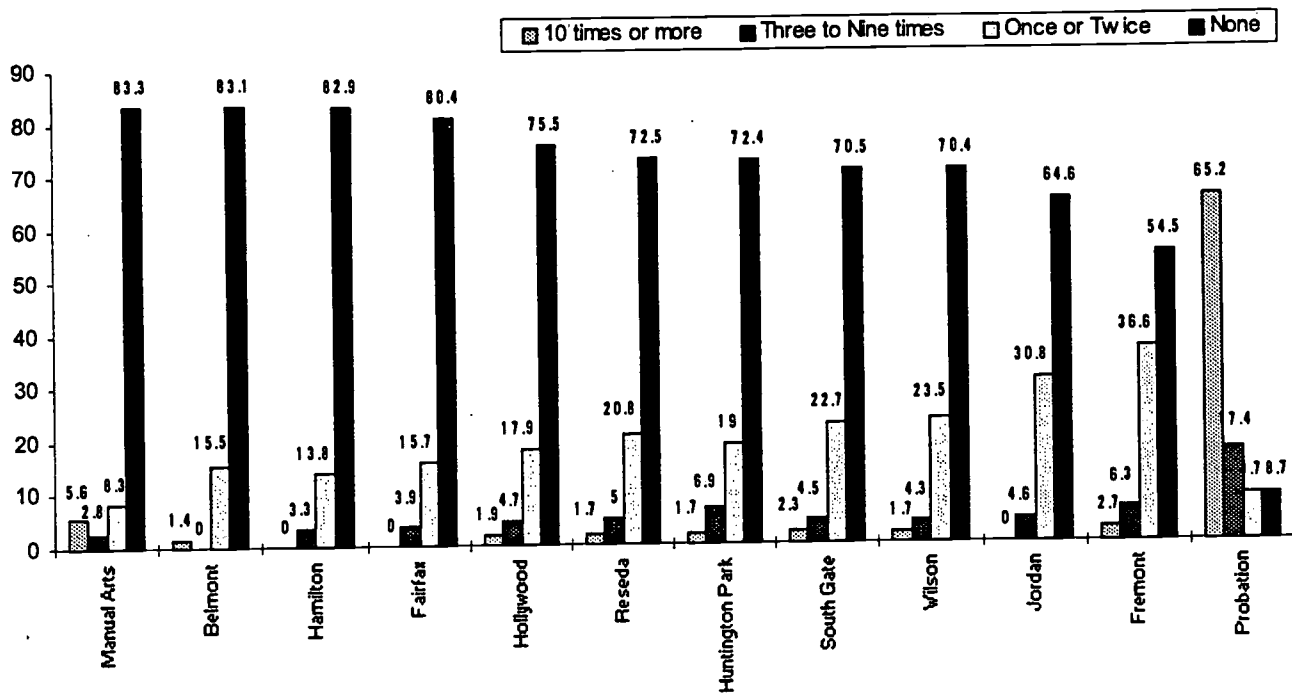


Figure 6-22 shows that in only one school surveyed—Huntington Park—did the majority of students say they felt safer knowing that metal detectors were in use. In all other schools and the Probation group, metal detectors were favored by minorities of students. More students felt the detectors were effective than did not in seven schools and the Probation group. Rates at which students said they did not know how to assess the effectiveness of metal detectors were high throughout the sample.

Figure 6-22: By Percent by School, Feel Safer With Metal Detectors Used

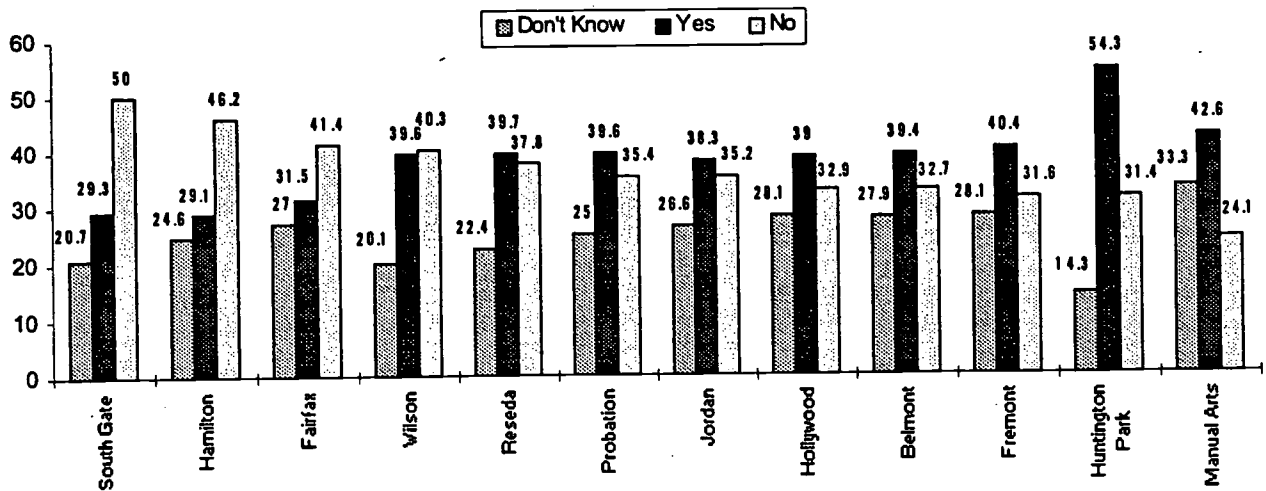


Figure 6-23 shows that the overwhelming majority of students sampled—with the exception of those from Probation who are searched with metal detectors more frequently—do not believe metal detectors keep weapons off their campuses. Percentages of respondents who answered “no” to whether metal detectors kept weapons off campus ranged from 54.6 percent at Fremont to 73.7 percent at Wilson. Only at Fairfax did more respondents say they didn’t know more frequently than “yes” to metal detectors keeping weapons off campus—17.2 percent compared to 12.2 percent, respectively, and at Hollywood, Wilson and Hamilton were responses for “don’t know” and “yes” relatively equal.

Figure 6-23: By Percent by School, Do Metal Detectors Keep Weapons Off Campus?

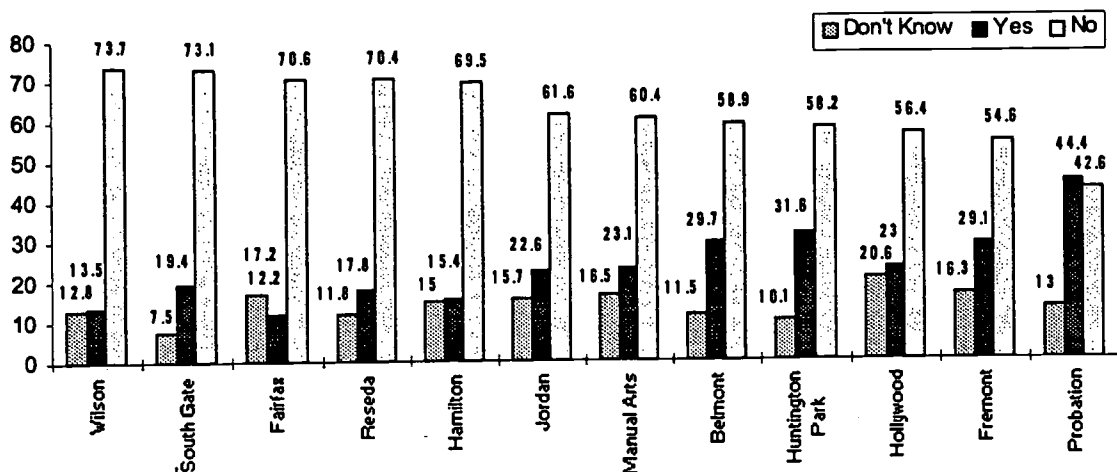


Figure 6-24 shows that the overwhelming majority of students surveyed from all 11 schools and Probation consistently agree that wearing certain types of clothing will put them at risk of being a victim of violence. Percentages of respondents who answered “yes” ranged from 50.3 percent at Reseda to 68.5 percent and Manual Arts, while the number of respondents who answered “no” ranged from 21.7 percent at Manual Arts to 40.5 percent at Huntington Park. For all 11 schools and Probation, the fewest number of respondents said they “didn’t know” whether wearing certain types of clothing put them at risk of being a victim of violence—percentages ranged as high as 18.1 percent at Hollywood to as low as 6.5 percent at Wilson.

Figure 6-24: By Percent by School, Do Types of Clothing Put You at Risk?

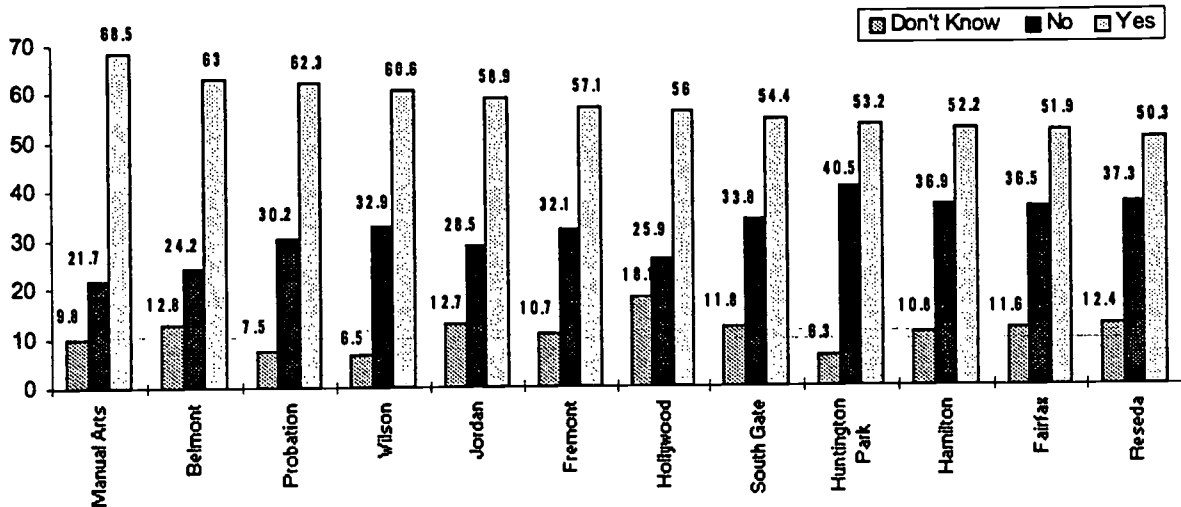


Figure 6-25 shows that despite the fact that the majority of students surveyed agree that wearing certain types of clothing put them at risk of being a victim of school violence, an overwhelming number of respondents from all 11 schools disapprove of enforcing a dress code or uniform in their school. Percentages of those who disapproved ranged from 47.6 at Hollywood to 77.9 percent at South Gate. Significantly, however, 44.4 percent from the Probation sample approved of enforcing a dress code or uniform, followed by Manual Arts at 43.5 percent and Belmont at 43.1 percent. About 15 percent of the students sampled from each of the 11 schools and Probation didn't know whether they approved or disapproved of enforcing a dress code or uniform at their school.

Figure 6-25: By Percent by School, Favor Dress Code or Uniform

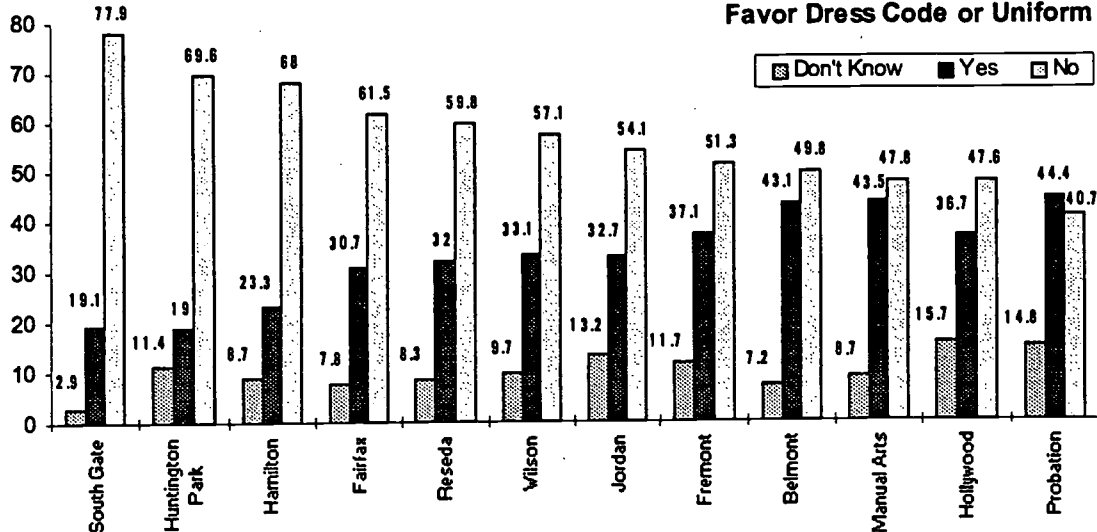


Figure 6-26 shows that startlingly high proportions of students have witnessed shootings of juveniles that occurred in their neighborhoods. It should be noted that because of the proportion of students who are bused to some of the schools studied here (busing rates are addressed in Section 1), limitations of the survey instrument make it impossible to determine if students were reporting shootings they witnessed in the neighborhoods near their schools or the neighborhoods near their homes. At least 21.5 percent at Hamilton, and as many as 46.2 at Belmont, said they had witnessed a person 17 or younger get shot in their neighborhood. For Probation, 68.5 percent of the respondents admitted they had witnessed someone 17 or younger get shot in their neighborhood.

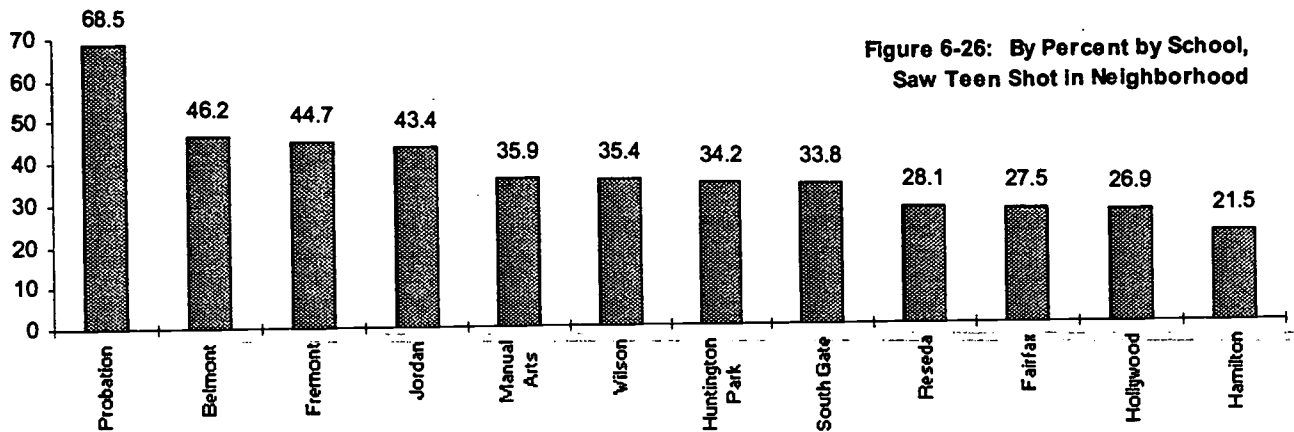
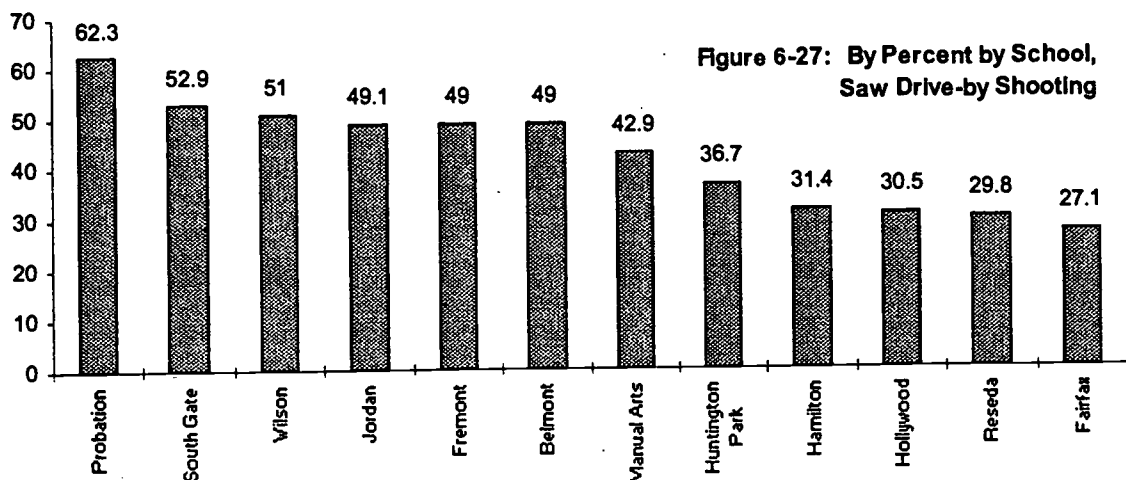


Figure 6-27 examines the proportion of students who have witnessed drive-by shootings. These rates are extraordinarily high and even constitute a majority of students in the Probation group, South Gate and Wilson. At the remaining schools, students who said they had personally witnessed drive-by shootings ranged from a low of 27.1 percent at Fairfax to 49.1 percent at Jordan. At only five schools were the rates of witnessing drive-by shootings below 40 percent.



As shown in Figures 6-28, with the exception of Huntington Park and Hollywood, the majority of respondents from all nine other schools said they knew someone 17 or younger who was wounded or killed in a drive-by shooting. Percentages ranged from just over half—52.9 percent—at Hamilton to a high of 69.2 percent—nearly three-quarters—at Jordan. Even at Huntington Park and Hollywood, where the majority of students answered “no,” at least 40 percent of the respondents had witnessed a person 17 or younger get wounded or killed in a drive-by shooting. The proportion who knew a drive-by victim at Jordan exceeded even the strikingly high rate for the Probation group.

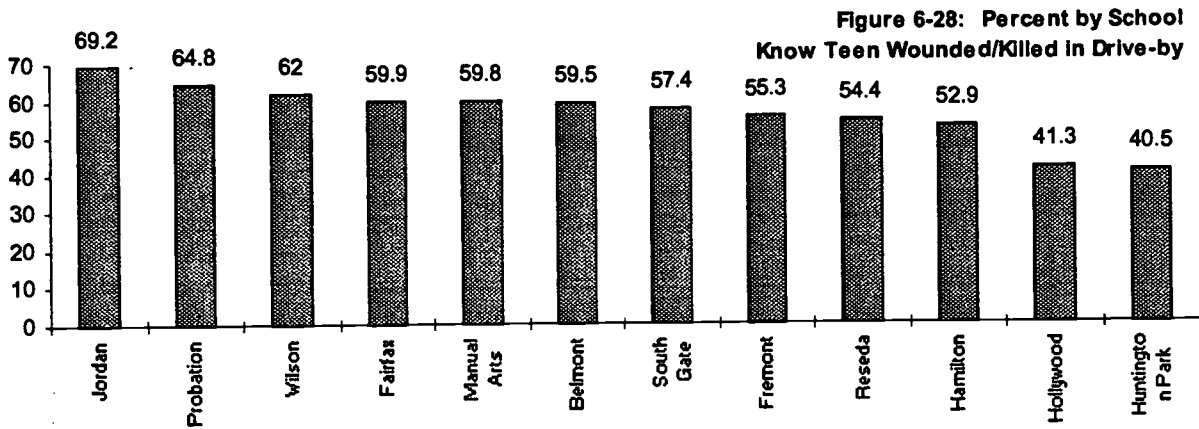


Figure 6-29 shows that the majority of respondents from eight of the 11 schools said drug deals among teenagers occur frequently or occasionally in their neighborhoods. Percentages ranged from 32.1 percent at Belmont to 51.5 percent—just over half—at South Gate. At Huntington Park, the majority of students surveyed—41.8 percent—believed drug deals occurred occasionally in their neighborhood. Only at Hollywood and for Probation did the majority of respondents answer “don’t know” to whether drug deals occur in their neighborhood. Responses for “seldom” ranged from 18.5 percent at Manual Arts to 7.5 percent for Probation, and the students sampled who thought drug deals never occurred in their neighborhood ranged from as high as 20.2 percent at Hamilton to as little as 1.5 percent at South Gate.

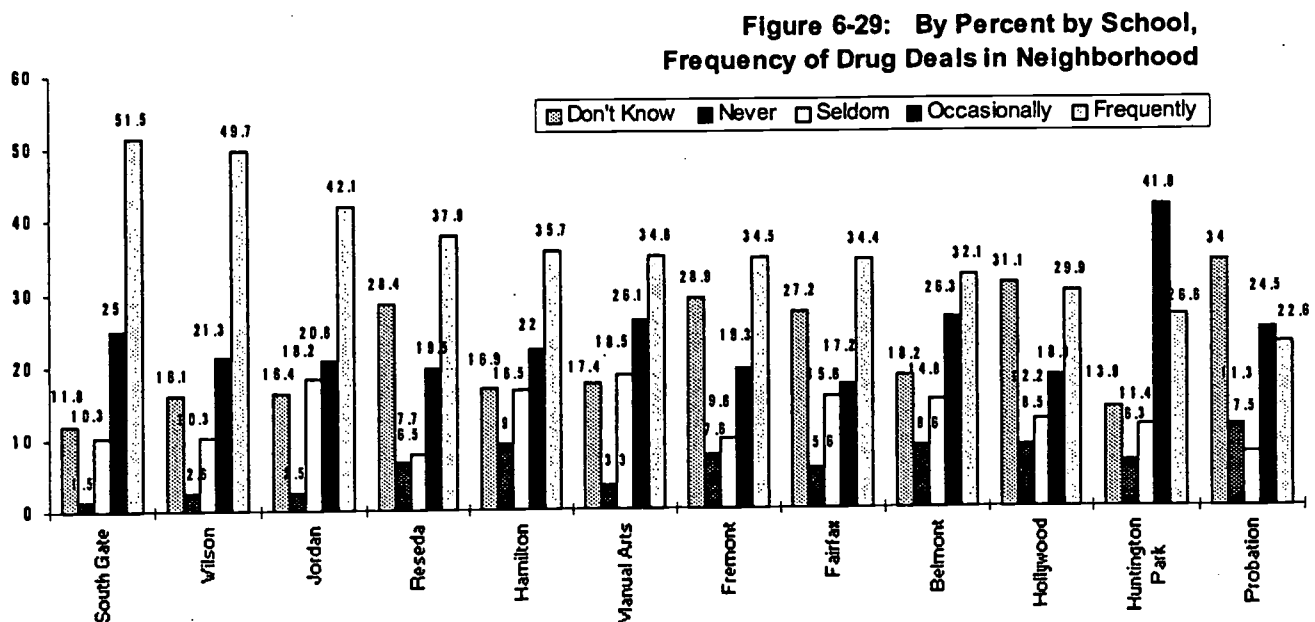


Figure 6-30 shows that the large proportions of the students surveyed from six of the 11 schools—Hollywood, Hamilton, Reseda, Fairfax, Jordan and Manual Arts—and Probation believed racial tensions existed at their school. Percentages ranged from a low of 46.2 percent at Manual Arts to a high of 75.6 percent at Hamilton. A clear majority of respondents from Huntington Park, Wilson, and South Gate, and a slight majority from Fremont and Belmont, did not believe there were racial tensions at their school. At Fremont, Huntington Park and Belmont, a slightly larger percentage of respondents answered “didn’t know” more frequently than “yes” to whether racial tensions existed at their school. Only at South Gate did an equal number of respondents answer “don’t know” and “yes” to racial tensions at their school.

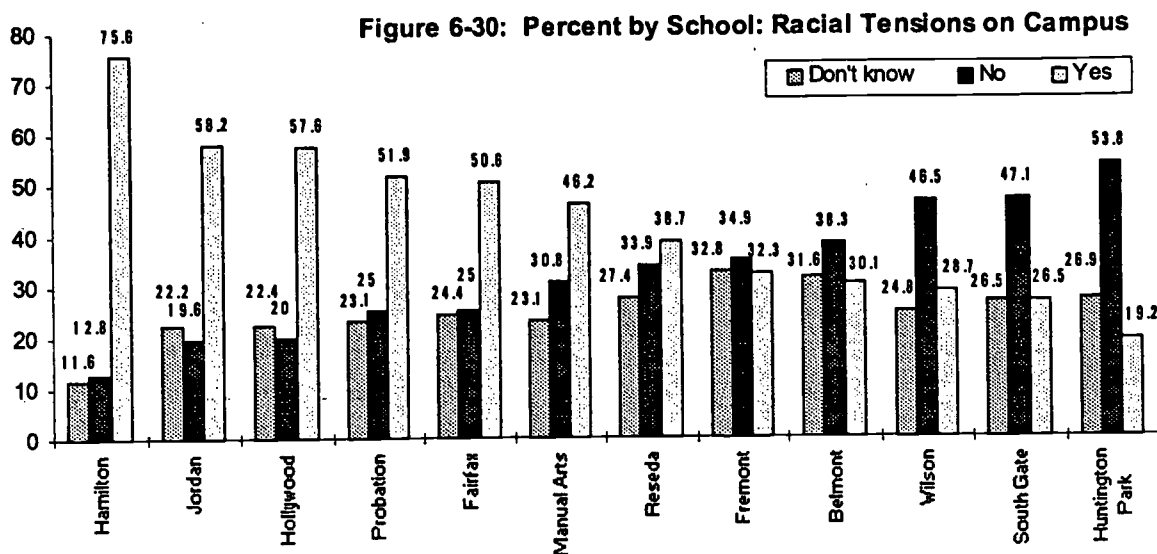
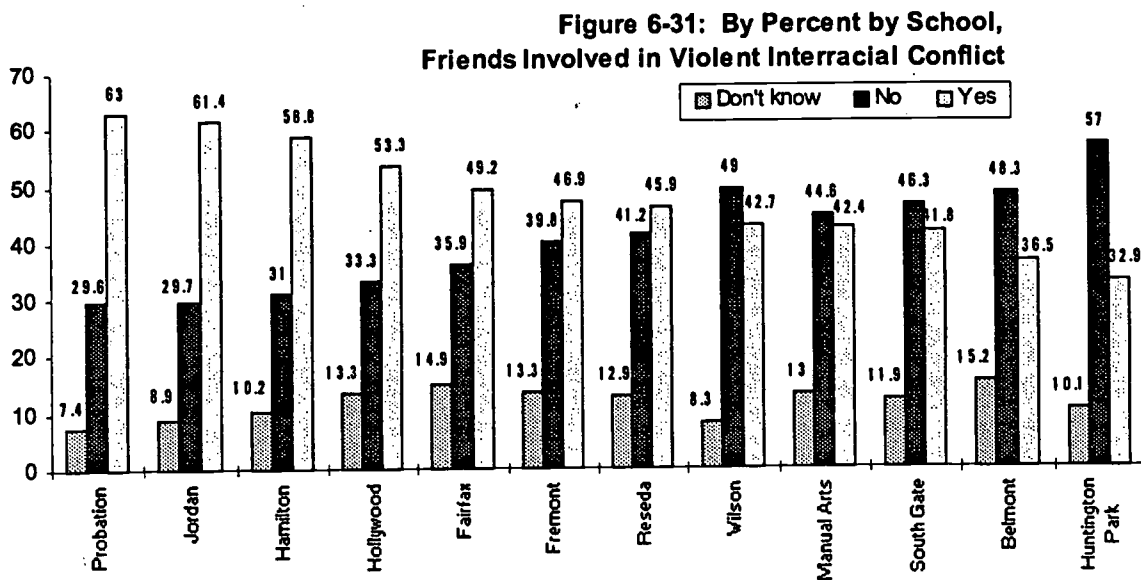


Figure 6-31 shows that large portions of students from six of the 11 schools—Fremont, Hollywood, Hamilton, Reseda, Fairfax and Jordan—and Probation said they had friends who had been involved in an interracial conflict that ended in violence. Percentages ranged from 45.9 percent at Reseda to 63 percent for the sample on Probation. Pluralities from Huntington Park and Belmont—57 percent and 48.3 percent, respectively—and many students from Wilson, South Gate and Manual Arts said they did not have any friends who had been involved in an interracial conflict that ended in violence. Only about 15 percent or less of the students from each of the 11 schools and Probation said they didn’t know whether any of their friends had been involved in such a conflict.



As shown in Figure 6-32, pluralities or majorities of students sampled from nine of the 11 schools—Fremont, Huntington Park, Hollywood, Belmont, Hamilton, Reseda, Jordan, South Gate and Manual Arts—and Probation believed that classes in talking out conflicts would help reduce school violence more effectively. The greatest support for such classes was evidenced by respondents from Probation at 54.7 percent, followed by Manual Arts at 52.2 percent, and Hollywood at 44.2 percent. Only at Wilson did more respondents feel that classes in talking out conflicts would be ineffective, and roughly an equal number at Fairfax responded “yes” and “no.” A relatively large proportion of respondents—from a low of 17 percent for Probation to a high of 33.8 percent at South Gate—said they “didn’t know” whether classes in talking out conflicts would help reduce school violence more effectively.

Figure 6-32: By Percent by School, Would Conflict Resolution Classes Help?

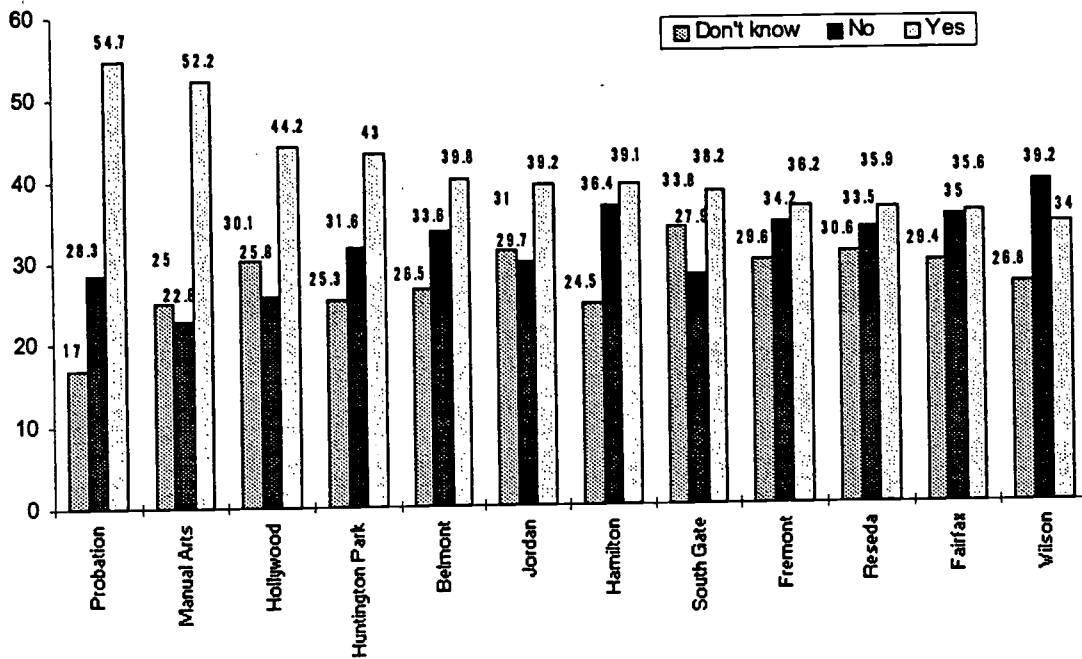
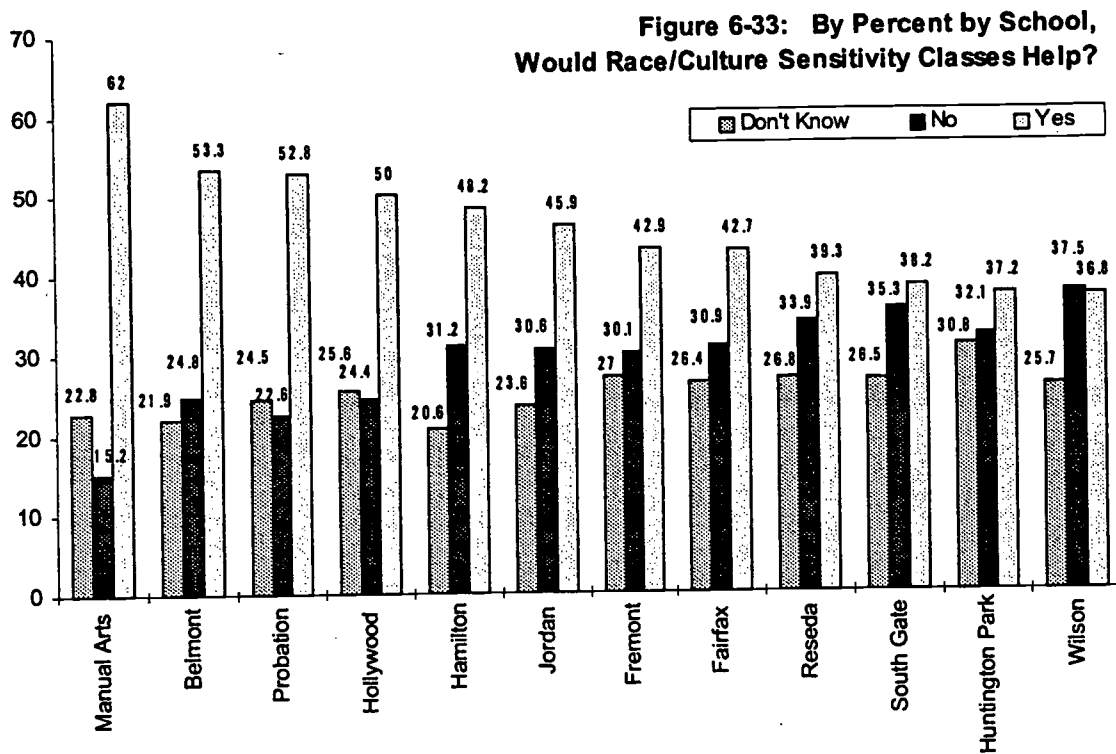


Figure 6-33 shows that majorities at two schools and Probation, and very large pluralities at all remaining schools, agreed that classes in understanding differences in races and cultures would help reduce school violence on their campus. For the sample as a whole, and for most campuses, diversity education is slightly more appealing than conflict resolution training, though both show strong support. Percentages ranged from 37.2 percent at Huntington Park to 62 percent at Manual Arts. Only at Wilson did a very slight plurality say they didn't believe such classes would be beneficial. Respondents who said they didn't know whether classes in understanding racial and cultural differences would be helpful ranged from roughly 20 percent at Hamilton to nearly one-third—or 30.8 percent—at Huntington Park.



Section 7:

Conclusions

This report has presented new data on perceptions of Los Angeles high school students on a variety of questions pertaining to school and community safety and violence. In addition, it provides constructive approaches to mitigate the toll of these problems on communities served by the Los Angeles Unified School District. It is one of the largest such studies ever conducted and apparently the first to compare individual high schools with one another and to report the names of those high schools for broader public review.

The purpose of this report has been to present detailed data on a series of questions that are of great and obvious importance to communities throughout Southern California. Clearly, the data presented here raise many unanswered questions and underscore the need for additional quantitative and qualitative research into many of the issues that emerge from this study. This project establishes a foundation for efforts aimed at developing more effective policy in this area.

We offer these specific conclusions:

One

For at least a decade, American education policy has been preoccupied by concern over “school safety” and “school violence,” terms that carry with them the implication that schools themselves are violent environments that require emergency action—somehow in isolation from issues of violence in communities.

The analysis reported here suggests that this national focus has been too narrow and requires a broader scope. Despite the occurrence of periodic, heavily publicized incidents of violence on school campuses, the issues are more symptomatic of the widespread violence that exists in the communities surrounding these schools.

We conclude that policy directed at school safety and violence must be far more holistic and multifaceted than in the past. In fact, in Los Angeles, data from our study indicates that preoccupation with campus safety in isolation from the community has clearly overshadowed far more substantive threats to the safety of high school age residents outside of school.

Two

Although our data show that significant numbers of Los Angeles Unified School District high school students take weapons to school, this study—supplemented by data produced by the school district itself—establishes that students generally do not perceive their schools as dangerous places. Rates of personal weapon possession by this cross section of the LAUSD high school population are below similar rates reported previously in other studies.

This finding supports the belief that, despite heavy media focus on the narrow field of “school safety” and widely reported isolated tragedies involving on-campus assaults and killings, students generally see their schools as safe havens and comparatively safe environments. Initiatives to provide additional programming for youth and their families on high school campuses outside of normal high school hours are needed to provide them with environments that are violence-free.

Three

The data developed in this study clearly demonstrate that high school aged young people who reside and go to school in Los Angeles experience appallingly high levels of exposure to violence in the community. The proportions of young people who have known victims of drive-by shootings and witnessed shootings in their neighborhoods, going to or from school or while they were on campus, provide a more vivid portrait than research in this field has previously documented.

This underscores the importance of a greater focus on multidisciplinary programs involving school, community and law enforcement organizations working together to assure that routes of travel to and from school are safe in the hours before and after the school day.

Four

Data reported here show that there are broad, deep variations in perceptions of violence-related factors among the 11 schools and the Probation subset surveyed in this study. These surprisingly extensive differences underscore the reality that solutions to the violence experienced by students must be tailored to particular school communities and neighborhoods. Given the diversity of the district, each school merits individual examination with respect to what can be done to arrive at solutions. There can be no successful standardized, district wide, inflexible program or policy to address safety and violence issues.

Five

Closely related to the conclusion that solutions must be tailored is that young people in each school must be involved in any solution. A review of narrative responses to four open-ended questions included in the survey instrument for this study establishes that students are quite aware of many of the conditions and problems that lead to violence and fear. As stakeholders in the education process they must not be excluded from the discussions that lead to new policies or approaches.

Students must be involved in any discussions that address issues of school violence. Results from this study show that students perceive the level of threat of violence to which they are exposed on a daily basis at a rate substantially higher rate than LAUSD statistics on campus crime indicate. While the LAUSD figures depict a remarkably low number of incidents in which guns, knives or other weapons were used at school, this study shows that nearly half the students surveyed have seen a weapon either at school or to and from school, nearly 10 percent of all students have taken a weapon once or "occasionally," 2.1 percent have done so "frequently" and 1.4 percent "always" take a weapon to school.

This discrepancy suggests that the students are privy to information unavailable to school teachers, principals and administrators; therefore it is imperative to solicit student input in the discussion, analysis and formulation of policies that will effectively address the pandemic crisis of violence in our schools.

Six

Weapons are possessed by students by their own admission—and seen by students in the possession of other students—in disconcertingly high numbers. However, this study establishes that weapons on campus are there because students have armed themselves in response to perceived dangers in their communities—especially the threat of violence as they go to or from school and gang-related threats. The proportion of students who say they carry weapons out of fear of otherwise undefined "attacks" buttresses this conclusion.

The biggest cause of violence in my school is the gang style of dressing. There are many fights in my school because of that issue, and the reason why theres a lot of drive by shooting as well. Lives have been taken nearly by accident but mostly because teens ager that see that dressing with baggy pant and colors that are a specific gangs well x marks the place, the gang members woun't think twice they would come up to you and say "Where are you from," from what gang do you come from, in short and bref words. You can get in a big problem if you think everything will be fin if you say that you are from this gang or any gang but you would be very stupid if you play that game because two or more can play that game as well.

Latina, Female, 11th

Belmont High School

Seven

There can be no question that possession of weapons on high school campuses is unacceptable and that weapons on school grounds can be neither condoned nor tolerated. However, law enforcement, educational, social work and other interventions must be crafted in the context of recognizing that weapons on campus are only one serious manifestation of far broader and more vexing community problems.

Eight

Although much of the literature on school safety has focused on firearms, this study shows that cutting instruments, the traditionally most common weapons in schools, remain the most frequently type seen on campus. However, the proliferation of gun ownership, gun access and gun possession among young people is the most frightening aspect of the behaviors identified in this study. Unacceptably high proportions of young people say they could obtain firearms in the community with ease—often in a day or less.

Nine

Moreover, guns are financially affordable for teenagers, even in poor communities. Guns in the price range commonly associated with so-called Saturday Night Specials—costing \$50 or less—and weapons that cost \$50 to \$200 are perceived as widely available among young people. Large proportions of young people have close friends who own firearms. Moreover, they experience guns being possessed and used in their neighborhoods almost as if owning and carrying a gun has become the behavioral norm.

Ten

Violence is complex. All sectors of the community must be involved in its resolution. Merely resorting to crime suppression will probably not yield effective results without major attention being paid to prevention approaches. While law enforcement is part of the solution to the problem, violence in our society is too pervasive, too complex and too expensive a problem to solve solely in this manner.

Eleven

An unanticipated finding is that, at least in the 11 high schools and the Probation subset examined here, the responses of 10th grade students are significantly different on some issues than other students. Tenth graders appear to perceive questions of community violence somewhat differently from their high schools peers and to have at least somewhat different ideas about solutions.

This project lacks the capability to identify with certainty the reasons for this apparent aberration in 10th grade. We believe, however, that the phenomenon warrants extremely close scrutiny. This report has taken note of the special dropout risk faced by Latino and African-American students. The same data relied upon for that examination also suggests that dropout rates hit their peak in 10th grade in the majority of schools surveyed here (Dropout Rates in California Public Schools, 1994-95).

These data show that 10th grade is the high water point of the dropout crisis at Fairfax, Fremont, Hamilton, Hollywood, Manual Arts and Wilson high schools and that 9th grade dropout rates are highest at Belmont, Huntington Park, Jordan, Reseda and South Gate. This suggests that attention needs to be paid to students well before they get to these grades, when dropout trends play a key role in this phenomenon.

I think that the biggest problem at our school is some students believe that they have to prove something when they don't. Some bring weapons to and from school for protection out of school or on the way home. They may live in a bad neighborhood and they need it.

**Black / Salvadoran, Male, 12th
Fairfax High School**

I think that to prevent violence we should help troublemakers with their problems talk to them frequently, and try to convince them that violence they cause is bad.

**Anglo, Female, 10th.
Fairfax High School**

Twelve

Miscommunication is a main source of the problem of school violence, facilitated by the availability and ease of obtaining firearms. Strong student interest and support for classes in conflict resolution and cultural diversity suggests that students are clearly seeking and are willing to adopt alternative methods to violence as a means of resolving cultural misunderstandings and interpersonal conflict.

By integrating courses in conflict resolution and cultural diversity into the curriculum, students can engage in open dialogue with each other while learning the skills necessary to develop proactive, preventive techniques for managing conflict. Without these available channels of communication, misunderstandings and conflict between students often escalate and result in reactionary measures that contribute to the widespread epidemic of youth violence—which is exacerbated by the availability, affordability and ease with which they can obtain firearms and other weapons.

Thirteen

There was support for classes that would teach students about conflict and conflict resolution. At eight of the schools, more than 40 percent of students felt that conflict resolution classes would be of benefit. Manual Arts students, with 52.2 percent and probation students with 54.7 percent expressed strong support for training in conflict resolution.

Fourteen

There was also broad support for curriculum materials on race and ethnic diversity. Again, Manual Arts High students were the leaders in the yes response with 62% feeling such classes would be of benefit while only 36.8% of Wilson High students felt this way. Classes in race and ethnicity could be infused throughout the curriculum meeting this need almost immediately. Classes in conflict resolution would need to be more structured. Conflict resolution training would probably also benefit teachers as well as students.

Fifteen

While the most heavily publicized response to perceptions of school safety and school violence has been the advent of metal detector searches on high school campuses, at the 11 high schools that were the subject of this study, application of existing LAUSD metal detector policies is neither effective nor consistent. Many students are unaware metal detectors are in use. Except for young people on probation, most students had not been searched in the month preceding filling out the survey instrument used in this study.

Since data collection occurred throughout the 1995-96 school year, it must be assumed that these irregularities in metal detector application are district wide. Although many students report they feel “safer” with metal detectors in use, nearly two-thirds of students say they believe metal detectors are incapable of keeping weapons off school campuses.

The survey instrument asked four questions about metal detectors. Taken together, the responses of students to this question series can be interpreted, without question, as a vote of no confidence by students in metal detectors as a central element in an effective program to keep weapons off high school campuses.

Sixteen

The LAUSD has clearly been unsuccessful in its efforts to communicate uniform, effective policies governing use of metal detectors and other methods for detecting weapons—especially guns—on campus. This raises questions of whether students are being selected randomly each day for metal detector screening—which is required under existing LAUSD policy—or whether criteria actually applied in the schools depend on frequent searches of small subsets of students—such as those known to be on probation or those identified by school site personnel as otherwise suspect. Whatever the explanation, application of existing LAUSD policy is both inconsistent and ineffective.

Racial tension; Misunderstandings and just taking care of violent business on their own. I think most teenagers think that only way out of a problem is taking the matter on their own hands, which is usually violence.

**Asian-Pac. Islander, Female, 12th
Fairfax High School**

Seventeen

Across the board, the majority of students from all 11 schools and Probation, all grade levels and races, and both genders agree that wearing certain types of clothing can put a student at risk of experiencing violence at or near school. This is not surprising, since certain articles of clothing and their colors are widely associated with gang affiliation.

Students overwhelmingly disapprove of enforcing a dress code or uniform policy—although there appears to be a greater tolerance among females and seniors. However, the apparent lack of support is mitigated by their awareness that wearing certain types of clothing

causes school violence. The mixed response is inconsistent with recent interest in adopting dress codes or uniform policies in schools. Clearly, any impetus for implementing a voluntary dress code or uniform policy must come from students and families, rather than school administrators.

Eighteen

Of all the students surveyed those from probation schools had the highest levels of experience with violence. Nearly two-thirds of the probation students had seen a drive-by shooting, almost 70% had seen a teenager shot in their neighborhood and just under 65% know a teen who had been wounded or killed in a drive-by shooting. More than other students, those on probation live with the fear of violence every day. They have many problems that require special attention if they are to be prevented from sliding further into trouble.

Nineteen

One of the most puzzling results of the study had to do with students reporting having seen shootings while on campus. School district data indicate very low numbers of such incidents. Yet students reported seeing shootings while on campus in higher than expected numbers. Further investigation will be necessary to explain these contradictions.

Twenty

The study found high levels of racial and ethnic tension in schools. In our visits, we readily observed group segregation. Students do not readily mix. Races and ethnic groups remain separate from one another on campus much as they do in the larger society.

Across the board, students feel the racial tension and Anglo students feel it the most. Schools with the highest levels of diversity also report the highest levels of racial tension. Schools like Hamilton, Jordan, Hollywood, Fairfax and probation schools were all at 50% or greater in the yes response to the racial tension question.

Violence is a product that derives from lack of knowledge. I firmly believe that having programs/classes on the differences in races and cultures would open the eyes of the many people who have yet to see the riches that other cultures have to offer. I believe once people see past the stereotypes then they can see similarities as well as differences that join one another together. In order to coincide peacefully we must understand our differences as well as our similarities. I respect what I understand lowrd to what I don't.

Latina, Female, 11th.

Manual Arts High School

Section 8:

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Appendix

In Their Own Words

From Words to Weapons: The Violence Surrounding Our Schools set out to explore perceptions among young people about issues related to school and community violence on both the quantitative and qualitative levels. The seven main sections of this report have presented the quantitative aspects of this project.

This appendix captures, without editorial alteration of any kind, the narrative responses of students in our sample to four open-ended, qualitative questions posed on the survey forms they filled out. Every response to each of these four questions has been transcribed verbatim to preserve the integrity of the student responses. These questions provided students with an opportunity to express in their own words their views about the causes of and solutions to school violence.

The research team solicited the insights and opinions of students because an essential requirement of addressing the complex problems surrounding school violence and safety must originate from those most affected by it. Policy makers must recognize that students need to be involved in every step of the process if effective solutions are to be developed and implemented.

The questions addressed in this Appendix are:

- 1 If you think violence is a problem at your school, what do you think is the biggest cause of violence at your school?**
- 2 What are two or three things you would suggest to prevent school violence?**
- 3 If you think racial conflict is a problem at your school, what do you think is the biggest cause of racial conflict at your school?**
- 4 Can you name two or three things to help ease racial tensions in schools today?**

Numbers that precede each response were randomly assigned to each anonymous questionnaire. No record of the students' names was ever created.

Question 1:

If you think violence is a problem at your school, what do you think is the biggest cause of violence at your school?

Belmont

- 916: The biggest cause is that many students are in gangs. And if they see their enemy they would want to kill them.
- 917: Misunderstanding people when they talk.
- 918: I don't think there is a violence problem at my school.
- 920: NO I don't think violence is a problem at my school.
- 921: Gangs
- 922: I think that gangs are the thing that is creating violence.
- 923: Gangs
- 924: I haven't seen that there is violence at my school.
- 925: Gangs or kickback crews being in school! Different gangs sometimes don't mix in one area!!
- 926: Drugs Gangsterism
- 927: Gangs
- 928: Gangs at my school
- 930: I've never really seen violence acts at Belmont but sometimes maybe gang rivalry could cause problems.
- 931: Gang violence
- 932: I think the biggest problem is gangs.
- 933: gang violence
- 934: There either gang related or just because two or more students have personal problems.
- 935: Drugs, and racism.
- 936: The biggest cause of violence is gangs.
- 939: Gangs are the biggest problems. Also people that come with bad attitudes.
- 940: Violence is not a problem in my school.
- 941: Race
- 943: I think the biggest cause of violence is gangs.
- 944: I don't know, since I've been here I've only seen one fight. 945: I think gangs are the biggest problem.
- 946: The biggest problems are probably gangsters.
- 947: I think the biggest cause of violence are the different types of gang.
- 948: I think the biggest cause of violence is the gangs their are around the school neighborhood.
- 949: The biggest problem that cause violence probably are gangs. A lot of gang members have each other at this school. Or it can be anything, just by look at someone bad can get you killed.
- 950: The biggest violence at my school is gang members. There is a lot of gang members even girls. Also they probably might not be a gang member but they certainly look like one. Opposite, or rivals of gangs cause a lot of mostly the violence at school.
- 951: I believe that the biggest cause of violence in my school are the gangs. Gangs are always fighting to see who's the best. While gangs fight, they sometimes hurt innocent people.
- 952: The biggest cause of violence in my school is the gang style of dressing. There are many fights in my school because of that issue, and the reason why theres alot of drive by shooting as well. Lives have been taken nearly by accident but mostly because teens ager that see that dressing with baggy pant and colors that are a specific gangs well x marks the place, the gang members woun't think twice they would come up to you and say "Where you from," from what gang do you come from, in short and bref words. You can get in a big problem if you think everything will be fine if you say that you are from this gang or any gang but you would be very stupid if you play that game because two or more can play that game as well.
- 953: The foolish student of my school, base their conflict on
- 954: I think the biggest caused of violence at my school was the gang rivalry.
- 955: I think violence is a very big problem at my school. Just a few weeks ago a boy got shot on campus. The biggest cause of violence would be gangs. The second reason would be conflicts between two people. The reason this happens is because so many kids are uneducated and do not know better.
- 956: Gang activity
- 957: Gang violence!!
- 958: The biggest cause of violence in my school are gangmembers.
- 959: Stupid people.
- 960: violence is a problem outside of school. Not exactly during school hours due to the fact of being in school, and not get suspended.
- 961: The biggest cause of violence at my school deals with gangs. Since Belmont is an open school it tends to bring in rival gangs such as 18st + Rockwood and so on. I heard a boy in 6th period saying last week, "18st is taking over the school away from Rockwood." Wouldn't you think this would cause a problem?
- 962: I think the biggest cause of violence are bieing jumped or beaten, sometimes raices.
- 963: What I believe is the biggest cause of violence at school is that students just can't get along with others.
- 964: The biggest cause of violence at my school are gang related. Many students are joining gangs to protect themselves from the others. These gangs are fighting to be someone. They wanted to be recognize, so to be recognize they fight.
- 965: The biggest cause of violence in our school is gang related activities where a person that doesn't belong to a gang can get involve in the violence between two rival gangs.
- 966: The biggest cause is gangmembers. No doubt about it.
- 967: Gangs. Because they're like the most stupidest people around. They fight for the most dummmest things for example territory or three letters.
- 969: I think the cause of violence in school have to do with gang activities. A stare down between students will cause trouble and often life. I think the misunderstanding of different cultures also cause malignant conflicts. But I feel pretty safe in my school
- 971: Gang activities.
- 972: Weapons and racism. (and maybe a gang rivary)
- 974: Gangs

If you think violence is a problem at your school, what do you think is the biggest cause of violence at your school?

- 976: Gangs
- 979: Gangsters around campus. They don't care about killing people.
- 980: I don't know about violence is a problem at my school. I think that was bad for everybody. I think the biggest cause of violence at the school was shooting others.
- 981: Gangsters Gangmembers
- 982: The biggest cause of violence at school is the gang members fighting or shooting each other
- 983: gangs, and drugs.
- 984: Well I think is just gang members maybe drugs or race. It's all kind of problem at schools.
- 985: gangsters. because they are always looking for trouble and are always pushing everyone into a limit of fighting with them.
- 986: Gangs and taggers are one of the major problems. Because of no recreation areas around our neighborhoods.
- 987: the biggest problem taht we have here at school are games.
- 988: The gangs are the biggest problem at school and also the ethct or the different back ground you are, because not everybody understan it.
- 989: Belmont does not have much violence.
- 990: Too many rival gangs attending here.
- 992: I always think that the biggest violence problem is gang related. There's like two different gangs in our school that dont get along to much, and sometime's when they see each other they start fighting.
- 994: I don't see no problem so far in the school.
- 995: Probably just people fighting because they dont like each other for some reason its not only about gang or drug problems
- 996: enemy's, gang, friends
- 997: I think the biggest cause of violence at my school is gang violence.
- 998: Gang problems. too many gansters
- 1000: I think that violence is not a really big problem at school, but there are some occasions where there are fights or drive by shootings, I think that most of these things are cause by people who are gang related
- 1001: I don't think there's major violence in this school.
- 1002: The many gangs that surround the school and the neighborhoods nearby. People cannot go out at night because of the gang problem.
- 1003: racism, drug dealing gangs, weapons on campus.
- 1004: I think the biggest cause of violence in my school is gang rivalry or some misunderstanding.
- 1006: The gang members in and around the school.
- 1008: Probably, gangs and tagging.
- 1009: The biggest cause of violence in school is gang violence or just looking at people the wrong way.
- 1010: gangs rivalry
- 1011: gangs
- 1012; Well in this school it's not that bad, but theire wont be any problems of course if we would not have any gangsters
- 1013: gang violence
- 1015: The biggest cause of violence in school is the gangmembers.
- 1016: Gangs and jealousy
- 1017: I think the biggest cause of violence at my school is that were over populated.
- 1018: gang violence
- 1020: gangs
- 1021: gangmembers
- 1022: gangs
- 1023: Well, I think that gang who tag in the walls. who are rud to teachers.
- 1025: I don't really think violence is a big deal, But maybe their is. I think the biggest cause is gangs tagging crew or clicks.
- 1027: I think the violence is a very big problem. Because they have a lot of gang in the school
- 1028: I think that the biggest cause of violence in my school are the gang rivalry, Many of these gangs never mind what they do to the other person. I think that to finished it you have to do meeting for teenagers, to help them and to show them what could happened if they don't care of their self.
- 1029: I think the biggest cause of violence are the gang's. Because they always go up to you and say "where are you from" then if they say nowhere they still what to hurt you or do something.
- 1030: I think the violence is a problem at schools because if one person want to kill someone. they kill other person for other
- 1032: I think the problems are the gangs
- 1033: I think the biggest coose of violence at school is guns
- 1034: The biggest cause of violence at school is gangs.
- 1035: The dress and the gangs
- 1037: I don't think violence is a big problem at my school.
- 1038: gangs are a big problem in our school.
- 1039: The cause of violence are that hear are allot gangs and they are the biggest problem.
- 1040: I tink the violence in my school is because we have alot of guns and they have alot of violence
- 1041: raceist people
- 1042: The biggest problem that cause violence in my school is that there are a lot of hangs and they fight each other
- 1043: The biggest two gangs around the area. The school seperates both of them. so when they meet in school violence breaks out.
- 1044: gang violence and coming to school on unhappy days.
- 1045: Probably I would say the majority, ganstars!
- 1046: There is not that much violence at our school.
- 1047: The biggest cause of violence is ignorance.
- 1048: the bigges cause of violence is the gang members that they are not the same and they don't get along. also the problems with the drug abuse.
- 1049: gangs
- 1050: I think is all relate to gangs and party crows.
- 1051: gangs, people acting dumb too. you might be looking this way and someone thinks you're looking at them and starts a fight. That is other than gangs of course.

If you think violence is a problem at your school, what do you think is the biggest cause of violence at your school?

- 1052: Basicly just misunderstanding and dislikes between people, Not just gang memers. Goes for any student, girl or boy.
- 1053: Mostly gang rivalry, people thinking that they are stronger, better looking than others.
- 1054: I don't think there is much violence in school it is pretty safe.
- 1057: I think that gang relations are the biggest cause of violence. because even if a person is not involved in a gang but other gang members think he/she is, just because of the way they dress, they'll stop he/she or just shoot him/her
- 1058: rival gangs
- 1059: gang rivalry, gangsters
- 1060: gangster
- 1061: I think not having trust in one another.
- 1062: I think gang activity is the biggest cause of violence
- 1063: There is no violence at school that I know of so I don't know.
- 1064: the biggest problem is gangs.
- 1065: I think the biggest cause of violence in my school is related to gangs.
- 1066: The biggest cause of violence at my school is gangs.
- 1067: I think gang raleted what else would they fight for
- 1068: I think the biggest cause of violence is gangs rivalry.
- 1069: weapons
- 1070: weapons gangs
- 1071: I think that the biggest cause of violence at my school, is gangs.
- 1072: People that messes around.
- 1073: Gangsters
- 1074: The biggest is because sometimes people doesn't want to understand whats going and didn't stop doing such things.
- 1075: The biggest I would have to say is this gang activities, the school tries but they don't do much.
- 1076: I think the biggest cause of violence at my school is student's that are in a gang and what to kill other person that they hate or that other person has done something that they feel hate toward other gangs.
- 1077: One of the biggest cause of violence is among gangs. In this school there is two rivalry gangs taht don't get along so between those two gangs anything could happen inside and outside of school. This is one that I think.
- 1078: People, regular people getting jumped or shot for no reason. and Gang Rivalry.
- 1079: "Gang"
- 1080: At time there is violence at my school but it always gets stoped by a teacher or one of the school cops. One of the reason is gangs who don't get along or girls fighting for stupid reasons.
- 1081: I think the biggest cause is gang rivalry.
- 1082: I think its because lots of people talk bad stuff about other people and thats where the problem starts at.
- 1083: Violence is not that big of a problem at my school. The biggest cause of violence is gang rivalry.
- 1084: Gang problems.
- 1085: The biggest cause of violence in our school is the dumb gang rivalry that leads to violence.
- 1086: I think that the biggest cause at my school is that Latins see themselves different from other Latin groups, when we are all the same.
- 1087: I believe that people who act like gang members and is mistaken.
- 1088: The biggest cause of violence at my school is gang rivalry. This is so because recently a student was shot outside of my school because he was believed to be from a certain gang because of the way he was dressed
- 1089: If a certain person dresses in a certain gang clothes when they aren't and the other gang members don't like them. And among gang rivalries. Or if someone talks about you behind your back.
- 1090: The biggest cause of violence at our school is the gang war
- 1092: The biggest cause of violence at my school is Gang Violence and misunderstanding.
- 1093: Gang are probably the biggest, but I have only seen a few fights. Yet, there are not many fights on campus.
- 1096: The biggest cause of violence is disputes against gangs, or racism.
- 1098: I think the biggest cause of violence in my school is gang raleted.
- 1099: gangs.
- 1101: yes, because their are allot of us cholo's, and chola's down here, trying to get an education, and also we risk our lives, for Attending
- 1102: fighting is the biggest problem
- 1103: Gangs violence is a main cause of violence
- 1104: Gangs are the biggest cause of violence at my school.
- 1105: By the way people think their better than others. Clothes some times.
- 1106: I think that yes, violence is a big problem in my school, and I think that the biggest cause would be gangs, drugs, and individuals taking advantage of others by stealing from them.
- 1107: not really. if so gang violence
- 1108: I guess the biggest cause of violence is not getting along. For some people that cant see others doing better then them, then they starte getting jeolous. I guess always thinking your the best. I guess that is the biggest problem.
- 1109: Probably just hatred.
- 1110: I think that the biggest violence in my school is that gangsters literally fight at school or outside school, which is believed to happen most often. Because of gangsters violence can occur at any time in school.
- 1111: There isn't that much violence at my school. However, other schools do have a lot of violence that probably results from gang rivalry, racism, etc. Gang rivalry is probably the biggest cause of violence.
- 1113: I don't really see any violcne at my school they all seem to be friends with each other
- 1115: I do think there is a problem at my school, and the biggest cause of violence at my school is that they let too many gang members hang around the campus. They put or order a dress code, but nobody really obey it. They come to school how they want.
- 1116: There is a problem at my school related to violence, and i think the biggest cause of violence is that there are a lot of gang members in this school.

If you think violence is a problem at your school, what do you think is the biggest cause of violence at your school?

1117: The cause if most certainly gang related. All people that resemble a gang member should be sent home to get new clothing. or the school should really enforce it's security to make it safe for everyone. The school needs uniforms.

1118: Gang rivalry is the biggest cause of violence at Belmont, in my opinion.

1119: Many gang fight because they believe they are better than the others.

1120: gang activity

1121: I think violence is a problem at Belmont. The biggest cause of violence is still gangs. Belmont is not as full of gangsters as it was 2, 3 years ago, but the few gangsters that do come here are a real problem.

1122: the gangsters

1124: I think is gang because there are many different kind of gangs in belmont but there is not alot of violence in belmont.

1125: gang rivalry

1126: The biggest cause of violence at school is gangs.

1127: The biggest cause of violence at my school is gangsters.

Fairfax

305: The biggest cause of violence at school is because there are gang bangers from differents gangs.

306: I think that violence at my school is mostly off campus. because violence mostly occur after school. that is that different gangs come up and they start sh...(sorry) with other student.

307: There's not a lot of violence on campus, but if it does occur it's usually gang related.

308: Violence is not a problem at my school

310: Actually, we don't have much violence here at F.H.S. There are some fights, sometimes, but I happens not occasionally.

311: Teenagers who are out of control, and don't really seemed to care about their future. The biggest cause of violence is the kids that are in gangs.

312: I think the biggest problem that causes violence is students thinking it's alright to fight. They're not motivated any other way so they feel stronger and more powerful if they fight. Also some people just don't know any better ways to solve problems. Another reason is probably gang conflicts.

313: The faggots

314: Other teenagers coming to this school and causing violence.

318: Racial tension; Misunderstandings and just taking care of violent business on their own. I think most teenagers think that the only way out of a problem is taking the matter on their own hands, which is usually violence.

319: Fairfax is peaceful school.

320: The mental problems. For my two years in this school there were 3 or 4 deathes of students.

321: People being boldheaded and thinking there hard. People so off for any reason know of days. I doesn't have to be drugs it could be from what something said.

322: People that don't understand each others difference. How ever they as been no fight since I was in the 11th grade in the begging of the semester

323: interracial conflict

325: Racial backgrounds Difference of opinions

326: I feel that violence is no problem at my school.

329: I don't think there's much violence at school, but the biggest problem is rivalry between crews.

330: Violence is not a major problem here.

331: Personally, I don't believe that in my school there has been any violence, it's pretty boring.

333: Gangster or Drugs

334: The biggest cause of violence in school would be the students not getting along with each other therefore getting into arguments which leads to fighting.

335: drugs and gang

336: Different taste when it comes to clothing and beliefs. Some students like to critique others.

337: gangs

338: gangs.

339: The color and the persons aditude

340: My school does not really have a problem with violence. Yes like in every school, once in a while there is a fight, but it is not too often.

341: The biggest cause of violence in school is that everybody wears what he feels and do what they want to do in living color

342: The gangs and the immature students.

343: The biggest cause is someone getting shot

345: Cause of violence I don't know probably tagging crews and girls fighting over guys. But there are racial tensions.

346: racial tensions, or drugs

347: yes, the drug dealing.

348: misunderstanding

349: I think the biggest cause of violence at my school is gang activity

350: gangs, trying to intimidate other people by hanging around in groups of 5 to 10 guys + Blacks being so arrogant.

352: I know the problem is the way the systems setup. We live in a dog eat dog system. Its is never ending cycle. Administrators get picked so they pick on teachers. Teachers pick on students and students pick on each other. Revolution is solution!!!

355: I don't think violence is a problem at my school. I've only seen 2 fights occur while I've attended. The gang members that go hear all have an understanding not to claim anything at school and eerybody seems to get along.

356: I think violence is not a problem at my school.

357: The biggest cause of violence at this school is insecurity. People feel as if they don't mess with someone else they will get messed with.

358: gang related

360: I think violence in mastermind by gangs. but girls sex you up to

362: stupidity - gangs. racialism

If you think violence is a problem at your school, what do you think is the biggest cause of violence at your school?

- 363: I am a 9th grader the only violence I have seen at this school are fist fights. So from my perspective I dont see a problem but maybe that's because I dont have any problems.
- 364: Since I have been at Fairfax (las semester) I have never seen a fight or an act of violence.
- 365: I think that drugs is the biggest cause, but there are also gang activity.
- 366: I dont think theres no violence school so there
- 367: Actually there is not much violence here at school. Although the fights their are maybe gang rivalry.
- 368: Theres not really violence at this school but people come strapped for after school we don't have races problems at our school, everybody seems to get along. No matter what color you are. That's one good quality this school has.
- 369: People that don't know how to act.
- 370: Races problem. Misunderstanding. Gang members.
- 371: I think violence in my school is caused by people with large eggos
- 373: I think that the violence is caused by drugs
- 374: I think the gangs, make all violence. And if there are gangs there is violence. And probably has to do with drugs.
- 376: I think the biggest cause of violence at my school is gang members.
- 377: People fighting. Too much pride. instead of saying sorry to each other they fight and hit each other.
- 378: gangs.
- 380: If someone picks on a person they begin getting in fights because of pride. No one knows how to say "I'm sorry"
- 381: People maddogging you and people who want everything that they see
- 382: yes, the crips and the bloods(crossed out)
- 383: Biggest cause of violence is when someone disrespect someone else.
- 384: Yes, the nerds + the crypt
- 385: Well I guess it would be gang problems.
- 386: Ignorant people that think that being bad is cool.
- 387: I don't think violence is really a problem at school.
- 388: First of all I don't know of any violence at this school.
- 389: The biggest problem in school is drugs.
- 391: The biggest cause of violence at this school are problems after school with others.
- 392: Racialism Jealousy Problems Gangs
- 393: Gangs
- 394: I think the biggest cause is gang violence.
- 396: When people try to be all that
- 397: Gangs are the major cause.
- 398: I have never witness any conflicts relating to drugs, gangs, etc., so I would have to answer I don't know
- 402: Probably racial tension. Occasionally gang related violence.
- 403: Rude people. Everyone thinks that they can do what ever they want to who'm ever them want.
- 404: The biggest cause of violence is people not respecting others ethic background. Name calling or talking badly about ones race.
- 405: Gang Rivalry
- 406: Gangs
- 407: Well, my school don't have that much violence comper to other schools. So that not a problem
- 408: Racial tension, people who think that they are better than others.
- 409: gangs
- 410: racism
- 411: I think it is gang related. Most of them just want respect
- 413: In my opinion I think that violence is provide by races.
- 414: At my school there are different type of gang member and some don't even get along so that's why they get in to violence.
- 416: I don't know. It seems that we have a pretty sane school.
- 417: There isn't much violence at my school.
- 418: gangs.
- 419: Gang problems with students and any little kind of argument over the stupidest thing can lead to violence.
- 420: racial tension
- 421: I think the biggest problem at our school is some students believe that they have to prove something when they don't. Some bring weapons to and from school for protection out of shcool or on the way home. They may live a bad neighborhood and they need it.
- 422: I think the biggest problem would the gang's revails.
- 423: There're a lot of gang members here, at Fairfax
- 424: I don't think the violence is a big problem in my school. Sometimes students fight. I don't know what about.
- 425: to much fight's. And, drugs.
- 426: I don't think violence is a problem. But in other schools the biggest cause of violence is gang members.
- 427: I think racial problem. I have some other racial friends, But I think between me and them, there's some thing difference.
- 429: drug
- 430: I don't think that violence is a problem here at Fairfax.
- 431: -Different race -Differet cultural
- 432: gangs
- 433: gang rivalry
- 434: I think that the biggest cause of violence at school is many different kinds of people are trying to be very cool or they think that they are better than enyboddy else.
- 436: lack of Education. poverty
- 437: I think people often don't realise what violence is at all. Some of us think that it'll never happen to us, and all of a sudden it does. People have to be able to talk everything over if they have problems, not fight each other!
- 438: The biggest cause would be gang relative problems
- 439: Drugs, gangs members, and different oppionions in the way of think
- 441: The violance it is not a big problem at Fairfax High school, but when that happens the cause it's because students are from gangs and they fight in a rivalry way.

If you think violence is a problem at your school, what do you think is the biggest cause of violence at your school?

- 442: I guess it would be the gangs.
- 443: Hateress in one's mind.
- 444: Racism, because there are some people that don't understand that we are equal. In fact I see people equal as me, I have no problem for that, but I have seen people having problems for racism.
- 445: gangster, drugs and other
- 447: I think the biggest cause in my school is; that there are studying in our school people who are a drug dilers, members of the gangs.
- 448: Violence is not a problem at my school.
- 449: Threatening
- 452: The biggest trouble is gang afiliation
- 453: racial tension
- 454: gang
- 456: The different gang relations there are in school.
- 457: The gangsters are the biggest problem and cause of violence. The staff of school should check them more frequently for the posseccion of weapons.
- 459: The biggest cause of violence is gang relates.
- 460: The lack of respect for each other
- 461: Too many people are into tagging/tagbanging and gangs. The tagers have rivalries that usually end in violence. Gangsters have problems with other gangsters. Its all stupid.
- 462: probably jealousy or hearsay
- 463: I don't think there's violence at my school
- 464: gang and racial problem.
- 465: The biggest cause of violence at my school I would say would be the gangs.
- 466: Gang violence is #1, then you got the he say she say crap.
- 467: Violence is not a real big issue.
- 468: I thing violence at school is based on ignorance. People tend to talk to much about someone, which usually ends in violence. Also gangs play a big role, people try to kill over territory that doesn't even belong to them.
- 469: gang are.
- 470: Non apreciation of personal beliefs, space, and backgrounds
- 471: gangs
- 475: I don't have answer to the question because being here at Fairfax for 3 years I haven't experience or seen any violence.
- 476: I don't think violence is a big problem. People tend to label Fairfax a problem school but it is actually extremeley good.
- 477: I think gangs would be the biggest problem.
- 480: The little stuppied gangs at this school but He don't have a weapon problem at school.
- 481: gangs
- 482: racial
- 483: The biggest cause of violence at my school are the gangs. There are a lot of different gangs that attend my school.
- 486: The biggest cause of violence are the different gangs and also races.

Hollywood

- 1263: I think the biggest cause of violence at my school is that when spanish people get together or Armenian and obviously they don't like each other they starting to fight. Ithink it's a race problem.
- 1265: I think one of the biggest causes is gang rivalry and racial rivalry.
- 1266: gang fight each other
- 1269: I think the biggest cause of violence at our school is the gangs.
- 1270: gang members
- 1271: gangs.
- 1274: I don't think violence is a problem at school but if it happen the biggest cause would be drugs.
- 1275: I think drugs.
- 1276: I think drugs.
- 1277: "gangs"
- 1278: racial tensions
- 1279: I think drugs, because a lot of people like me do it everyday.
- 1280: The biggest cause of violence in my school is gang groups.
- 1281: The biggest violence cause the guns because they always like to fight with others.
- 1282: the mayor causes of school can be many like gangs, drugs, and other but there can be problems of our families and by that you get inbolbed in the violence or because your friend tell you to do it that is fun.
- 1283: I am very scared of the violence, because I never seen very bad hard violence. In my opinion violence is the biggest cause in my school. The violence happen only disunderstanding.
- 1284: The biggest problem is rasism.
- 1285: In my school the problem is that some kids never understand echalear(?) that's the digest problem in school.
- 1287: Gangters, because there's other gangters from another crew and different crews and than they begin to fight and that's were violence starts.
- 1288: Gangs
- 1289: the principles and gang activity
- 1290: I think the biggest cause of violence at my school is gangs.
- 1291: Rasism an gangs is the biggest cause of violence in my school
- 1293: I think is the biggest cause of violence at my school.
- 1294: gang violence
- 1295: gans
- 1297: I think is the difference of the countries, or the racism.
- 1298: rasism
- 1300: I don't think there is a violence at my school, but there are fights going on which are not very often, but our staff members are protecting our school very carefully.
- 1301: The big cause is that people don't want to understand the person in front of you, so they start fighting.
- 1302: I don't know. I just think that every head is a different world and I wish we could find the way to make each of those worlds better

**If you think violence is a problem at your school,
what do you think is the biggest cause of violence at your school?**

- 1305: Killing someone with a gun. Killing someone that is from a other race.
- 1307: I think if a problem in our school I will change my school.
- 1309: The biggest violence problem in our school is getting in a fight and being injured.
- 1310: Gangs.
- 1311: The biggest cause of violence is gang related people.
- 1313: gang fights
- 1315: The gangs people are in.
- 1316: The people don't respect each other
- 1317: Break down in the family -- all the violence can be stopped before it starts if families took more responsibility.
- 1318: I think that the biggest cause of violence at my school is rivalry between gangs.
- 1319: gang problems
- 1320: gang rivalry and racial tensions
- 1321: hate and ignorance
- 1322: I don't think violence is a problem at Hollywood H.S.
- 1323: There are many racial and cultural problems.
- 1324: I think that in this school we had to much g(?)inth, and I think that have to control more.
- 1325: Different tagging crews, or gangs for any little things they will pick fights ex. just a look could cause a person being jumped or a big fight.
- 1326: Rascism
- 1328: different races racism
- 1329: The biggest cause of violence is gangs and also interracial conflicts.
- 1330: There is no violence in my school. Of course it might happen but it might happen anywhere.
- 1331: There is no violence in my school.
- 1332: I believe that racial tensions and gang rivalry are the main causes of violence at my school.
- 1333: I think the biggest causes are the differents gangs.
- 1334: Rival gangs, tagging crews, trying to fit in
- 1335: gangs, races
- 1336: The gangs, interracial conflict, and drugs.
- 1337: In my opinion the biggest cause of violence is racism.
- 1338: No think the in my school They are not alot of violence.
- 1339: it is when armenians and a hispanic get in a fight, the next day there is going to be another fight with weapons like knives and guns.
- 1340: gang members
- 1341: I think the biggest cause of violence at our school is race and gang. Mostly it race.
- 1342: The biggest cause of violence is when your are different country's people
- 1343: I think violence is caused by racism.
- 1344: Gangs are the cause of violence. And most of it is the racial problem.
- 1345: Racial discrimination is the biggest cause of violence at our school adn is also the problem that causes violence in the first place. Another problem is kids acting cool or tough on the weaker ones.
- 1346: Gangsters attacking each other
- 1347: I think that the biggest problem in our school is racism because there are students that don't get along with other ethnics.
- 1348: I think violence is a problem at our school and most of it has to do with racial conflicts. It's not as bad today as it was two years ago, not with my group of friends anyway.
- 1349: When ever body get mad
- 1350: family problems, drug problems.
- 1351: gang's
- 1352: I think that the biggest cause of violence at my school is gang because they are always fighting to see who gets the power but what they are is the trash of the world they are just stupid teenagers that they don't know what to do.
- 1355: The outside influences of gangs.
- 1356: I don't think violence is a problem at my school.
- 1357: Racial distinctions. Majority of the students hang out with people of the same ethnic background, which I think consequently leads to intolerance of those from a different ethnic background.
- 1358: I think it is because theirs alot of people from different gangs here and theirs nothing to do about it.
- 1359: Hate between cultures, students and everything.
- 1360: I think than are the cholos and the people thares dont have a good education.
- 1361: To many different ethic groups.
- 1362: I think the biggest cause of violence at my school is discrimination between other races. Also sometimes drugs.
- 1364: I think the biggest problems are gangs and crews
- 1365: I think that it would have to be racial or otherwise gang that would have to be the cause of violence at our school
- 1366: I think that we have more racism than anything else.
- 1368: GANGS
- 1369: I think the biggest causes of violence at school are the gangs
- 1370: I think is gang rivalry, and sometimes is because of the different races.
- 1372: gang rivalry
- 1373: I think that gangs is the biggest cause of violence at my school.
- 1374: Violence is a problem everywhere and the biggest cause of violence at school are the gang members.
- 1375: Racial problems and gangs problems.
- 1377: The problem is that many persons make people to hate them because now in my school some teachers make discrimination to some students.
- 1378: Racial tensions between Hispanics and Armenians, & also gang rivalry.
- 1379: Gang Violence
- 1381: Well there's alot of racism going along.

If you think violence is a problem at your school, what do you think is the biggest cause of violence at your school?

- 1383: I think the big problem is that some people discriminated others.
- 1384: discrimination
- 1385: I think that racial is the biggest cause of violence in our school.
- 1386: The races is the biggest problem
- 1387: Well every violence there is it's all because of gangs and taggers. Taggers think that they are all that (meaning they are hard) and also gangsters think they are all that too. So when all that tensions burst thats how violence starts.
- 1388: We allow this to happen. If we were strickter it would occur less.
- 1389: I guess the diversity in ethnicities and races and not understanding other cultures.
- 1390: I think the biggest cause of violence at my school is gangs. Gangs have been in my opinion causing violence here and in other schools & places.
- 1391: I think the biggest cause of violence at my school is mixed ethnic groups.
- 1393: will gang and raceule thing
- 1394: Biggest cause would have to be the gangs.
- 1395: I think it is the gang activities mostly.
- 1396: gangs
- 1397: Racial problems and gangs
- 1401: Mixed emotions between students, many students think they are the best and sometimes if they have to, they will fight to show there friends and others how bad he/she is.
- 1402: I believe that we don't have violence at Hollywood H.S.
- 1403: gangs.
- 1404: Gangs are the biggest problem, they start fights with other races in school and other gangs. Stupidity is also a big problem, some people don't like anyone from another race even if they know nothing about the person.
- 1405: racial tension
- 1406: Interracial conflict and gang conflict.
- 1407: Gangs are the biggest problems at school. The rivary between gangs ethnities and dress. There are fights at school just because of how you dress.
- 1408: The biggst cause of violence at my school is probably gang rivalry and racial conflicts.
- 1409: I believe that the biggest cause of violence in our school is the tension between the many different races we have at our school.
- 1410: no discipline
- 1411: racial discrimination
- 1412: The stdents start violence, they start mad dogging one another, sharing some words and then start a fight.
- 1413: The differences between the races.
- 1414: It isnt not a problem.
- 1417: The few gangsters there are here come looking for trouble, but the come very rarely.
- 1419: violence isn't a problem.
- 1420: violence is not a problem at my school!
- 1421: one race fighting with another race.

- 1422: Gang. Because cleaze(?) guys from "e(?)s C" shot me!
- 1424: the biggest cause of violence, I think, is related to gangs. People seem to want to hurt other people because they belong to another gang.
- 1425: gangs! & tagers
- 1426: I think the biggest cause of violence at my school is the gang members.

Jordan

- 147: Some people are very mean. They just try to think bad and fill better than you.
- 148: The drug dealing.
- 149: I think that the biggest cause of violence are gang and racial problems.
- 150: gangs and drug dealing.
- 151: the biggest problem is that school is near the projects, and peole from the projects are people who drink, have a gun, and are bad also the problems is that we don't have allot of securities in school.
- 152: I would have to say is Gangs.
- 153: The biggest causes of violence in school are gangs, racial conflicts, dislike among people, and sometimes burglary. Another very stupid conflict is jealousy.
- 154: I think the biggest cause of violence at my school is gangs.
- 155: I think is most about racist, gang members.
- 156: I think the biggest cause of violence at my school is fight between races and culture.
- 157: Black and white
- 158: Some sometimes the gangs are problems to our school & even the races. Some Blacks don't get along with the Hispanic people.
- 159: gang They always cause trouble. They think that only because they are in a gang that they can take the respect of others.
- 160: Gang and racial tension is the biggest problem at this school.
- 161: gang violence.
- 162: gang's & racim's.
- 163: I think that the main problem is an always going to be gangs, drugs, weapons.
- 164: gang violence and racial tention
- 165: The biggest violence in the is gang violence.
- 166: I think that the problem is with gangs. Gangs causes all of the "fuckin" problem. Like fights & shooting.
- 167: I do think violence is a problem here because the students that attend here knows nothing but how to be violent. I also think the biggest cause of violence at my school is where the students live and how they live.
- 168: gange members.
- 169: I think that the biggest cause of violence at my school are gang & drugs.
- 170: Well to me I think the biggest cause of violencne are the gang members the go around and ask were a you from and then their going to want to fight you if you say you don't gang bang.

If you think violence is a problem at your school, what do you think is the biggest cause of violence at your school?

- 171: The biggest cause of violence at our school is he say, she say.
- 172: Different Gangs and Different Race
- 173: I think the biggest problem is misunderstanding. Some kids misunderstand others and that's where the conflicts begin. For example "Ana" said that "Cindy" is a "b-...", when sometimes it's not true a the conflicts begin. Another problem is racial problems. Some people just can't seem to get along. It might be as simple as agreeing in what music to play at school dances!
- 174: gangs!
- 175: The biggest cause of violence at my school would be caused by racial tension, in my opinion. Every year at about the end of the year there are fights. Mexicans and Blacks fighting to see who's supposedly better. I think everyone is the same.
- 176: I think that the biggest cause of violence at my school is gangs and weapons.
- 177: gang rivalries racial tension
- 178: Probably gangs. I'm not sure, but usually when there a fight (which is not often) is because of gangs.
- 179: The biggest cause of violence at my school is racial tensions.
- 181: gangs
- 182: The biggest problem would be gang related.
- 183: fights when a whole group of people gang up on one person.
- 184: racism, among the same races is gang violence, theft & no respect
- 185: In this school I think its the gangs, because the gangs all have stereotypes about each other.
- 186: The biggest cause of violence at my school deals with gangs and their territory.
- 187: Yes violence at my school is a big problem. I think that the biggest cause of violence at my school its about ethnic group.
- 188: I seriously believe that the biggest cause of violence in our school is lack of security. We have security but they don't show they care and they're just no reinforsive enough with whatever they say will be the punishment for certain things.
- 189: gang members
- 192: I think because in the school are gangs
- 195: gang violence
- 196: Gang rivalry
- 197: Gang's because they just do what they feel like doing and they don't do nothing to stop it.
- 198: I think gangs are the biggest violence problem.
- 199: Gangs
- 200: I would think it would be gang violence because their are always looking for problems.
- 201: with gangs
- 204: gang member
- 205: gangs
- 208: I think that the biggest cause of violence is gang rivalry, but is not that big of a problem cause it has been reduced over the years.
- 209: I think violence at my school isn't any problem at all because we are well behaved and have appropriate security staff, but the biggest thing we have is ditching.
- 211: I don't think violence is a problem at school.
- 212: I don't think there is a violence problema t my school.
- 214: gang banging or possies
- 215: gangs are the problems
- 216: gang related.
- 217: i don't think it is any problems at school.
- 219: I think the biggest problem or cause is Gang rivery. A lot of young teens look the wrong way or cross someone else's path and look bad and that can cause a fight or lead to something even more dangerous for everyone.
- 220: People mouths what they say
- 221: Violence is not really a big problem in school. Everybody knows everybody, and we all get along really well.
- 222: because of gangs and drugs people fight over colors and it doesn't get them no where.
- 223: Gangs!
- 224: I think the biggest cause of violence at our school is gangs that dont hang around and they kill each other they dont want other people to come to school.
- 226: The fights etween gangs. For their territory.
- 227: racism
- 228: gang related
- 229: the biggest cause of violence at school is guns and they started by talking about each other and it all lead to fighting and then it leads to violence.
- 232: I think gangs is the biggest cause of violence at my school and racial.
- 233: Gang members that hate each other's.
- 234: racist conflicts
- 235: Theres no violence in school.
- 236: gangs and racisms, some violence about the drug dealing
- 237: gangs
- 238: The biggest cause of violence might be drugs or just out of and arguement.
- 239: The biggest caused of violence at school is gang related.
- 240: racisms and gangs.
- 241: attitudes
- 242: The biggest cause of violence at my school is, because of the clothing & gang metality.
- 243: Teachers
- 244: Probably the biggest cause of violence at Jordan is the gang rivalry between local gangs.
- 245: gangs
- 247: the words people say to each other
- 248: gangs
- 250: The biggest cause of violence at my school is gang violence.
- 251: gangs JORDAN SUCKS
- 252: That with have a lot of gangster in the school.

**If you think violence is a problem at your school,
what do you think is the biggest cause of violence at your school?**

- 254: gangs.
255: gangs
256: Fighting over anything stupid and something that is not worth it
257: gangs and drugs
258: gangs
259: drugs & gangs
261: the gangs.
262: The biggest cause of violence at my school is the projects. Because they jump the fence & jack people. And went is related to gags the shot up people.
263: gang rivalry
264: That because the clothes, if they dress like as "cholo" style, people is afraid of them, and then the fight, because people get confused.
265: gang rivalry
267: drugs
268: gangs & drugs
269: I think the biggest cause in the school's is that they'r always a group who wants to take over the hole school or most likely more then just two.
273: I think the biggest cause of violence in school is that sometimes there aren't enough security in
275: gang related/drugs.
278: skin color, racism, gang involving.
279: gangs
280: I think the biggest cause of violence is gangs and race.
281: gang related or drugs.
282: gangs!
283: Gangs -- everyone is so into their own thing that they don't see that there is actually something good that can be done to help stop violence.
284: gang's and race's
285: I think it is gang violence and to many people are getting killed over it.
286: Gangs, and racial situation
287: drugs
289: gangs & drugs.
291: no I dont think there's violence in my school
293: I dont think violence is a problem at are school
294: gang's, drug's
296: gangs and drugs
297: I think people with nasty attitude that like to start problems.
298: People with Bad attitude
299: I think that to reduce violence in school teachers and staff should open their eyes and see whats going on because, they think that every one is one big happy family.
300: I dont think violence is the problem I think its the people (!)up the teachers.
302: robbing's

Manual Arts

- 1: Gangs, drugs, and racism.
2: racial fights
3: The biggest cause of violence at my school would be interracial conflicts, gangs, and other stuff that dont make sense.
4: Misunderstanding no communication
5: That African-Americans are always trying to bring down the Latino race.
6: Violence in school is basically caused, I think because of gang rivalries. Others are also caused by rumor which are spread with eventually end up in really big conflicts.
8: Well for the violence caused are by other people talking too much. For exmaple talking only stuff about other people's personal life. That its nobody else's business. That is the kind of stuff I am awared off.
9: gangs.
10: The biggest is fighting.
11: nothing at all not 2 my knocwkldge! whoever u spell that.
12: The biggest cause of violence at my school would be because of racism.
13: In my opinion I think are gang members and also drug sellers.
15: I think the biggest cost is gangs. For the reason because of the color of the gang, you get accuse of being from the gang if your wearing that certain color
16: I think the biggest cause of violence at my school is gang members.
17: I think the mayor problem can be differentes between gangs, and also the country they are from.
18: maybe guns and drugs.
19: I think it is because of the gang banging kids the alway's want to fight.
20: Sometimes the biggest cause of violence at school or any other school is cause because of gang related teenagers, they don't want to stop violence because their not all from the same gang.
21: gangs and drugs.
22: The school which I attend to seems to be very calm, and peaceful.
23: A lot of kids have family problems. And they just can't handle it and become very violent kids.
26: I don't think violence is a problem, at our school.
27: racial tension
29: The biggest problem of violence in my school is gang shooting beacuse gang shooting can kill innocent people. I'm afraid because it could happen to me.
30: I dont think we have violence at our school much, but we do have violence on the streets. The biggest cause of violence I think is gang related violence.
31: Students think they can get away with things and do what they feel. Students are really not aware of how serious the consequences are.
32: Pure ignorance, kids start trouble for the fun of it.
33: What I think is the biggest problem. I think racist, theres to much racist that goes on.

If you think violence is a problem at your school, what do you think is the biggest cause of violence at your school?

- 34: I don't think it is a problem.
- 35: Violence is not a problem at my school.
- 36: I think the biggest problems that cause violence at school would be he say/she say, boyfriend, a person's attitude or look or cause their friend don't like that person and gang violence. I also feel jealousy.
- 37: With gangs? Because alot of people are involved and when there in trouble they caused it in school because they also go to school.
- 39: I think the biggest problem that causes violences for me are the gang members they are the problems.
- 41: I don't think violence is a problem in my school. I's been months since I heard of a fight or another violent action.
- 42: The biggest cause of violence is racism.
- 43: I think drugs, rival gangs, weapons, and different races
- 45: racial tensions
- 46: I believe how people dress in my school start several of the problems which seldom occur.
- 47: --clothing-color -- racial problems.
- 48: The biggest cause of violence is students trying to control others, trying to be dominant. Intimidate. in other words.
- 49: At our school there isn't much violence.
- 50: I think the biggest cause of violence at our school, might be cause they don't like someone, say I don'tlike you, just because; that brings up a conflict then, you have a whole crowd that doesn't like, and someday is waiting for you outside of school. Then from here's the violence, you pick the wrong crowd to argue with, cause they have weapons, and they're waiting for you, outside to shoot you.
- 55: We don't have many cases of violence at my school. But I would have to guess that the biggest cause of violence in my school is gangs.
- 56: I think the biggest problem at my school is racial discriminations among latinos and blacks.
- 57: gangs its the biggest problem
- 58: Gangs could be a problem, the fight about stupid things. They think there so tuff, but there not. There little children hiding behing a mask. That mask makes them feel good, but it's just a gun! Drugs are another problem, that we as peers have to solve together.
- 59: I don't think violence is a problem at my school because everyone tries hard to get along.
- 60: Violence is not a problem at my school. The biggest cause of violence at my school would have to be racial tension.
- 62: The biggest violence in our school are racial issues.
- 63: At my school there is not much violence but in the neighborhood there is. I think that the biggest cause of violence is gangs, racial conflicts, and poverty here in S.Central L.A.
- 64: I don't think violence is a problem here at school.
- 65: I think the biggest cause of violence at school are gangs.
- 67: I personally do not believe my high school has a violence problem. Our deans take good care of us.
- 68: Violence is not a problem at my school.
- 71: at our school violence isn't frequent. The school is very security like. They are organized and careful.
- 73: gang members
- 74: The biggest cause of violence in my school si immatures from peers. Followed by ethnic problems.
- 75: I think Gang's and Drugs are the main cause of violence. I think and I know drugs are taken to school, there they cause a problem because your high, so you really don't care. I think that gangs are a big problem in society but, also in school, they put innocent people at risk of being hurt because this person belongs to a gang.
- 76: I think the major problem would be differences between them. Either I like this and its mine and many some kind of gang issue in there.
- 77: Hatred and Racism specially gang problems.
- 80: I believe their is no violece in my school. I concider my school like my secound home away from home. I feel that these question dose not apply to my school. My school has rarely have fights.
- 81: Descrimination because of race, including skin color and also gangs.
- 82: I don't have violence at our school and if we did I shot everybody
- 83: The biggest cause of violence at my school is gang involvement. I will shoot everyone.
- 84: The biggest cause of violence at school is conflict for insignifican things.
- 85: The biggets violence caused in my school is gangsters. Because alot of gangster comes to school and they're in trouble that it causes it at school.
- 86: I don't violence is a big problem in this school.
- 87: Violence is not a problem at my school.
- 88: Whenever there is violence at school, I think that the biggest cause of violence is because of different raices, or gang.
- 89: There is not very much violence but when there is it is because of things that really don't make sense.
- 90: In my school, are not a lot of violence. Some problems are for gangs problems. But those are the only problems that are in my school.
- 92: I am sure that violence is a big problem at my school because there is not day in which security has a day of rest. They fight for stupid things like benches. The biggest cause of violence at my school is with the different gangs that like to hang around the school during lunch or nutrition. They like to mess around with the ninth graders.
- 93: gangs, guys that want to demonstrate how strong they are. and sometimes problems at home.
- 94: I think gang members cause violence in this school.

South Gate

- 95: The biggest cause I think is in this school is drugs because guys or girls who do, that won't care about anything and they won't do there work or concentrate on what they are doing.
- 96: Kids shooting at each other. Kids our own age fighting for no reason at all. Mostly stabbing each other too.
- 98: I don't realy care. I don't care if we a shot or self's.
- 99: I would have to say that dirty looks. Dirty looks (mad dogging) as we call it is one of the main reasons. If you have nice clothes they want it or they talk about you.
- 100: There are a lot of reasons why there might be violence at our school it might be because race, hate against each other, drugs, different gangs, different party crews. All of these are the biggest reasons of violence at our school.

If you think violence is a problem at your school, what do you think is the biggest cause of violence at your school?

- 102: The biggest cause is gangs.
- 103: I think sometimes is gang related or because they don't like each other.
- 104: I think the biggest problem at school is drugs.
- 105: I don't think violence is a problem at our school. The cause of violence is probably over something stupid and not worth fighting for.
- 106: Basically, I do not feel like people get into fights around here so much. I think fights or anything else regarding violence takes in some other places.
- 107: Gangs are probably the biggest cause of violence here at school.
- 108: Their violence, but about it being a problem I don't know, teenagers fight all the time for stupid reasons, and in our school their are fights breaking out mostly all the time, especially after school. Till now we haven't had anyone killed, so the fighting hasn't stopped.
- 109: The only problem I see here is that there are some people who think they can push other people around, and that causes problems.
- 110: No, violence isn't a big problem here at S.G. Not involving weapons atleast. Mostly it's just fist fights or whatever. Usually they start because they don't like each other or just boyfriend girlfriend problems.
- 111: I think the biggest problem cause of violence is about gang relating or how they dress as gang bangers.
- 112: Fights
- 113: Gang rivalry
- 115: It's not really a problem here but in some places it's the peoples attitude. They think they are all hard and others that think the same try to show them that they ain't anything.
- 116: Gang violence.
- 117: I don't think there is alot of violence at this school.
- 118: Fights.
- 119: The biggest cause of violence in this school is the people who are in gangs. Especially the names they carry for their groups. There are always causing trouble to innocent people.
- 120: I think the biggest problem is that other people would take advantage of others or girls or guy's see something they want on another person so they will jump them.
- 121: The biggest cause of violence is with gangs or party crews. If you look at somebody the wrong way, the next day you are confronted by their gangs or party crew and they are telling you "what's up". They should do something to separate gangs like if they see a crew together and they are trouble makers. They should o.t. them to different schools.
- 123: The biggest causes of violence is the different gangs, or cliques or crews.
- 124: I think the biggest cause of violence are still gangs and crews. They still talk about each other and a lot of times they result in fights. Sometimes at school sometimes outside of school.
- 125: Drug dealing.
- 126: I think the biggest cause of violence is due to gangs or simply people not just getting along. Also because of a new phase of party crews.
- 127: I think the biggest cause of violence in my school is that people don't know how to control their temper and they blow things out of proportion. They think it's going to solve the problem by fighting, but they don't realize it is making the problem worse by using violence.
- 128: The biggest problem at our school is drugs. I know a lot of my friends that do drugs in a class room and the teacher doesn't catch them.
- 129: Drug abuse in my opinion is the biggest cause of violence at school.
- 130: Ignorance. Most people get into fights only because they don't want to be considered a "ranker" or a "chicken".
- 131: I think the biggest cause of violence at this school is that there a lot of rivalry among students.
- 132: The biggest cause of violence at South Gate High I believe, is jealousy amongst girlfriends and/or boyfriends. Most of the fights here are caused by rumors and gossip about who did what with someones boyfriend or girlfriend. 99.9% of the time, these people are fighting for absolutely no reason because the rumors are almost never true.
- 133: I think that what causes violence in our school are gangs, that don't like each other.
- 134: I think the biggest problem is drugs at South Gate.
- 135: The biggest cause of violence is gangs.
- 136: The cause for the violence is most all students come from a single household parent. Parent works and can't take care of his/her children. This gives kids the opportunity to adopt a surrogate mother which is the gang.
- 137: When a person mad-dogs another person.
- 138: It's the basically the people.
- 139: Crews that don't get along. Looking at others funny.
- 140: I think that the biggest cause of violence at my school today is rivalry between different crews or gangs. We really don't have much violence at school on a day to day basis but when it does occur it's not a big conflict students here do not get into fights for any little thing and if it does happen it's maybe twice a month.
- 141: The biggest problem at our school is the ravers in our school but not to often, but its because one group is trying to be better than the other and more powerful.
- 142: People giving dirty looks to other people. People talking behind other people backs, or gang rivals.
- 143: Violence in the school of South Gate is a problem. It is not a large problem but it exist. The biggest cause of violence in our school is Drugs! Our school is swimming in pot and walking in dust. Our school has a major drug problem!
- 144: The problem of violence in my school is unknown. but the teachers of my school just believe in getting rid of the problem which are the trouble makers and passing them to another school and let that school deal with the problem instead of working with the problem. Instead of getting rid of the problem they should work with the problem.
- 145: I think there is violence at school because of gang rival's.
- 2062: well I think maybe gang rivals or race but for real I really don't know.
- 2063: The biggest cause is gangs
- 2064: I don't think violence is a problem at my school.
- 2065: The rivalry between races. Or somebody wants what you have.
- 2066: People just not minding there own business
- 2067: gang relation

If you think violence is a problem at your school, what do you think is the biggest cause of violence at your school?

- 2071: I think that it is the racism or just punking around.
- 2072: Almost all of the fight in this school has to do something with gangs. (gang related)
- 2073: gangs
- 2074: gangs, or gangsters fighting against each other.
- 2075: I think that gangs and people that think they are the shit is the problem at our school today in our society.
- 2076: I think its some gangs, drugs and race
- 2077: I think the biggest cause of violence at school is the gang members.

Wilson

- 1129: The cause of violence I'll say its gangs and people that just can't get along. Getting back at people.
- 1130: No violents occassionally happen here but when it happens its not that bad. The biggest thing that causes violents is when people start talking about other people or just look at the certain person wrong.
- 1131: I think the biggest problem at our school is tagging crue's because the are hardly anymore gangstars here.
- 1132: Picking on the wrong people.
- 1133: Gang violence and stupid things, like looking at a person wrong.
- 1134: The cause of violence in my school is that there are so many gangs hanging out in the same area that if one gang memeber gives a dirty look at another gang member from a diferent gang they fight and become rival gangs.
- 1135: Gang violence is the biggest cause.
- 1136: I think the biggest cause of violence at our school is gangs. It's a problem because all they do is fight to kill just over some stupid name.
- 1137: You can't really sat what is the biggest, because any type of violence is big. But if I were to say one it would have to be misunderstanding.
- 1138: I reallly don't know. People probably just don't like each other. Or they just don't care.
- 1139: I think the biggest cause of violence in our school is about drugs and gangs.
- 1140: Differences of color girls jealous at beautiful girls.
- 1141: Gangs.
- 1142: I think the problem is when people start talking shit about others or just disrespecting eachothers.
- 1143: Gang rivary or just students who don't like each other.
- 1144: Violence is not a big problem in this school.
- 1145: I don't really thing that there is much of a problem here at my school.
- 1147: The biggest cause of violence at my school is the different types of gangs. tagging crews that conflict with one another and don't get along with each other.
- 1149: I don't think that violence is a problem.
- 1150: Bad influence of TV media etc.
- 1151: A person's attitude towards someone else. people's dressing.
- 1153: I really don't think thar Wilson has lots of "violence". Sure there has been fights but they are well controled and well handled.
- 1154: I think that gang rivality it's the main purpose why there is violence at school.
- 1155: The biggest cause of violence at my school is the unacceptance of peoploe that are different.
- 1156: Could be with drugs not to certain.
- 1157: The biggest is gang violence.
- 1158: When somebody gets in a fight it's usually because of petty reasons. Someone was talking bad about them behind their back or because the were flirting with their boy/girlfriend. I saw a fight when the girls didn't even know each other one of them gave the other a dirty look and it all startewd from there.
- 1159: I think the biggest cause of violence at this school is definately gangs.
- 1161: The biggest cause of violence is that they don't get along.
- 1162: Kids now a day have too much pride. That's what causes the violence. No one has respect for anyone anymore.
- 1163: Rivality between students for one reason or another. (gangs)
- 1164: Gangs are the biggest cause of violence.
- 1165: Stupidity, rivalry (gangs).
- 1166: The biggest cause of violence is everyone trying to think that they are "hard" or bad. So if someone looks at them wrong they feel they won't be seen as the same tough guy they thought the were.
- 1167: I think it is the gang rivalry.
- 1168: Gang rivalry.
- 1169: People talking about other people.
- 1171: Gang rivalry and fighting over girls.
- 1172: I think the biggest cause of violence is gang rivalry.
- 1173: The biggest cause of violence I think are gang related and also that people do not know how to perceive people of a different race.
- 1174: It is not a big problem, but I think it's caused by jealous girls or guys that have always looked for trouble or like to be involved in violence.
- 1175: Gangs and taggers, and wannabees.
- 1177: I think that the biggest cause of violence at my school is causes of boyfriend, (relationship, For example: A guy had two girlfriends), sometime just because they don't like each other.
- 1178: I think the biggest problem that causes fight is mainly just rumors and the attitude problems that aothers have. Most of the time people can't shine on a dirty look and result in a fight that ends very ugly with bones being broken. Fights are also caused because of the different neighborhoods that people say they belong to.
- 1179: It would probably be gangs and the rivalries with each other.
- 1180: Violence is kind of a problem at school. The biggest cause of violence at my school is the gangs. Or the people from different gangs fighting each other.
- 1181: The biggest cause of violence at my school would be just to make a name for yourself, to protect yourself from others in the long run. But overall, it all depends on who your friends are. Because it's no particular race, religon, or whatever. It's if you have the strength to ignore negative people. Wilson is good on security, and there is always gonna be a slip. I think Wilson's problem are with some of the teachers or the sub's that come. We have a cuple of negetive teachers here. Some people take things to the extreme. And I think this survey came to late and those boxes where you drop little notes to tell teachers that there is a gun in school an stuff came to late and to many people are gone now.

If you think violence is a problem at your school, what do you think is the biggest cause of violence at your school?

1183: Gangs

1184: I think that the biggest problem in my school is gangs.

1185: The biggest cause of violence which I think is at our school we be gang violence, because when you gang doesn't get along with the other gang both gangs talk about each other and then it leads to fighting and sometimes killing just because of neighborhood name. People die or gang names and it's pretty dumb in the end most of them realize that it's not worth it, but some of them are not lucky enough to realize that because they are already six feet underground and some of these are teens.

1186: I feel that too much people talk to much about each other and it escalates to the wrong message.

1187: I think that it is just the fact that people want to be tough and this is a big school so fights come on to grab attention and popularity. But some people around here talk alot and would bother me, I wouldn't fight nor act without total knowledge that isn't the answer. But like I said, this school has alot of big mouths.

1189: Tagger fighting for dumb names.

1190: Gang violence. The rivals.

1191: The biggest cause of violence in any school is that some gangs don't get along with each other

1192: Violence at our school is caused outside of school conflicts. Gang rivalry is big at our school. LAUSD is so big, students from everywhere come to our school. That's how different gangs throughout the city cause violence.

1193: I think gangs and drugs are the biggest cause of violence in my school. There are many gang members from different gangs here and many drug dealers as well.

1195: Mostly stupidity. Everybody wanting to show off how big and bad they are.

1196: The biggest cause of violence in my school is lack of discipline. Kids can get away with murder and they know it.

1197: I don't know really, maybe just fights with students. The violence at school are fights. I don't know that there is another kind of violence at school.

1198: Gangs.

1199: I think violence is a problem at this school because of gang rivalry.

1200: The biggest cause of violence at my school is gangs and tagging crews.

1202: The biggest violence in our school is weapons.

1203: I think the biggest cause of violence at my school is girls fighting over a gun, or gang rivalry. In this school we don't see that much violence.

1204: I think the biggest cause of violence is gang problems.

1205: In our school violence is not seen much. I mean, there are fights and what school doesn't? It is nothing major. It's not a big deal. If anyone is caught involved in fighting, the school takes care of the problem pretty well.

1206: Some what gang. People from gang or people who talk smack/stuff to each other

1207: Violence doesn't really occurs on campus time, but it still exists. The main reason would be gangster related. Also race difference is the other reason.

1208: I don't think there is to much violence in school.

1209: Gang rivalry.

1210: Gang violence is the biggest problem in my school.

1211: Gang rivalry.

1212: I believe people carry guns and knives and fight at school to show off around friends and not seem like a coward.

1213: Tagger, gangs, and anyone who thinks they belong to either of the two.

1214: Gang related. Trying to keep a "hardcore" image.

1215: The biggest problem would have to be gang violence. Each gang always tries to be "more" powerful than the other, that's the main cause of violence, I believe.

1216: The neighborhood itself. After being brought up in this violence, tends to make some follow.

1217: Probably the biggest cause is simply misunderstanding. Most problems start by overhearing people's conversations. Then they tell someone else and before you know it so and so thinks so and so is "f" or something like that.

1218: Gangsters cause the biggest violence here at my school.

1219: Gun usage to settle differences or disputes. Caused from gang rivalry.

1220: Gangs and the rivalry it carries! And very dumb misunderstandings between two individuals! (Example looking at the wrong person, bumping into one another by accident).

1221: I think the biggest cause is gang rivalry.

1222: Gangs who don't get along and want to kill each other

1223: The biggest would be gangs.

1224: Mostly the violence is caused by gangs at school.

1225: The biggest violent problems at my school are gangs.

1226: Stupidity, machismo attitudes toward each other like they have to prove something.

1227: The biggest cause of violence is gang rivalries that's why there always having fights, rival gangs, tagging by crews, or sometime when a person don't like another person they just fight it out, but eventually they get caught.

1228: There's too many taggers and gang members from the neighborhoods.

1229: I think the biggest cause of violence is the tagger crews. Crews that cause violence.

1231: When someone looks or gives a bad look to someone else, and people usually don't like getting dogged or getting these looks and that usually starts fights.

1232: I think the biggest cause of violence at our school is the gangs.

1234: I think the biggest cause of violence has to do with gang rivalry. Also, people dislike other people without good reasons. Not even one good reason, at times. Most of the time they're for stupid reasons.

1235: The biggest cause of violence is gang related, which comes from gang attire. Because if gang members see other guys with baggy clothes, they they are from one gang. I honestly think the only solution will be a very strong dresscode, which the school officials will actually enforce.

1236: I think the biggest cause of violence at this school is gangs.

1237: The biggest cause of violence someone, or the dresscode. Once in a while races might be involved.

**If you think violence is a problem at your school,
what do you think is the biggest cause of violence at your school?**

1238: In my opinion, the biggest cause of violence in this school is because the students want to get attention from their teachers, friends or family members. Violence also occurs in this school because now in days most teachers, principals, and school staff don't really care about the students they just care about their paycheck. Another reason that violence occurs is because of peer pressure or misunderstandings.

1239: To many rules and gangs.

1240: I think the main reason there is a lot of violence is because our school is not a strict school. Go to other countries, like Mexico and you can see the differences. This country over protects us the minor and we take advantage of that to do things that are not right. The majority of the student think High School is a playground. This has to do with gang rivalry and racial conflicts.

1242: People have too much pride, they think they're big and bad so they claim gangs and it leads to stupid fights over names of streets that they don't even own.

1243: Drugs and money.

1245: Well, there is not much violence at school but I would say that the main reason of violence at schools is gangs.

1246: I think the biggest cause is gang rivalry. They are the causes of everything. Or it is people's ego or pride that may cause some violence.

1247: The biggest cause of violence is gangs.

1248: I don't see violence that often in my school but I know that it occurs and really think it's because of gangs. One is just trying to top the other to see who is the best.

1249: I don't think violence is a problem in school. Because there have been fights but I haven't seen one. And I haven't heard that violence is a problem in this school.

1250: The biggest cause of violence are gang members.

1252: I think it's gangs.

1253: The biggest cause of violence is probably rival gangs, or just people looking out to start trouble for no specific reason.

1254: Immature.

2035: against neighborhoods & tagging crews

2036: some what it's always gang related

2037: I think the biggest cause of violence is gang affiliation

2038: The biggest cause of violence at this school would probably be because of gang rivalry.

2039: A lot of students, in my opinion, bring violence into situations that are unnecessary. Usually teens fight for very very idiotic reasons.

2040: I believe the biggest problems at right now is drugs. Drugs affect badly. When teens use drugs they get violent. There are other problems like problems at home. That makes teens violent to

2041: The biggest cause of violence at school are gangs. There has been many fights because of gang rivalries. Twice I've seen and heard of a weapon being involved in fights.

2042: In reality I don't think that there is a major problem with violence in my school. Yes there is somewhat a lot of fights. Although I feel that in reality all the schools have a problem with violence. I think that the problem is that nobody talks about anything. They just want to fight right away.

2044: Gangs and stupid acting school police

2045: I believe that racial tension and drugs can become a very large part of violence. But there will always be ignorant people.

2046: not really, most often is caused by misunderstanding

2047: gang rivalry

2048: mostly gang related

2049: because of all the gangs and gang rivalry.

2050: I think the biggest cause of violence at school is gangs. Gang members are frequently looking for trouble. I also think that lack of family support & values greatly influence violence in teens

2051: I think the biggest cause of violence at my school is about gang members.

2052: A lot of misunderstanding, when people get bad ideas of someone else.

2054: gangsters are the biggest problem at our school.

2055: gang & tagger rivalries

2056: Ignorance, Drug Abuse, & Lack of Authority

2057: Violence is not so much a problem at this school because of tight security and occasional metal detector searches. In my 3 years at this school, I have never witnessed any serious violence.

2059: I think the biggest cause of violence is gang related.

2060: People are not able to accept other people's opinion or way of thinking or acting.

Question 2:

What are two or three things you would suggest to prevent violence?

Belmont

- 916: First have a dress code. I think that the way they dress is the way they confuse people. Also have metal detectors. It can really save someone's life. And finally have a safe campus that everyone should get along.
- 917: a class to talk about your problems and to talk about culture and race.
- 919: 1) Stricter rules 2) Expell the students after 3 strikes.
- 920: racism gangs graffiti
- 921: Use metal detectors. More school police.
- 923: uniforms metal Detectors more LAPD
- 924: have a metal detector check students once in a while with them.
- 925: Metal Detectors. More security. Classes or activities taggers would want to be apart of.
- 926: 1. School should have metal detectors. 2. teachers should be reasonably strict.
- 927: 1) very strict dress code, against wearing too much of one color 2) no Bandana's, no Blue or Red shoes or shoe laces that are too Big Blue or Red.
- 928: Metal Detectors
- 931: More teachers, security. (Most securitys dont do anything at our school.
- 932: Let our school know we need metal detector
- 933: more security metal detectors
- 934: metal detectors the security in Belmont dont do anything when theres a fight. Everyone at school knows it but no one says anything thats why I'm talking for them. could you believe teachers stop fights and not securitys?
- 935: 1) use uniforms, makes people feel safe. 2) more securitys 3) Don't make any opinion about races.
- 936: get more security enforce the rules
- 937: more security
- 943: I don't suggest anything because I don't think you can stop the violence it's too strong.
- 944: metal detectors, people should not have attitudes.
- 945: maybe have more restrictions.
- 946: a. uniforms b. don't admit gangsters in school. c. (Dress code.) Take it more seriously.
- 948: more securitys
- 949: 1) Having metal detectors. 2) Talking to student about the problem.
- 950: The #1 suggestion or enforcement I think is necessary or would prevent a lot of violence in my school would be UNIFORMS!! I think uniforms is needed and also it would be a less hassel of what to wear. Guys certainly would not wear those baggy pants or girls too. Metal detectors will also prevent violence.

- 951: One thing that school's can do to prevent violence are to enforce a dress code. A dress code would really help because then gangs won't mistake innocent people with a gang member. Another thing they could do is to talk to students about violence. This would help students decrease violence. Another thing they could do is to provide students ample opportunities to role-play situations.
- 952: To enforce dress codes. School policies to follow as it should be in respect to students and them self and to have a certain distances with students that do not follow the school dress codes. To be clear to the students that were those that can get them in trouble not to bring it to school for their safety and the safety of others.
- 954: Have a program that can help you and other race being together
- 955: Help gang members to get out of gangs! More teachers paying attention to the kids rather than worrying about them being late to school. At least they go, others don't bother to go because they don't care. But definitely more observations during all school hours.
- 958: Have more police around, Have everyone that looks like a gangmember go home a change their cloths or put on their p.e. cloths.
- 959: kill everybody
- 960: 1. More metal detectors on doors. 2. Inforce dress code.
- 961: check with the students background records (police) and see if he/she is a good citizen that hasn't caused many big problems. hire gang members special classes like impact programs to get at why he/she is in the gang. Sometimes students lead into gangs because they don't recive the love they need.
- 962: 1) no [raices] raicism 2) no weapons 3) dress code
- 963: I suggest that there should be more security at school to prevent school violence. Another is to let parents know what is going on at school so that they can talk with their children.
- 964: If the students are doing something creative at school. If there's many activities, clubs, organizations at school, students won't join gangs. Many students are interested in extra-curricular activities. If there's alot of extra-curricular, they would join instead of joining the gangs.
- 965: Better security, random checks in the morning and during classes.
- 966: I would suggest uniforms and metal detectors but I doubt it they would.
- 967: Honestly I wouldn't know because my school isn't that bad and even if you do what you do I mean whatever it is. One way or the other a weapon will make it's way back to school. It will find it's way.
- 968: more security and less students. (There are too many kids at this school.) It's gets so crowded and we end up pushing each other, stepping on each others shoes, touching the wrong places. Especially the guys.
- 970: more security parent counseling
- 971: I think there is noting they can do to prevent school violence for once and for all.
- 972: To use metal detector would prevent some violence. And also mix different amounts of different ethanic groups to talk things out. Teachers could be more understanding.
- 974: unity
- 976: more police outside more security at school

What are two or three things you would suggest to prevent violence?

- 979: More security guards, Dress code, Keep on using the metal detectors.
- 980: I suggest to prevent school violence are maybe someone bring weapons to school, and shooting by after school time. But I think taht wasn't happened in our school. Because we had securities for that.
- 981: Get rid of gangmembers.
- 984: Dress code Less gang relative drugs dealers
- 985: get some uniforms in this school, punish the students really hard, have lots of policemen around and inside school
- 986: More police activity around campus. More of lackers security. Art classes. some class that would help us express our pain and feelings. Support in school sports.
- 987: wach what kinds of students we have at school. no drugs at school metal detectors.
- 988: To use a school uniform. In the History class talk also about other cultures or States, or Cities not just the U.S.
- 989: To put the metal detector every week at the door of school.
- 990: I think the dress codes matters a lot. Because students who dress like gansters get involved in violent matters.
- 991: School should be more rigid in school. They should have a metal detector to check the student every day.
- 992: One maybe more school police.
- 994: I suggest every body drese school code
- 995: Theirs actually nothing to stop it.
- 998: More police in school. Stricter rules. Mètal detectors.
- 1000: school uniform metal detectors much more safety, like more security people outside and inside school.
- 1001: More security in school grounds. metal detector
- 1002: Crack down on gangs in school. Send the gang members to jail.
- 1003: Dress code more metal ditectors more school security catching drug dealers on campus kick out all trouble makers from school
- 1004: I suggest that all security guards keep a close eye on trouble makers.
- 1005: have more teachers on staff placed in the yards where students hang out
- 1006: get rid of the gang members and the people who hang around the school
- 1008: more security
- 1009: More impact groups. More support in sports. More summer jobs.
- 1010: 1- more securities 2- dress codes
- 1011: more school police
- 1013: wearing uniforms but nice ones
- 1015: random weapon search more school police outside and insdie campus more parent involvement
- 1016: uniforms, stricter rules and more discipline
- 1017: more police around
- 1018: metal detectors and a stricter dress code to be inforced.
- 1020: kick out violent gang members.
- 1021: wear normal dress
- 1023: whoever tag in the wall should kick out of school.
- 1024: I will suggest to metal detector, have more secutys around campus, and be more [strict]
- 1025: Really I think you can't do nothing because the problems are not really in school but they are maid at Home. Because of problem at home, maybe only one perent or social problems at Home.
- 1027: If they prevent the school I will like to have More police.
- 1028: 1. I think you have to do meetings. 2. Put uniform to prevent the gang rivalry. 3. Put estrict rules that the student have to respect about it.
- 1029: have a gang program and more security
- 1032: More security. More policemen before and after school because its when happens the problems. Every students will not dress like gangs.
- 1033: by be in more strict in the dress code
- I think by using a dress code. be more strict with the dress codo
- 1035: That we can dress uniform
- 1038: have good security
- 1039: I would suggest that the police staid always on the streets of the school. also they could put someone in pricipal enter so they could know who is looking very mand(!) or who is not.
- 1040: Don't have guns in the school. Don't have people that dress big.
- 1041: They should have activities for everyone like a football team Go to the park play whoever wins take them to eat or something. I know alor of people that would like to join but low grades. They should have a sport for everyone
- 1042: have more school police on campus
- 1044: class's to get student to know each other better and sports
- 1045: 1. Talk to teens about the weapons that are brought to school, and encourage them not to be afraid to say anything. 2. Have programs that will help among people affected by the violence for them not to get revenge. 3. Have more better surveilence, to prevent a tragedy.
- 1047: Metal detectors Security
- 1048: Stop the drugs. get along with everyone. Stop the gangs.
- 1050: Activities were students can all get along or speech classes were they can told how they feel about thier problems.
- 1051: 1. Enforce dress code or uniform. 2. more metal detectors
- 1052: Poeple don't really care where violence happens weather if it's at school or on the street, It's still going to happen so there's really nothing to prevent it.
- 1053: Wearing uniforms, having metal detectors at every entrance of the school, higher fencing More security.
- 1056: nothing no metal detectors can stop violence, violence has to stop itself.
- 1059: wear normal dress don't bring weapons
- 1061: Not talking about each other. I don't know.
- 1062: 1) More random searches with metal ditectors 2) More security officers 3) More police around campus
- 1063: school security. Metal detectors.
- 1064: I wouldn't suggest things because there are nothing people can do to help.
- 1065: stay away from gangs. more security
- 1066: have more security outside the school

What are two or three things you would suggest to prevent violence?

- 1067: 1. Metal detectors. 2. officers
- 1068: I would suggest metal detectors and educate more students about getting along with other races.
- 1069: No weapons No rifles
- 1070: 1) No weapons 2) uniforms 3) no gangsters
- 1071: more security. uniforms and I don't know what else. I think that even if you tell these people not to do it, they'll still do it.
- 1072: Take out shirts with letters on back. Stop staring down.
- 1073: More security. Daily search people more with metal detectors.
- 1074: I suggest that the principal of the school in the morning let in all the student for the main door in the school. Another is that frequently make and a revisions of lockers.
- 1075: Dress code. Peers. And not allow just any student enter this school first look at his background see where is he coming from and why.
- 1076: I think metal detectors is one way. They should check every two or three weeks every student and also there lockers But the shoun't tell when they gonna do it.
- 1077: One is people should stop bringing weapons and have more metal detectors. The other one is school police or any other should be around school campus and drive
- 1078: Metal detectors, Not so strict dress codes.
- 1079: "Gang" "Drugs" "tagger"
- 1080: I really wouldn't suggest anything.
- 1081: Have metal detector checks more often. Have special classes that teaches about school violence.
- 1082: I don't really know cause I can't stop disagreements and drug dealing
- 1083: We should have uniforms. Search students and lockers more frequently.
- 1084: 1) Discipline them. Because of the law that adult has no right to hurt teens, teens taught that they can do anything they want. 2) Teach the students a good manners thru common sense, because they will not actually listen to you if you just tell them that that's bad and you should not do it. We are in a real world!!! 3) The school should have a secret observer. Student is perfect in this position coz he/she will know what is going on with his/her with students.
- 1085: By strictly enforcing dress codes, on those who wear ganster apparel a lot. Also by breaking up the gang's by sending them to different school's, when they are seen getting deeper
- 1086: have strickter rules of dressing and sending students home if they don't follow the school rules. Because I have seen that teachers don't do nothing to students that don't follow the rules, and they just ignore the dress code policy.
- 1087: have everyone know about other races Stop the gangster look without effecting the wear other look. metal detectors.
- 1088: Two things I would suggest to prevent school violence are to install metal detectors to ensure the safety of the students by diminishing the amount of weapons brought into school and to encourage students to wear non-gang-related clothing.
- 1089: 1- students to tell but keep their name confidential because they could be afraid fo their life. 2- metal detectors used.
- 1091: have culture classes
- 1092: 1) More strict laws, and officers out and in the campus. 2) Teach people about god. 3) Classes that both make the students have fun, and understand or think about what they are doing.
- 1093: I suggest that the school helps keep us aware of peace on campus and tell us why we should not create violence.
- 1098: stay away from gangs. More security in school
- 1099: 1. No weapons on campus! 2. No kind of gang related clothe! 3. Metal detectors.
- 1101: Get all of the cholo's, and cholos in different corners. At least have a cop in each bathroom well outside. cause alot of this violence beings in the bathrooms.
- 1103: 1) improve the metal detators 2) have a gang meetings to get along better 3) talk to them about gang violence
- 1104: Search lockers for weapons, enforce the dress code, and use metal detectors.
- 1105: Remember we are all equal. Dress more aproppaty. Remember no one is better than others.
- 1106: Create jobs for teens who are off-track so that they keep busy and stay out of trouble. Another thing would be to create more severe laws against violence in or arraround school, how about jail time!
- 1108: 1. Getting along 2. Stop fighting 3. Stop bringing weapons + drugs.
- 1110: I would suggest that gangsters being seen outside at school should all be restricted near the school ground. Another solution might be no gangster attire or any thing that symbolizes gang related.
- 1111: Some of the things that would probably prevent school violence are school uniforms, and a strict enforcement of the uniform too. Metal detectors would be another suggestion But in order to make it work there would have to be a metal detector at every door. The last suggestion would be some classes on racism and how ignorance and hypocrisy overwhelms races The classes would have to teach how each race contributes to create a unique race in America.
- 1113: People should just mind thier own business Be more considerate towards others. Try to get along.
- 1115: Three things I would suggest to prevent school violence are: to be more strict with gangers and those student who don't do good in their classes. I really suggest for them to put uniforms to everybody. But the biggest one is that they shouldn't let student do what they want.
- 1116: Two or three things I would suggest to prevent school violence are: 1) for the adults to be more strict with all of the students, but more with the ones that don't do nothing 2) And for it to be uniforms so there would not be any problems with gang relate clothes. 3) And the big one is that they (adults) shouldn't let students do what they want.
- 1117: The school needs more security. The school should somehow find a way to do like the airport does. They should make all entrances with a metal detectors
- 1118: Two or three things I would suggest to prevent school violence would be more anti-violence assemblies, programs like Impact to help those in not so straight paths and finally I suggest more awareness to students that metal detectors are in full use.
- 1119: More police. Use metals on everyone before entering school. Give rewards to people that tell something on time.
- 1120: More security officers metal detectors

What are two or three things you would suggest to prevent violence?

1121: The only two things I can think of at this point to prevent school violence is, number one to have metal detectors at the main entrances. These would avoid people coming to or going from school with weapons. Number two, more police enforcement, more police communication with the school. There should be a patrol patrolling the area while we're coming to school and when we're leaving school, not only during school hours.

1122: have a lot of school police. have a uniform or dress code.

1124: well there nothing that you can't do be cause with metal dictors they all still bring gun so is up to them or not,

1125: Having a dress code, kick out students who bring weapons to school, and Having metal detectors.

1126: I think that schools can prevent violence by a dress code.

1127: They should ber more strict with the dress code.

Fairfax

306: More securities in our campus dress code

307: Two or three things would be 1) more clubs to talk about problem. 2) more security and 3) would be more support for teacher

308: more security, better learning environment.

309: "Can't we all just get along." -Rodney King

310: Understanding cultures, communicating with students from different backgrounds or ethnic groups, giving more programs which unite students form different races.

311: deal with the kids that are already in trouble. metal detectors.

312: Instead of having so many ethnic group clubs, they should have groups where students need to get to for a certain amount of times to listen and participate in order to graduate. People need to understand each other and realize we will have to learn to deal with one another.

313: Segregate faggots force integrate Africans and Latinos

314: help the students talk to them & hear what they have to say

315: I suggest student get involved with more school activities and have more options to choose from.

316: talking about it in class

318: There is no definite solution, it would be parent-child guidance. Another suggestion would be to focus more on a particular/that student should be well-educated Another suggestion would just keep the talking among the students. Another would be to make sure that to reach out where there is the crime occurring.

321: A metal detector would help them out but they need to have more security.

322: 1. Having more police officers. 2. School that has a more clubs and social groups that talk about violence & intracial group.

324: Disallow students with any criminal record to get inrolled in our school.

325: Extracurricular activities School budget for afterschool sports & events

326: Don't let people on the campus.

329: 1) teach kids about the harms a drug can do. 2) have more school activities for students

330: -education -correct interactions -group work

331: I would have to say community involvement & tighter security

333: -more security -dress code -reduce gangster

336: -work together, not as individuals. -more discussions for everyone to know each other in class.

337: more security officers make a strict dress code

338: Random metal detector searches. The evition of gang members from school. Ignorance.

340: 1. If we all just learn to get along. 2. tighter security and tighter rules

342: metal detectors more security

343: metal detectors searching gang members everyday. Making a new dress code for those who wear gangmembers clothes.

345: I really don't know. There are strict rules in this school and they are enforced but still if a student is a violent person and likes trouble he/she will find a way to attack his/her enemy.

347: more security

348: healthy foods clean toilets more of activities that involve a racial diverstiy

349: Random locker checks Counseling

350: Educate them, learn them from experiences with other racial groups.

352: Why are metaphysical teachings not allowed. Why aren't metaphysical teachings allowed. School doesn't relate to the youth. School is coverage of curriculum not of any true understanding. School must apply to students. Not students must apply to school. Different experience result in different understandings.

354: To have metal detectors at school about 4 times a month no notice to the students whatsoever, to teach students that violence is wrong + it is not the answer to an arguement, etc. Have a stronger dress code which students will follow, not to harsh, but a limit.

355: I would not suggest metal detectors. Sure they might scare people into not bringing weapons, but it would also hassle everybody else. I don't know what would be a good way to prevent violence. I'm not surrounded by allot of violence.

356: Metal detectors. Make the classes intetesting.

357: Metal detectors.

362: Someone try to reach out to the kids

363: If the school needs it I would install medal decters, I owuld also suggest more strict rules.

365: more metal detectors, and more security guards.

367: 1. metal detectors. 2. Uniforms

368: Metal dectectors would be a start. Better Security! Security that cares about the students!!!

370: The school should have interesting programs that talk about each problem of an ethnic.

371: transferring students to diffrent schools

373: more freedom to students

374: metal detectors, more police officers.

376: metal detectors, dress code, organizatio in the school in general.

378: more school cops. more golf carts with COPS in them.

What are two or three things you would suggest to prevent violence?

- 385: 1. Have metal detectors 2. Talk to people who need help
- 387: 1. understand everyone's culture 2. don't be racist
- 388: metal detectors
- 389: 1) teach the fear of God 2) Re-instate prayer before school
- 391: I would suggest a better understanding of students and their problems.
- 392: Stop being or hanging around the wrong crowd because they usually be your friend but once you walk away they talk about you.
- 393: No gangs Drugs Weapons
- 395: wear uniforms
- 396: Dress code Security More involvement
- 397: more campus cops
- 398: More security. Make students wear uniforms or don't let them wear baggy cloths.
- 402: Medical detectors in the school. Don't let outside people on campus.
- 404: 1. class discussions
- 406: 1) more police 2) no gangs 3) enforcing laws
- 407: Student should be checked with metal detectors frequently.
- 408: More discussions, More police-security More Administration cooperation
- 409: no weapons, drugs
- 410: Students need to be taught about other backgrounds to learn about others ways of life. People at this school are too narrow minded.
- 412: I don't think there is school violence but if there is to have more polices to watch students all over places
- 413: -To show every different cultures program for everyone. -To learn everyones culture and History.
- 414: Probably this school needs more police officers, to look out for students.
- 415: no dress code, & more school police
- 416: -respect at each other -try to hang out with different races
- 420: make better coulseor for the impact programs
- 421: 1) Having a group of disturb teens into a program. 2) Bringing schools together. 3) Medal detectors
- 425: to surche every body because some people have knives weal like me but I use to have one a litle knife just to cut my orange or aple ect. But some people mey not use it for that. to surche them
- 426: I think that to prevent violence we should help troublemakers with their problems talk to them frequently, and try to convince them that violence they cause is bad.
- 427: There cannot be no violence at school. But once there's fight, there should be no killing or hurting. So I think the student shouldn't bring weapons to school.
- 428: 1) if we have parent's sign, we can smoke in the school.
- 429: Make dress code Teach more about drugs, weapons, or sex
- 430: 1) I think that they should use the metal detectors. 2) They should check the lockers one's in a while.
- 431: -Talking with gangster.
- 432: Stop watching to many atchen movies. Don't fight because you'll get kicked out of school.
- 433: Dont watch the Godfather, Casino, Scarface, MOBSTERS, BUGSY, the last capone, the Goodfellas. Gang War
- 434: I would suggest: a. to communicate with everybody. b. prevent the fights between different types of people. c. to stop giving tickets for every wrong thing.
- 435: too many students mad teachers
- 436: parent envolment
- 437: I think, the best solution is talking, not punishing or giving out tickets for smoking pot. It only leads to more crime. For example, if somebody got a ticket for something and that somebody is violent, who knows where would he get money to pay...
- 438: To have more officers. To check their bags for weapons
- 439: The security in the school need to be more strict.
- 441: 1. Pay attention to the students. 2. talk to them and know how to understand their problems. 3. Have more securities around the school.
- 443: -Have very strict rules. -less students per class so the teacher could have more chances to get to know each students. and take care. -council the problem kids.
- 444: School needs rules, but rules that everybody has to follow, sometimes the same teacher break them.
- 445: gangster, and I don't know. drugs and other
- 446: no, gang rivalry, more attention to students.
- 449: can't be prevented.
- 452: Start interesting multiracial clubs. People with similar interests will merge unknowingly.
- 454: drug. gun. attack others.
- 457: To use metal detectors; I think that from time to time students at Fairfax should be surched for weapons.
- 458: 1) using the metal detectors more often 2) tighter security
- 459: I wouldn't suggest anything because I wouldn't know how to prevent anything
- 461: Have more school police and talk to little kids about being in gangs.
- 462: Talking out problems you have with one another
- 464: keep gang bangers on check.
- 465: have more security.
- 466: More activities on campus. More security.
- 467: meetings for youth
- 468: Metal detectors. Drug and Alcohol search Classes or Programs helping people to understand the stupidity in gang violence
- 469: tighter security
- 470: enforce security
- 471: more security
- 474: Better searches on people that have already been known to start trouble
- 476: Show students the consequences of violence. Bring in parents who have lost their kids to talk about their hurt & experience.
- 477: 1) metal detectors 2) strick search code 3) more guards or school police around the school
- 481: have more police
- 484: have more females than males.

What are two or three things you would suggest to prevent violence?

Hollywood

- 1263: More staff members Check students often Punish students
- 1264: More staff members.
- 1266: More security guard
- 1271: property clothing.
- 1277: "dress code"
- 1278: put metal detectors on doors
- 1280: Throw out the students that cause problems.
- 1281: I would suggest that not let student wear baggy pant or markers.
- 1282: what I suggest to prevent school violence are. 1) have conversation with students. 2) more security in school. 3) use more metal detectors.
- 1287: More security and metal detectors
- 1288: No big size pants No Nikes that the cholos wearing Kik out the gang people
- 1291: More metal detectors Dress code
- 1294: More security, and probably metal detectors.
- 1295: No gansters in schools More cops More security
- 1297: The better understanding of the people about of different things.
- 1300: More staff members Checking student's more often Punish them as hard as possible.
- 1301: 1) not to be pregidest person 2) to keep it to your self, always. 3) much better punishing rules to trouble makers. (like bringing the two parties together & talking about it, or bring the parent's in & talking.
- 1302: I don't know what we can do about it but I wish that one day we all learn to leave together peacefully.
- 1305: More police officers, more protection
- 1309: To not bring weapons in school and not fight.
- 1311: The truth I dont know violence is always around anywhere you go at any time unless you kick out all the gangsters!
- 1312: -more metal detector checks. -more security
- 1313: avoid neggative actions
- 1315: more police.
- 1317: have kids start to learn good values from the bible at an early age -- 2 years old would be great -- if parents also took more interest in what thier kids are doing & maybe even try it would help keep family bond strong and keep communication open.
- 1318: -more metal detecters -expell every student who starts problem for no reason. -place uniform in schools.
- 1320: -use metal detectors. -put uniforms in school
- 1321: more school activity where you work with others. It's up to the individual to get involve support Activity
- 1323: sit people down and talk about the violence
- 1325: When staff tries to be more strict with students. Students seem to get mad and act more tough. 2) Listen to what students have to say. Students here are being ignored!
- 1326: Separate the hispanics from Armenians by track. A track - Hispanics B track - armenians C track - others.
- 1330: 1. no baggy clothes. 2. more securities.
- 1331: 1. Baggy clouths. 2. gang shirts. 3. and many things.
- 1332: I really don't know. Maybe have more security? Nope.
- 1334: Sending the gangsters to other schools or just not let them into the school. Talking to them and searching them for weapons everyday.
- 1335: More securitys in school, no more gangsters cloths.
- 1336: More security No teams Jackets
- 1337: I think before they let other students in school, they should check the grades & the record of the student. And if the person had a fight, listen to the reason, don't suspend them without listening to them.
- 1339: 1) Check every student with a metal detector before they come into school. 2) Never let them wear baggy clothes. 3) Probably get a school uniform.
- 1340: more police around the school. take the people whom ditch of school. more securities.
- 1342: you can suggest to prevent. let other's in.
- 1344: I think the student's should not get in a fight because of a stupid argument and they should not join gangs. That's the most important part.
- 1345: I don't think it's ever going to be solved because conflict do happen even between friends which may cause a fight.
- 1346: check suspicious students.
- 1347: -more information -more activities, so the students can get together
- 1348: I think there should be classes that would teach students about other races and cultures. Other than that I don't think there's much anybody can do.
- 1349: no be in it
- 1351: more security metal detector
- 1352: I think we all should wear uniform we all should have something that detects weapons and we should have more security at school.
- 1355: Not force anyone to come to school, those who care about education will come and those who don't won't.
- 1357: Encourage students to mix with students from a different background so that they would realize that we are all human. Make classes as racially diverse as possible.
- 1358: Nothing, because most people won't listen.
- 1359: -Talk about it -Educate students -Create interesting activities.
- 1360: Well that the teacher put uniforms, more detector of gun in the school, and pur new rules in the school.
- 1361: more security, kick out the gangmembers out of school
- 1362: To put classes for students who needs help to stop violence. To put a dress-code or uniform it would be a good idea because the students will not be dressing bad, all the students will be the same uniform. To put rules to do no dress like gans and give classes to talk about violence and give help who need it.
- 1364: have more security and prevent fights (wich there are lots of them)
- 1365: To prevent school violence I would think that having it discussed in the school about the things they're having the problems started
- 1366: Teen phsycology Drug Prevention Classes Human Relations
- 1367: 1) put cameras 2) more security

What are two or three things you would suggest to prevent violence?

- 1369: Drugs and Weapons.
- 1370: 1. dress codes or uniforms. 2. maybe classes about how to prevent violence.
- 1373: 1- metal detectors in every door. 2- securities with metal detectors and every time they see a student out of class check them.
- 1374: I would suggest metal detectors and not cloth orur(?) 42.
- 1375: put uniform dress. put more police in the school. and talk to the students about the problem.
- 1377: To give more space to students because they want to live with no responsibility. To help the students to see that the violence is not good. That the teacher have to be more friendly with the students.
- 1378: More staff members, cameras, More school police.
- 1379: More securities
- 1380: Free wear of clothing
- 1381: more security & I guess just getting along
- 1383: Getting together to discuss and having more information.
- 1384: more information getting together
- 1385: having more activities in schools like computers, games.
- 1386: 1) Have metal detectors in Main doors 2) more staff 3) gang member clothe out
- 1387: I could suggest anything but it would never stop the violence cause there is always one person that begins the problems.
- 1388: we must teach our kids to talk our problems out. Help them with their family problems. Teach them that what they are doing is hurting themselves and others.
- 1391: Security
- 1394: Why try to prevent it if it's going to happen one way or another.
- 1395: There is no way to prevent it
- 1396: more police on campus.
- 1397: guns gangs drugs
- 1398: uniform and metal detectors in classes
- 1401: There is very little that could be done, except severly punish those who violate school safety
- 1402: more fun things
- 1403: a police officer on each corner
- 1405: 1) some sort of group to talk out problems. 2) talk to parents 3) send them to a weekend trip w/other students to really get to know what really is the cause of the problem.
- 1406: 1) enforcing a dress code 2) uniform
- 1407: I would suggest all students should wear uniforms. Metal detectors at the entrance of the school Daily check of students clothing. Any students that cause two or more fights should be kicked out.
- 1408: Probably one, to have more staff and security on campus.
- 1409: better security
- 1412: I really don't have a anser to this question, I don't really think there is anything there can be done to stop school violence.
- 1414: Talk to the teens.
- 1417: Education Psychological support Good friends or people to choose from.

- 1420: there is not that much school violence so we don't need anything to prevent it.
- 1422: Kill all whites smoke weed all day!
- 1423: more security
- 1424: 1. Have metal detectors at entrance. 2. Kick problem children out
- 1425: more security

Jordan

- 146: 1) find the teacher that you trust and feel comfortable with then talk to him or her about your problem 2) have more involvement activities
- 148: 1- have more security. 2- have more weapon searching 3- kick out all gang members
- 149: I think that if a person gets to a problem, or fight they would get kicked out of school.
- 150: more security's and to search suspicious people
- 151: more securies. less students. more police.
- 152: 1. metal detectors 2. Dress code
- 153: have more security. have a strict dress code or uniforms. have more school activities.
- 154: more police at school
- 155: 1) get all the students and teach them about the importance of life and others. 2) Get a club of all race and blend together Help each other
- 156: 1. student should know that it we are together we can work better (Make meeting to talk about it) 2. adults have to stop fighting one against other (black versus Latino) If they don't stop their child will do too. I think that our parents have to teach us. How stop the violence
- 157: races
- 158: have metal detectors when entering school at all times, because I know alot of people that carry knives to school.
- 159: More security around campus at the parking in the morning and after school "The parking lot needs a lot of security" The ones who secure the parking lot are not doing there job!
- 160: Get rid of all the gang members that fight or don't do (shit) in class & have better security in the campus.
- 161: more security patrolling on campus harder punishment
- 162: 1. get metal detectors. 2. have better security's
- 164: metal detectors. more security. mixture of administatures!
- 165: to take all the ganges away from school.
- 167: 1) metal detectors 2) uniforms 3) more security
- 168: 1. more securities. 2. metal detectors in front gates. 3. kick out all the gang members.
- 169: I would suggest : 1) medal detectors 2) class to learn how to get along w/o guns. 3) urine test; to see how many students are using drug & expell them!
- 170: 1. medal detectors 2. and letting people just anyone loitering in the school.
- 171: more security, and more tardy sweeps. (more tardy sweeps, because the kids that don't go to class cause the most problems.)

What are two or three things you would suggest to prevent violence?

- 172: 1. check every person before and after school 2. have security aware at all times
- 173: 1) I would suggest to don't listen to anyone unless you hear it "straight from the horse's mouth." 2) Try to understand other people's interests and try to cope with them or maybe you can come to an agreement! 3) school uniforms would be appropriate also because that way you can't tell "who's from where," and everyone would look the same, no one would look better than the others.
- 174: 1. Most of the fights here at school are because of rumors. "I heard you said this about me." So it would be cool if everyone would ignore this and only believe it if it came from that person.
- 175: 1. more security in and around the buildings. 2. have everyone wear uniforms so they wont be accused of being in a gang. 3. Be stricter with students that dont obey the rules.
- 176: the school shud have uniforms or at least use a metal detector twice a week or more.
- 177: more security officers or school police
- 178: 1. A stricter dress code would help. 2. Talk to all students about racial things.
- 179: more securitys
- 180: more security
- 182: Have more securities and mental detective.
- 183: if your going to fight, fight after school but not in school
- 184: 1) More security 2) Community organization 3) Student help
- 185: Metal detectors would help a little, school uniforms, and stricter rules.
- 186: 1. Classes that deals with gang violence and weapons 2. Better Security
- 187: I suggest that putting more security in school could prevent school violence and to be searching to all students every morning with a metal detector
- 188: 1. Real security 2. No gang related attire, they say they don't allow it but they don't reinforce their own rules. 3. Reinforcing ALL rules, including NO loitering, ditching, SMOKING, etc.
- 189: if everyone get along if everyone help each other out
- 193: To try some metal detectors for a month and see what happens. If it work a little youll feel a little better I know I will.
- 194: gangs wearing type of cloths or races sometimes
- 195: uniforms Bible clubs more rules
- 196: more school police on campus.
- 197: get more security's and new Adminastros
- 198: We should get more security's
- 199: medal detectors, more security
- 200: Search every one at the entrence.
- 205: kick out the gangmembers
- 208: To prevent school violence I would suggest a dress code, more shcool police inside campus and outside during and after school.
- 209: 1) metal detectors 2) police B.K.A. POPO'S (!) 3) punk ass cowards
- 211: I can't suggest anything because it's going to happen regardless.
- 212: More security, better protection, and deans that want to solve problems, not just suspend students just to get rid of the problem.
- 215: metal dectators more security random searches in class.
- 216: 1. Keep security alert. 2. Use the metal detectors more often.
- 218: get more metal detectors
- 219: 1. More security In hallways, parking lot, lunch area etc. 2. No one out of school can come in without i.d. 3. Everyone who looks like if they dont belong in school should be searched, taken home.
- 220: don't know metal detectors
- 221: Have strict security guards at school. Security guards should be everywhere during the lunch hour of the students. Meaning, keeping an eye at all students.
- 222: have metal detectors and put all of the drug dealers in jail.
- 223: Have more securites all over the campus. Prevent the students from dressing like gangsters.
- 224: The two things that I suggest that to keep on eye on the troublemakers and if they do it again kick them out, because they dont suppost to be here.
- 226: Put more security around the campus. and helped to another people.
- 227: more locker searches using more the metal detectors.
- 228: gang black& hispanic when somebody dont like somebody
- 229: guns + gans
- 232: keep gang members out of school. keeping or having more securities at school but good ones. or a ver strict principal.
- 233: 1. Stop hating each. Why can all of us get along 2 Help teenegars. Understand that gang is not a good choice.
- 234: more metal detectors & school uniforms.
- 235: nothing you can do could prevent school violence.
- 236: talk clases to understand each other.
- 239: 1. more security's. 2. Have often metal detectors.
- 240: talk with the students get more protection.
- 241: more security's
- 242: To have metal detectors. Search people before entering onto the campus.
- 244: There is really nothing you can do because the gangsters will always find a way to cause trouble one way or another.
- 245: more security metal detectors at all school entrance
- 247: There is nothing you could do but enforce or get more police in the schools
- 248: More security Better metal detectors BULLSHIT
- 249: more police, security, bars
- 250: add more securities
- 251: Throw grapest and sswatts out of school THIS BORING
- 252: Don't let the gangsters come to the school. have more securits have more detectors.
- 253: [covering entire page] OWN A AK47 AND A 45
- 254: have more security. search all the student entering school
- 255: stop gangs racial conflicts get along with everyone else

What are two or three things you would suggest to prevent violence?

- 256: Respect one another get alone better talk things over
- 257: 1. Put more securities and with metal detectors. 2. Change clothes for uniforms. Other schools have change. 3. Don't let gang bangers come in to school.
- 258: keep gang out of schools uniforms and more security
- 259: security, security, security
- 261: Take all the gangbanger out of school. The one's that don't want to learn,
- 263: more metal detectors more security.
- 264: To use uniform because the clothes make them fight, and to have a metal detector, so they would not bring any weapon at school.
- 265: 1) use metal detectors in school. 2) more security. 3) get out gang members.
- 266: To be more police in school
- 268: more security metal detectors
- 269: I don't think anything could work anymore.
- 272: metal detectors.
- 273: 1. uniforms 2. more security 3. more rules
- 275: uniforms. metal detectors.
- 277: metal detectors uniforms
- 278: strictly clothing wear, metal detectors.
- 279: metal detectors uniform
- 280: I really can't say because no matter what anyone try's to do it won't stop. There is to many ignerant people out here in this world.
- 282: i don't think you could prevent school violence.
- 283: 1. more school security 2. strict dress codes (very strict)
- 284: having police in campus and metal dictectors
- 285: Stop all weapons on the street. Get gang bander and put them away.
- 286: uniforms, and more security
- 289: Police on school ground
- 294: I don't think school violence can be prevented.
- 298: more police officers on school campus and metal detectors
- 299: 1. real security 2. programs to introduce different cultures to students.
- 300: use the metal dictectors everyday have more security around school
- 302: take care of drug dealers more security guards
- 6: To prevent school violence, we should have more security and metal detectors for people that look very suspicious.
- 8: *have metal detectors *be more stricked with the students (be more hard on students) *pay more attention to what people do.
- 9: threatening them.
- 11: Specially gansters they shouldn't let them in skool dressed like that!
- 12: no racism
- 13: More securities and put a dress code
- 15: alot of school security. Metal ditector
- 16: Two things I would suggest to prevent violence are security and one of the best things would be to talk to the students about gangsters activities in which they could discuss how to avoid problems or violences.
- 17: I think we hava enough security in this school.
- 18: have metal dectors and I dont know
- 19: 1) have medale decoter 2) have more police around
- 20: 1. metal detectors 2. more securites 3. searching lockers
- 21: have metal detectors have uniforms no gangs allowed
- 22: A strict dress code, expulsion if anyone gets into a fight.
- 24: more security and school police. Metal detector in main entrance. Dress code.
- 26: Provide more activities to student, for exam more sports should be provide. I also think the dean, and teachers shouldn't embitter student that much, by telling them what to wear, or what to do in shoool.
- 27: More security Harsher punishments for those who cause trouble
- 28: More school activities that involve more teenagers different races and so we can all express our feelings toward each other it should be a requirement.
- 29: 1) talk to teenager about violence. 2) Put more safety at school. 3) Make programs about how to control school violence.
- 30: I would suggest to have more school activites, (fun) get the students involved in programs, and that could also go for the parents. Last, I would say
- 31: Pep-Rally's in which we discuss this topic and be aware of our cultures.
- 32: --more security --a stricter dress code
- 33: 1) have better security 2) cut the lackers, no more lackers.
- 35: 1. Better Cafeteria food 2> Better Resources
- 36: I suggest a school program called Peer Helper to where students take classes about confidence and a place where they can solve their concerns and difficulties or uneasyness. I place to talk about why kids fight to another teen about it cause some teens don't trust adults and easier to explain and curse to get more anger or annamasty out of their systems.
- 39: use uniform.
- 41: I really don't know because when there are fights they are usually gang related and I don't mixed with those kind of people.
- 42: Listen to students petitions and don't have preference to certain ethnicity groups.
- 46: 1. Not only stop, but resolve disagreements which rise in school campus, between students. 2. Efficiently enforce dress code (baggy clothes, or any other than have to do with gangs.)

Manual Arts

- 1: metal ditectors and a uniform that will be mandatory.
- 3: To prevent school violence in my school we need more school police in the campus.
- 4: have programs, talk with students
- 5: 1) to show others that everyone is the same. 2) to have people understrnad, that no one can make it alone.

What are two or three things you would suggest to prevent violence?

- 47: --more school security --people to have more school spirit.
- 48: Metal detectors at door or any entrance to the school.
- 49: Ralies celebrating ethnic events.
- 50: 1. I would suggest metal detectors 2. Dress code, I feel strongly about that, cause then you wouldn't be confussed for a gang-member. 3. Cameras in classes, to stop crims. (Stealing etc.) 4. antiviolenace groups, organization to get more people involved to stop the gangs and the violence.
- 51: -more security in school -strict parents
- 54: metal detectors
- 56: 1) enforce dress code 2) enforce discipline
- 57: Kick out the gang members that don't want to study
- 58: Have people, like mentors for troubled kids. -Who can help them and make them understand. People have to listen. If they don't, then were all gonners.
- 59: -Peer counseling -discipline at home. -Strict security.
- 60: Violence is a product that derives from lack of knoldge. I firmly believe that having programs/classes on the differences in races and cultures would open the eyes of the many people whom have yet to see the riches that other cultures have to offer. I believe once people see past the stereotype them they can see similarities as well as the differences that join one another together. In order to coincide peacefully we must understand our differences as well as our similarities. I respect what I understand and am lowred(!) to what I don't.
- 62: -medal detectors -programs to talk things over.
- 63: To prevent it I think they should have peer group program where students could talk about how and what they could do to stop it and change for good. Also, more security and support from others. Also, here at Manual they need to have assemblies were people act/dramaticize and express the way they feel. That at the same time give help and ideas on how violence could be stopped.
- 64: I think there should be a dress code to prevent students from hiding a weapon on their baggy cloth.
- 65: -more interesting activies and clubs. -interesting classes that can keep students busy.
- 67: I think the problem with most school violence is that the suggestions on how to prevent it are made by teachers and not students. Our generation has problems that are unique and sometimes only we can understand them. I think students should be able to have a say in the solutions, maybe having weekly meetings at school for open suggestions.
- 68: 1. metal detectors 2. police on campus
- 71: Have more security. Have metal detectors. and if any violence occurs is such conflict as fighting, the students must by suspended.
- 72: More security Less admittance of people who have been kicked out of other schools because of violence.
- 73: Get rid of extra weight students "gang members"
- 74: -more security -stricter school rules if not strict enough -activities that involve participation by many people
- 75: I suggest that dress code by inforced more, that metal detector checks be done more often to check for weapons I think that other types of programs be offered like for those with big problems, especially those who think that their on their own.
- 76: I don't really know. I think we have enough security and not the school is going to be perfect. so I don't really know.
- 77: counseling metal detectors being used every day
- 80: -talk about the problems -make special program for kids to improve academicly in school. -have high security, and a family inviorment in the school.
- 81: -Drop out of school to those students that don't obey the rules that must be followed. -Suspend students that just scream or play around in class and that don't let others to do their jobs. -To have more securities or officers patrolling outside the campus constantly to make sure that only individuo is outside trying to give something illegal to a friend of his.
- 82: get rid of all the people with nothing to do
- 83: There is no way. You have to shoot the " " down
- 84: 1. Use more often the metal detectors. 2. More communication with students. 3. Work with students that have problems with violence.
- 85: To have metal ditecters everyday. And have the securities all time.
- 86: metal detectors -- strick dress code.
- 87: One thing that will difinitely reduce school violence is if the gangs that are in school campus are kick out of school. secon school uniforms can reduce violence because that way students won't be confussed with gang members.
- 88: Be in union no matter the race. Share all you can with those who need. Not drugs and weapon at school.
- 89: More security and also to check more students for weapons.
- 90: Wear uniform and in that form nobody is going to know from what gang each one is. Because some times they are know as their kind of dress.
- 92: I would like to see everybody at school wearing uniforms, so they would not be mistaken as gangs members. Racial integration, the famous "Melting Pot," everyone should love what he is and should remain the way he/she is, but also assimilating other cultures.
- 93: 1) Let the students not to wear gangs clothes. 2) Do not let students to be racists. 3) try to confron students with a metal detector.
- 94: dress code & hair cut

South Gate

- 96: one thing is to tell that person to not bring a gun at school. To help other people with their own problems. To help them change their own clothing and ways.
- 98: you can't prevent school violence.
- 99: To me thier is no solution the violence that is seen at school or anywhere else comes from thier home.
- 100: one thing is that we should all live as one big old hapay family. Every person lacks of education on their history. Every student should educate themselves in one way or an other. Schools should offer classes about their race's history.
- 102: to take out all the gangs.
- 103: i think dress code but no uniforms
- 104: I think that I'll suggest to have people looking for drugs. Once in this class two guyus were doing drugs and the teacher was giving the lesson of the day and he didn't even suspect this. That way I suggest that it should be someone taking care of this.
- 105: 1) more school security 2) metal detectors

What are two or three things you would suggest to prevent violence?

107: 1) enforce dress code, BUT NOT BY HAVING UNIFORMS. 2) any people that take part in gang related violence should be strictly dealt with. 3) keep using metal detectors and keep doing student searches.

108: I really don't think that their's much that you can do to prevent it, because kids now-in-days are gonna do what they want to do , and you just giving them a couple words here and their aren't gonna help.

109: More school activities so people can get to know each other and there won't be so much hate around cause people will know each other.

110: have a place were you could like talk it out or something. Teachers & deans not be so strict on alot things because students cause trouble to rebel against teacher's & dean's because they're unfair

111: metal detectors in each door before entering school. They're pretty stricked about that hear.

113: get rid of all who start it.

114: Nothing! If someone is going to fight, then they are going to fight no matter what.

115: In other schools you have to have your ID present at the door. If you look like you would cause a problem they would search you. You could also kick people out if they fight.

116: have more metal detectors. have more security around campus.

119: Adding a dress code to reduce gangs members. Put more security on school campus.

120: There is no violence only personal problems

121: 1. more sercurity 2. metal detector 3. checking lockers for any weapons or drugs

122: Three things I would suggest is first: If a student gets in a fight and has gone to the deans, and has bad grades you should kick them out of school. Why because if they don't care and fight that means they don't want to study. Second: After the first O.T the person is still misbehaving they should put them in a continuation school. Were schooling is up to them. So if they want to be drop out let them but the school option is always there. Third: Have undercover people to catch the teenagers with drugs. If you see a teacher pass by you are not gonna sell nothing but if you only see a student your gonna go on your bussiness and sell the drug. This way you could catch people faster.

124: I guess I would put in metal detectors. But that really wont solve the problem, all you could do, I guess is educate people and warn them about the consequences.

125: 1) Teacher's paying more attention to their student's. 2) Searching student's once in a while.

126: Tighter security, metal detectors and more cops on campus would help prevent school violence.

127: set stricter rules that would bring negative consequences if they would brake them.

128: By teacher keeping their eyes open and prevent it or more anest people or class mates that want to help their friends.

129: Bring prayer back into schools. Since 1962 when prayer was removed from the schools the violence rate when up. Before that the only problems we had were chewing gum and talking.

130: More activities in which the students have the opportunity to interact with one another. (thats all I can think of.)

131: Two things I would suggest to prevent school is if you have an enemy in campus just to ignore that person or if that person tries to pick a fight with you walk away.

132: Well, I'm sorry to say it, but if someone wants to fight, they will fight. It all depends on the person or people involved and their backgrounds. I think the only thing you can do is keep every area of a school supervised, but that only frustrates students. It makes them feel encarcerated and nervous. Personally, I hate the idea.

133: One of things that I would suggest to prevent school violence is for the parents at home to give more education to their children.

134: I think they should have more Pig's (cops) at school patrolling the school not just sitting there.

136: 1. prevention classes 2. sports 3. a enforce dress code uniforms would be even better

137: I don't realy know because anywhere there will be violence.

138: I would suggest that we enforce some kind of dress code, metal detectors, more security. But they won't work, because violence is like a disease you cant cure you can only prevent it.

139: 1. Be stricter. If students do cause violence they should be kicked out immediately. 2. Search students more carefully.

140: Three things that I would suggest to prevent school violence is enforcing more of a dress code. It's not really a big problem but it may help. Working on searching classrooms at least 2 times a month and kicking those who are trouble makers out of school.

141: get rid of all the people who get into fights, get rid of all the people who don't follow the dress code, get rid of all the people who vandalize the school.

142: Try to get the teens to talk their problems out, and try to introduce them to different cultures.

143: 1-enforce dress cdoe. 2-detect teachers who allow pot in classrooms. 3-check lockers for drugs.

144: working with violence. Talking with students that are around violence & getting to know more about all the students instead of just some of the students.

145: We shoudl have a dress code more security, and counseling

2062: Security at each school entrance, and/or maybe scanners or metal detectors at each entrance

2063: Talk to the students. Or to there parents on how bad it could be.

2064: I would suggest: 1) metal detectors 2) security guards

2065: A safer campus, more security around.

2068: metal detectors, more school security, and more counseling.

2071: To have protecting safety rules of sertin colors.

2072: I don't think you could change me.

2073: Check if they don't have weapons if they are in a gang

2074: School violence was, is, and will still be a problem, but I think more activities for students would help.

2075: more metal detectors, teachers that care

2076: talk about it get involve in programs have programs on campus.

2077: They should put an end into gang they should help them with their problems in school and other places.

What are two or three things you would suggest to prevent violence?

Wilson

- 1129: talk to students let them know that they don't need any kinds of weapons, kind of remind them the things that could happen bringing, caring a weapon, they also need more freedom they won't feel like a jail.
- 1130: -be kind to everybody -don't dress that baggie
- 1131: "first" if caught fighting is suspension "second" make them clean up school campus that way the persons wouldn't want to fight any more.
- 1133: There is no way to prevent it, unless the students get involved.
- 1134: I would first suggest that they searched every student that has a record of being in trouble most of the time every day because when guys with that macho attitude walk around campus and even after school when they are walking home they have that same attitude which probably means that they are carrying a weapon and that's why they are not afraid.
- 1135: -better classes (interesting) -better food -better hours
- 1136: I would suggest that schools should keep the kids who want to learn and kick out the so called "cholos" because all they do is kill for the fun of it.
- 1137: 1. For the teachers and faculty to stop reminding us of all the dangers that could happen if we do so and so. That gives everyone more of a reason to look for trouble. 2. And to let us be as we wish.
- 1139: --more metal detectors --more guidance --counseling
- 1140: I think that three things that I would suggest have to be prevented are fights, deaths and discrimination.
- 1142: 1. don't talk shit about other people. 2. watch out with who you hang around.
- 1143: more security
- 1144: feat gang rivalry.
- 1147: more strictness attire
- 1149: More deans.
- 1150: Take turn to talk to each student individually
- 1152: uniforms, different lunch breaks
- 1153: It's hard to prevent violence. People will do what they please.
- 1154: Put metal detectors everyday strictly enforce dress code punish severely those who cause it
- 1155: 1) keep using metal detectors. 2) encourage students to speak out when they see someone with a weapon.
- 1156: watch for drugs. better school police workers. make people work around schools
- 1157: I think counseling that we have now is helping those troubled students that are in gangs or any type of problems.
- 1159: less gangsters, more extra-curricular activities.
- 1160: I would suggest the use of metal detector more often, enforce strict dress code, and have more policemen monitor the school environment.
- 1161: There really isn't much you can do.
- 1162: I can't think of anything, maybe more school police.
- 1163: More effective security.
- 1164: kick all gang members out of school
- 1165: Stricter rules and harsher punishments

- 1166: Thoroughly check every student for weapons, and more campus supervision.
- 1168: 1) have more effective supervision. 2) have harder penalties.
- 1169: more metal detectors
- 1170: tougher laws and more policemen on the job.
- 1171: more security and strict punishments for people who start the fight.
- 1172: -keep an eye on people that look like gangsters. -give parents rights to educate their children the way they want.
- 1173: More security officers, more metal detector searches and more counseling for students.
- 1174: have more personnel. I don't know
- 1175: 1) Don't let anyone in who doesn't want to be hate. 2) Dress code 3) Make better use of metal detectors.
- 1176: To prevent school violence I would suggest more freedom for the students. That way the students don't get frustrated & take it out on other students.
- 1178: I don't think there is any way you could prevent school violence.
- 1179: I suggest metal detectors
- 1180: 1) To enforce no gang type clothes to be worn 2) Make a group were you talk to people in gangs.
- 1181: go to the gang members house and give their parents a warning
- 1182: more cops in campus.
- 1184: Put more school police on school grounds.
- 1185: 1. If they are in a gang and the deans know this, then the dean talk to all students and inform them if a going fight occurs then both parties will be expelled. 2. They should have a gang prevention class or a class with gang members or people who dress like them talk about problems and what they can do to solve them.
- 1186: I suggest that...for students to have more school involvement. for there to be more after school activity's and there should be more school spirit.
- 1187: Good supervision but no bad attitudes. Some teachers here think if they have to watch us they have this macho attitudes walking around with them. And this creates a distasteful feeling towards them which in turn adds on to our violence towards our "authorities".
- 1188: Should have more adult person to watch over. Where the danger place is.
- 1189: I would suggest to have a school activity for any kind of groups.
- 1190: have students wear uniforms to prevent gang violence. All else is natural.
- 1191: 1. Too gang members to deal with there affair out side school hours.
- 1192: Permanent metal detectors at every entrance would help. But mostly the school staff screening students backgrounds for any signs of causing trouble. Sort of an acceptance to a school.
- 1193: one big thing I would suggest to prevent school violence is more Discipline! These gang members do what they do here because they know they'll get away with it. Another would be more metal detectors and maybe a complete search for those that come dressed to school unfair (baggy clothes.)
- 1195: I really don't know cause sometimes no matter what you do there are still some morons that don't care about anything and will fight for any little reason.

What are two or three things you would suggest to prevent violence?

1196: 1. Send all gangs out -- somewhere 2. Watch students carefully. 3. More random searches.

1197: maybe not start one. Don't be with the violence.

1198: Monitor carefully the troublemakers. More school authority. Somehow make it hard for gang members to stay in their gang.

1200: 1) have more security on and out of campus. 2) check every class room for weapons.

1201: To prevent school violence I think would be a lot of problem because students that do this thing don't really listen to anybody.

1202: 1. more protection 2. security 3. metal detectors more frequently

1203: more police at school, but in this school we don't really need that much protection because it is pretty safe.

1204: I think that depends on the people not the school. Maybe more education because that's what we need.

1205: -more security would help. More walking around checking up on the students. -metal detection. They do not allow the use of our lockers any more because they believe that students keep weapons there. They can also carry it around in their pockets or around their waist, someone needs to start checking.

1206: gangs clothing. metal detectors

1207: dress code, metal detector, right of searching a student

1208: violence has slowed down

1209: Metal detectors in every entrance. and more security

1210: To prevent school violence, you would have to throw out all of the gangsters and taggers.

1211: Enforce dress code more. Kick out the kids that give problems, don't give them any chances.

1212: -dress code -more metal detectors -classes to talk about future success, drug problems, violence, family problems, ...etc.

1213: The way students dress, having everyone who come on to the campus checked by metal detectors

1214: Strictly forbid all types of Gang attire; Nike cortex, big parachute pants, beanies, letter belts, white t's, t-shirts with old ENGLISH LETTERS. Have more security. Have parent-teacher talks.

1215: -Don't let students enter the building w/gang attire clothing. It stands out from the other clothing styles. By eliminating that certain dress style there would be less violence.

-Always have security all around campus. Even where students don't often go. Sometimes the worst violence happens where the security doesn't intervene in one way or another

1216: don't let kids get away so easily No warnings, just straight to the point. organize a group to teach and help or counsel kids who have problems that cause them to be violent.

1217: Make students aware of other culture early on in order to prevent racial tensions.

1218: 1. More security 2. less talk, more action 3. Dress code enforcement 4. More counseling

1219: *a real enforcement of metal detectors *a real enforcement of dress code

1220: A class where students could be taught to realize how stupid gangs are!

1221: dress code. more supervision

1222: Use the metal detectors more often instead of just once in a while. Crack down on the gangs.

1223: 1. School police 2. To have more room, not so many people in one class.

1224: Dress code Checking for weapons finding out who the tager

1225: weapons

1226: Parents at home stressing peace amongst people for their children and not to be always #1. I see that mostly competitiveness leads to fights. Or revenge. This could be the parents fault for stressing male/female roles in society. For example, a boy might think violence is "cool" because he learned from his dad to be tough and defend yourself. The boy will probably use that to his advantage.

1227: Two-three things I suggest are 1. more security 2. metal detectors

1228: Get more school cops More metal detectors. Get all the taggers and ganger member out of school most don't even do anything in class. But the one's that do keep them.

1229: 1. More security 2. more metal detectors 3. no walking around after the bell.

1231: 1. A class where two people can talk out their differences, and if nothing is resolved then they can box in a ring with a supervised adult. 2. open campus.

1233: teach people about multiraty and self respect not gayts and school police

1234: I think metal detectors may help in some ways, but then I'm sure people would find a way to get their weapon in, on campus. We could also use more security. I've only seen, and know of, two officers that work here.

1235: 1. Dress code ex. uniforms. 2. Metal detectors every day. to prevent weapons 3. Teachers talking to students about violence, and then actually caring about students.

1236: one suggestun is to talk about problems people might have.

1237: well theres no amount off how to prevent violence anywhere

1238: 1) I would like to see the teachers care about the students, I feel that if students feel love from somebody they wouldn't need to get in fights and stuff. 2) More metal detectors, using metal detectors once a month in the school's main entrance doesn't make a difference, because you could always enter school through another door

1239: nothing because it not going to make any diference you say it may help but nothin workin

1240: To enforce the dress code. A metal detector in each classroom. Encourage students to get involve in school Activities, try to find a way to make us enjoy school and not be bored of it. More meeting to improve teachers dicipline.

1242: 1) stop the gang clothing 2) help people join sports 3) help people find jobs

1243: more security

1244: You can put many security people to stop it, but it still going to happen. It will decrease, but I don't think the school board would put a security in every hall. And students don't like to be looked over all the time.

1245: More people patrolling the hallway's also teachers having better control of their students

1246: nothing can be done at schools to stop violence.

What are two or three things you would suggest to prevent violence?

1247: More security officers. But I don't want to feel like a prisoner in my own school.

1248: If the person is caught being violent kick them out.

1249: -more security -striker rules -dress code (possible uniforms)

1250: more security. metal detectors.

1251: I can't think of any. I don't think thier can be a immediate solution.

1252: More understanding teacher and classes. Getting students involve in clubs, sports, and etc.

1253: more security in school and in student parking to prevent all the fights that happen there.

1255: -lots of supervisors -strict advisors -fun but safe activities as rewards of being good

1257: 1) use more metal detectors 2) have fun activitys to keep people busy so they wont start problems.

1258: talk about it

1259: help them or kick out of the school.

2037: metal detector dress code

2038: Two things I would suggest to prevent school violence would be fore this school to have more security, or just to kick out gang members.

2039: Became strict on dress codes, have a very secure school so nobody can come in that does not belong to the school and really use metal detectors everyday if possible.

2040: 1. Be very strict, have metal dictator 2. dress code

2041: To prevent school violence is something difficult to do. The thing people could do is enforce the dress code and the metal detectors.

2042: I guess to have a little bit more of a conversation with the students. they should talk about the things that can lead to violence. There should also e metal detectors at all entrances of the school.

2043: random searches!

2044: armed guards uphold the laws without any swaying no "okay but don't do it again". I want this school to be ruled justfully, but with authoritative power.

2045: more activities more ethnic education People who really care.

2046: stronger enforment of rules

2048: more security in school, like more police men outside the buildings, more gates tha should be locked around the school during school hours.

2049: Bring weapons go to jail, kiked out of school.

2050: -going to class more often -not dressing in a way that would make you an easy target to provoke. -not relating with gangs or other troublesome groups.

2051: stop the violence no more gangs at school

2052: Settle problems by discussing about them, try to avoid the person who is having the problem with you, and have common sense.

2054: 1. dress code 2. metal detectors 3. more supervision

2055: 1) As soon as a gangster fight kick him out of school 2) I know #1 almost never happens so theres nothing else to do. Teens will always do what they want.

2056: --better teaching --better activities afterschool for upcoming High school students

2057: 1) more detectors searches 2) dress code 3) tight security For those schools that have severe violence.

2059: I am not sure there is anything we could do. But maybe (1) having certain activities where we could all work together (2) getting to know each other (3) talking about what bothers us.

2060: Take classes on the efect of violence and on excepting people for who they are.

Question 3:

**If you think violence is a problem at your school,
what do you think is the biggest cause of violence at your school?**

Belmont

- 916: I guess its when someone calls blacks niggers or whatever reason there might be.
- 918: I don't think there is a racial conflict at my school.
- 920: No I don't think racial conflict is a problem.
- 922: I think it's the pressure the teachers put on us
- 923: No it's not it's gangs
- 926: 1. envy 2. discrimination
- 927: 1) Races mixing in Relationships.
- 928: Because blacks mad dog you and you have to kick their ass.
- 930: Sometimes people I've seen from Mexico or other countries start to talk back stuff about Salvadorians talk things about other countries so people just defend their countries.
- 935: White people making fun of the black
- 936: The biggest problem is that every ethnic hang around together instead of hanging out together to know each other.
- 937: None of your stinken buissness Butt out
- 939: The biggest problem is the people think of themselves or their groups as better people.
- 940: there is no racial conflicts in my school.
- 943: I really dont think it's a conflict.
- 946: I don't think their are any racial problems.
- 947: No, it's not.
- 949: The biggest problem is that they just don't get along.
- 950: I really don't think racial is a problem at school.
- 951: The biggest cause of racial conflict is misunderstanding. Another cause is ignorance.
- 952: In my school there really is it any racial conflict. In my school that God imagen if there was a case like that I will go nuts.
- 954: Having interracial couple is not good.
- 955: It wouldnt be a racial problem in my school beacuse 80% of us are Latinos. The real problem is gangs.
- 956: No one takes the time to stop and listen to what the other race is coming from. Maybe if we did we could figure out the we are not that diff. after all.
- 961: Racism is not a great conflict at my school. All the cultures manage to get along although there are some outbursts sometimes.
- 963: The biggest cause of racial conflict at school is that students think that they are better than others who are from a different race.
- 964: The stereotypes that going around the school. Some students are labeling different race and this scapegoating causes violence.
- 965: The biggest racial problem in our school is miss understanding of one another use of words.
- 966: I don't think racial conflict is a problem
- 967: In my school there isn't any racism. Everyone gets along.
- 968: Thinking that a girl or boy was looking at you wierd or thinking that they were staring you down.
- 971: I don't think racial conflict is a problem at my school. As I said, it's gang activities.
- 972: People thinking that they are better than others.
- 974: their ignorance
- 979: Mexicans think they are the best and try to let us the Salvadorians down and thats the main racial problem here
- 980: I think is the biggest cause of racial conflict at the school because that people could waist money and hit to others, means unfair with other people.
- 984: Well I dont really this their is a racial problem maybe sometimes but not so much not in the school I go to.
- 985: They hate each other because they think their ethnicity is more important.
- 986: Some time is the pride people show for their country, or economical place in society.
- 987: yes. a lot of racial problems.
- 988: Because they really are stupid don't understand other peoples back ground from what to be proud of.
- 990: People like to criticize each other's ethnic background. If they known each other well enough, I think they would enjoy knowing how other background are different.
- 991: Some how by trying to be the best.
- 994: The school don't care about the student.
- 995: Probably just Latins fighting Latins as probably Mexicans against Salvadoreans.
- 998: One race thinks they are better them others races get mad them problems begin.
- 1003: latinos and blacks latinos and asians niggers
- 1004: I don't think there is racial conflicts
- 1009: The seperation of places where they hang out. Black stay with Black Latinos stay with Latinos.
- 1012: We dont have racial problems.
- 1016: there is no racial problems were all treated the same
- 1020: gangs
- 1025: Well not really beacuse the Majority is Hispanic. But they are some weak problems between Natioanalties. Between Mexicans and Salvadorian but no really.
- 1028: I think that the biggest cause is that the people not respect each other, they think who is better than anyone. Meaby it exist in gangs.
- 1029: I dont know of nobody being racial in my school.
- 1030: Well, not really but to kill a person I think so.

If you think racial conflict is a problem at your school, what do you think is the biggest cause of racial conflict at your school?

- 1032: Many people descriminate many persons also some teachers. I think nobody has to talk about others
- 1039: The biggest problems are that the students bring wapon or knives only because they want to kill someone that he hate.
- 1041: Who's the downest to do something
- 1042: people wants to feel more than the others
- 1044: what you see on TV missonderstanding
- 1045: There's not a big conflict, just an average conflict, the cause of it is what is heard on TV by rumors.
- 1046: Talk about it
- 1047: the is none among students usally, just teachers think student are slow and dumb.
- 1048: when you go to a school were they are different race than what you are they try to make you like if you are nothing to them.
- 1050: I don't think we have racial problems because everybody get along with other races.
- 1052: There is not much racial conflict at our school
- 1053: Most of its hereditary or they just don't like other people that are not their ethnic group.
- 1054: One of the biggest might be racial slurs or talking bad about each others race.
- 1061: Well first of all I won't mind because I back it with my own and if people didn't think there better than others.
- 1063: Gangs
- 1064: Yes, Gangs thats hate others are problem at my school because this one of the largest gang area.
- 1066: from what I know racial conflicts is not a problem at my school
- 1067: I think they are just stupid very stupid they don't know what they are talking about or doing.
- 1069: weapons
- 1070: Gangsters Weapons
- 1071: gangs, and different ethnic backgrounds.
- 1072: Talking about other people!
- 1073: Racial is just to prove why you are better than someone else.
- 1074: The biggest problem is because there are many people from many different countryes.
- 1075: Well this isn't besides the teachers who sometime look bad at students.
- 1076: I really don't know. My guess is that people hate other people because there different from them. Like they don't have the same color of skin or they act differt.
- 1077: Yes there is racial conflict among our school but rarely is between Mexicans and Salvadorean sometimes something really dangerous could happen like jumping each other telling bad things about your background so in every school there is racial problem.
- 1078: people remarking about other people.
- 1079: Get than out of the school distact.
- 1081: Our race thinks the other race is inferior than they are, and it also involved in gang rivalry.
- 1082: I don't think there is a racial conflict at our school
- 1083: Racial conflict is not a problem at my school
- 1085: I don't think racial problem's are a problem at our school because we are all mostly the same ethnicity.
- 1086: No I don't think we have that big of a racial problem like I was saying our biggest problem is getting along with other groups (i.e.) Latins with Latins (Salvadoranian with Mexican)
- 1087: others are ignerant to the fact of other races.
- 1088: Racial conflict is not really a problem at my school, but in other schools that I have attended it has. I think the reason this is so because many of the students there dispise other people from other races because either they may feel bad about their own race or they are "illiterate" about the importance of other races and their cultures.
- 1089: There is a majority of a specific group and when they see someone different for a change they would do things to them. But occasionally fights but mostly teasing. However it could lead to violence.
- 1091: Not understanding one another
- 1092: Making Fun of other peoples cultures. Making gangs that consist of different backgrounds. Gangs usually fight together. so if a gang of a different background fights with the other group, the racial problems are mostly likely to happen.
- 1093: I don't think there is racial conflict between students.
- 1096: I don't know what causes it. Some people just are like that.
- 1098: everybody thinks they are better than any other race.
- 1101: Their is just some people who think that they are better than us Latinos I think everybody is the same.
- 1105: The name that are being said about each others race.
- 1106: Ignorance and stupidity, people in school ignore why people have different skin colors, and why the speak different, orientation would defenately help end the ignorance.
- 1108: Well I haven't really seen anything like that in school. I do see different people talking to each other no matter what race. It only happens when something happens like a riot then people start getting against each other
- 1110: I think that there's really not much to talk of racial conflict going on, on my school.
- 1111: The biggest cause of racial conflict at schools is competition because many think that they are better at something and others from different races are not.
- 1113: People talk about each other and no one likes to be talked about. People are such stereo types to the diffrent races.
- 1115: I don't think racial conflict is a problem at my school. In my school everybody join their opions and cultures. There is no racial problem. Even the teachers get along with one another. This is one of the things I like about my school. Because everybody from different races are the best friends. There is no other school in the world like this one. Most of the school that I know of there is a racial conflict problem.
- 1116: I don't think there is a racial problem at my school, because everybody gets along with everybody and it doesn't matter what race they are from. Even the teachers get along with all of the students
- 1117: The clubs defenitly. There is the key club mostly for Chinese, the Chinese Club, estudiante moventil, And many others. Most of the clubs have the name of a race that one would think it's only for blacks, or hispanic, or chinese, But what about the other minority race where do they fit?

If you think racial conflict is a problem at your school, what do you think is the biggest cause of racial conflict at your school?

- 1118: The biggest cause of racial conflict is that almost everyone stays in their own ethnic surroundings though avoiding interaction with other races and that causes the groups not to understand each other
- 1119: Well, Blacks and Hispanics don't really get along.
- 1120: misunderstanding, ignorance
- 1122: I don't think it is a problem.
- 1124: well there is not no Racial in my school you don't get involved with no one you be alright.
- 1127: I don't know about that very well but sometimes people fight because they are different culture.

Fairfax

- 305: The racial conflict at school is because the language that each ethnic group speak.
- 306: I don't think theres racial conflict at our school because everybody gets alone and you don't see other race with their own but with other race.
- 307: I don't see any racial conflicts, it's usually gang related
- 309: The biggest cause of racial conflict @ my school is people taht are ingnorante to race. All they see are things, they here taught to hate.
- 310: I don't know whether there are racial conflicts in this school, but if there are, I haven't heard of one.
- 312: There is so many different races and ethnic groups that cluster with their own so when they interact with others they feel dominant, superior, and don't want to share knowledge.
- 314: Actually, I think this school is one of the very few were everyone gets along (almost everyone)
- 315: not a problem here at this school (Fairfax)
- 318: interracial conflicts would be competition and just pride/ego against others; also the control.
- 321: Not right now I don't think there is any.
- 325: Student Unions
- 326: It's somewhat a problem.
- 328: The biggest problem is not fully understand other cultures and respecting differrices. Usally they don't respect themselves.
- 329: Ignorance
- 330: Not enough of reality are known with other ethnic groups.
- 331: Again, there aren't any problems in my school that I'm aware of.
- 333: Not understanding each other. Negative thoughts about other races.
- 335: More blacks then white
- 336: Different customs.
- 338: Laque of communication
- 340: It is a conflict, but this is only so because of the many different issue that are going on around the world and our society.
- 345: I guess since this school is multicultural we can't all have it our way. We would like to have certain music played at our dances but there isn't enough time to play it and we can't all be satisfied.
- 346: No respect to each other.
- 349: I think the biggest racial conflict is between blacks and hispanics. There is often a power struggle over who is the biggest and baddest.
- 350: not understanding the background.
- 352: Its the system. Everything is still segrageted. The corperate oligaruty has plans. By splitting you and me up. They control the area. Its all so we dont get together and overthrow the oppressors.
- 354: between whites + blacks and #1 is homosexuals, hourly bigots are rude + unappropriate behaving, it has never stopped, I'm a victim but happen not to be gay.
- 355: My brother is a skinhead and even though I don't agree with his ideas, since I am surranded with this influence. I would say that the diffrent social groups are a problem.
- 357: The biggest cause of racial conflict would be because once a black person meets one white person they assume that they all act that way. Personally I have at least 5 friends from each race but 20 x's as much my own.
- 360: People calling each other something different than their name
- 362: stupidity
- 363: None- I know lots of people in this school whose best friends are of different race look around the campus.
- 364: I dont think there is a racial problem in Fairfax.
- 367: No, I dont think racial conflict is a problem at my school.
- 369: When a certain group of people think they are tough and brave.
- 370: misunderstanding
- 373: attitudes of the people
- 378: I don't think it's that big of a problem.
- 387: Yes, I think what causes it is people saying they are better than other people.
- 389: Ignorance.
- 391: Ignorance of different cultures causes racial conflict.
- 392: (color) people have problem with people just because of there skin color
- 394: racial slurs, rumors
- 395: people dont know about others so they dont try to understand
- 396: When people from different races fight
- 397: racest people.
- 398: I have never witnes any racial related problems/conflicts.
- 401: Yes, there is a racial conflict at our school.
- 402: Yes, I do think it is and the biggest cause is gangs with different ethnic backgrounds.
- 404: people disrespecting peoples race.
- 405: Because they do not understand each others cultures and background
- 406: so many races
- 408: The way people hang out and associate around campus.
- 410: The biggest racial conflict is that people are ignorant. Because you are a different color doesn't mean that you are strange. At my school people wont even talk to you if you are different. Sometimes I feel tension from the Black kids just cause I'm white. I feel like I'm hated because of that.

If you think racial conflict is a problem at your school, what do you think is the biggest cause of racial conflict at your school?

- 412: I don't think my school racial conflict
- 414: I don't think that there is really a racial problem at my school everybody just get along fine.
- 417: ignorance is the biggest conflict
- 418: Ignorance and Gangs.
- 419: when people learn that other racial groups think that their race is better it starts a conflict
- 420: I think ethnicity
- 421: There is no racial conflict
- 423: I think that there is no racial conflict in our school
- 426: I think racial conflict is a problem at my school. My opinion that racial conflict happens because many people are conceited and think their race is the best, then they start to discriminate other races. I think it's very poor thinking.
- 427: The students are divided by racial.
- 429: I don't think racial conflict is a problem at my school.
- 430: racial conflict is not a problem here.
- 431: -look at them, and laugh at them. -Their looking
- 432: There is no racial problem in this school.
- 433: there is no racial conflict in our school.
- 434: I think that the biggest cause of this conflicts is that the people trying to be better than everyone.
- 436: I feel that there are fewer problems here than other school.
- 437: There is a racial conflict, but not between all of the kids. And I think it depends on the person. If he or she is stupid, enough to think that, because of the skin color, we are different, too bad...
- 439: The way of speak, wear, and the color of the skin.
- 441: The biggest problem that we have in racial conflict it's because the ethnic groups think in a selfish way. And they feel if they were perfect.
- 443: Obvious. Different race.
- 444: Don't know. People think is better than other
- 448: There is no racial conflict, going on that I know of
- 449: I do not think there is racial problem.
- 452: Each ethnic thinks they are more superior. Multicultural classes and activities can give students more insight.
- 457: The teachers should educate the students and talk to them more about different ethnicities.
- 459: The biggest cause of racial conflict is that some ethnic groups think they're the best.
- 460: The way different races just talk about other races to their face.
- 461: Its not a big problem but blacks & latinos don't tend to get along. They are very close minded.
- 466: Mexicans vs. Blacks They bring it from the streets to the schools.
- 467: It's not a big issue, it's more or less socially the different ethnic groups are divided.
- 468: Lack of respect and awareness of each culture.
- 470: Not understanding or appreciating differences
- 471: I don't think thats a problem.

- 473: People being pigheaded because most of my Latino friends don't like black people and that's mainly who I hang around with so thats what I think the reason is
- 474: There are more hispanics than anything
- 476: The biggest cause is ignorance. People who don't know about other peoples cultures have preconceived view of how they are -- which aren't necessary true. They also don't give other races an oppurtunity to show how they are because they tend to stereotype and believe what others say. Racism also begins in the home.
- 480: There's no racial conflict.

Hollywood

- 1265: I think it is rivalry problem between races. Hispanics want to be better than Armenians or Armenians want to be better than Hispanics. But that's not the way to be better.
- 1278: Mexicans against Armenians
- 1281: racial conflict is a problem in our school because there are many fighter
- 1282: The biges problem for racial conflict in school can be. for the color of the skin, how you act and how do you speak.
- 1287: Because there's always hate and somebody might hate some other person and that's were they start fighten and then it ends with shooting.
- 1289: not understanding each other
- 1290: the biggest cause of racial conflict is races.
- 1291: Some races think there better
- 1294: Because the Armenians have never got along with the Latinos
- 1300: Yes there is a racial conflict in our school which make big fight after school, and I think it's very effective to students.
- 1301: You can bring all the kids together & ask questions & just talking about it.
- 1302: That some people think that people that are not of your same race talk stuped or they are stuped.
- 1305: That people hate each other
- 1309: When other ethnic groups start fighting with other ethnic groups.
- 1310: Latino against Armenian people hate to each other to Death. and also African AMexicans people.
- 1312: -Ignorance -Disrespect
- 1313: Being armenian and Hispanic
- 1317: ignorance!! Tv. ego ---lack of self confidence --
- 1318: The biggest cause is when one ethnic group insults the other, then their friends join and a big (!)ball of violence forms.
- 1319: Different cultures
- 1320: Some students don't know anything about other peoples backgrounds therefore they discriminate them and put them down.
- 1321: Not being around other race don't know what they're about.
- 1322: bad materis
- 1323: The dominant races are Armenian & Hispanic and those are from two different sides of the world

If you think racial conflict is a problem at your school, what do you think is the biggest cause of racial conflict at your school?

- 1324: I think that cause the biggest problem and conflict are the gangs.
- 1325: People only like their own race and hang out with their own race
- 1326: Arminians hate hispanics
- 1332: The people involved in these racial disputes are ignorant. I can't understand why they hate a certain race, they just do. I've heard of no justification for racial violence
- 1334: The biggest cause is a lot of people don't want to accept others because of their color
- 1335: theres no cause they just fight.
- 1336: The Latinos don't like to be with Armeneans.
- 1337: I think jealousy is the biggest cause of racial conflict, for exm. etre(?) the way they dress, the cars they drive & e.t.c.
- 1339: the problem with people today they think that there own race is the best, so let's say a Latino say's that my race is the Best and a Black goes my race is the Best, they like that they get in a fight with violence
- 1340: gangs against gangs
- 1343: I think the biggest conflict is that they think by killing another kidd from other cultur. They think they become more powerful.
- 1344: the student's fight alot.
- 1345: stereotype of the other race.
- 1346: Armenians don't get along with hispanics.
- 1347: The biggest problem is that there alot of students that think that they are important and that their national race is the most important.
- 1348: It's mainly stupidity. Some poeple just come up to you and start an argument just because you are of a different race.
- 1351: yes we are racial
- 1352: the problem is that some people think they are better than the other ones that is why this is created.
- 1355: There are no racial conflicts that have had nay real impact on our school.
- 1356: I don't see any racial conflicts in my school.
- 1357: I think it's all a matter of respect. I think fights arise most frequently when someone racially different look like he/she/s out to start a fight, consequently, fights escalate, usually on the same day.
- 1359: One racial group is better than another
- 1360: Well I think that the some teacher don't help to the student and call the students stupid and they believe than they are animals.
- 1361: Everyone thinks they are better
- 1362: I think that racial is a problem because some ethnic don't like to each other and there is where start the fighting between different races.
- 1364: Have classes that teach different cultures so they get along together
- 1365: Everyone wants to be the boss.
- 1366: That we don't get along well with each other.
- 1369: There is no racial conflict at my school.
- 1370: I think is that we don't talk about our differences that much.
- 1374: The biggest cause at school of racial conflict are the homosexual, and lesbian guys.
- 1375: It's because some race think that they are the best then other races.
- 1377: The problem is that the Americans make the Latinos to become angry because they say bad things about our race, and they say that we come to the U.S. to still money, to kill and that is not true we came to have a better life to give more money to our families.
- 1378: Hispanics are just plain jealous of us Armenians, so what do they do is start a fight, since its more of them then us, but it doesnt really matter
- 1379: Armenians not getting along with Hispanics.
- 1380: Yes. Teyng(?) not hispanic when you are armenia
- 1381: The Armenians with hispanics. They just can't get along. They try to prove who's better when they are actually the same.
- 1382: The hispanics and Armenians sometimes don't really get along. They are always being seperated. The other group doesn't like how the other group dresses.
- 1383: Some students think they are more than others and they don't accept one to each other
- 1384: Student don't accept one to each other
- 1385: I think that racial is a problem at our school because some racial groups dont get along with other ones.
- 1386: That every race have their own culture and some races don't like other cultures.
- 1387: Yes, because people want to show where they come from and they want their country to be the best so they trash other countries that are good to others.
- 1388: Honestly, we all get along pretty good, most schools have blacks against Latinos. We are blacks & Latinos against armenians. I think it's not a racial problem, it's a problem of who has more.
- 1389: there is no one big cause. One race would fight w/another for stupid trifle reasons. Just because they don't understand they pick fights.
- 1390: I think the biggest cause of racial conflict at my school is ignorance among the students. They hang around with their own ethnicity and if they have problems with somebody of a different race they bring their whole group and then the other person includes its own group and then their begins racial tensions.
- 1394: It's not really racial conflict, it's more of the gang that the certain race is involved with. Most of the time it's Hispanics against Hispanics.
- 1395: I dont think it is racial issue
- 1396: Some people calling names to others.
- 1397: Latins and Armenians
- 1401: I dont think its a problem because this school is very mixed.
- 1402: bad materls
- 1404: The gangs are the ones that start racial conflicts since gangs are mostly made up of the same race they don't like people of other races. Supposedly they are being patriotic to their race, and showing how strong it is, by beating on other races.
- 1405: not understanding each other as human beings & not understanding how alike we are.
- 1407: Since there different gangs from different ethnicities then there are different gangs. There is not that much violence because of the color of people's skin but because of diff. gangs.
- 1408: The biggest cause of racial conflict at my school is probably name calling.

If you think racial conflict is a problem at your school, what do you think is the biggest cause of racial conflict at your school?

1412: I don't think racial conflict is a big problem at our school. I think it's the different gangs people belong to.

1414: I don't think it is, but the cause may be different ways of dealing with issues, tradition differences, etc.

1416: Most ethnic students hang out with only their own ethnic students.

1417: The Armenian and Hispanic students. Only the ones that have been here less than three years.

1420: no communication

1421: One disrespecting another's race.

1422: Whites think their the shit

1424: People not understanding other races.

1426: carrying a guns.

Jordan

146: that people dont understand each other or either they are jealous

148: In this school there's Black, and Hispanic, drug dealers. so they fight or, even kill. Its like some cain of competition.

150: gangs

151: that all people have a group of ethnic.

152: It probably is Gangs.

153: The biggest cause of racial conflict in my school is what children hear at home. I think that kids follow their parent's example. Kids first learn at home, then at school they see people very differently.

155: I think is because they think they are better than others, and they think we have something to do with our past (ancestors). and they bring that up.

156: I think Latinos and blacks fight against American because they know they can do more about this contry than American But American don't let them. Blacks try to show it to Latinos and Latinos to Blacks so they finish fighting.

158: Blacks sometimes don't like to be touched or pushed at all (specially when it's an accident) They think they can take over many things but I don't think so. We are all the same the only difference is the color, but thats about it.

160: The biggest problem is that Black & Latino sometimes try to prove their differences and they say bad things about each other color.

161: Yes I do. To offend someone and they retaliate, then you fight.

162: that teachers and deans have a racial problems. of course students are going to have one two.

164: Their are to many black administrators and no hispanics. When the school is 78% hispanic

167: yes, because we have race riots. I think the biggest cause of racial conflict is the blacks here are out numbered by hispanics and blacks tend to be violent towards them so they start mess with the hispanics.

169: Our school does have a racial conflict but it not that big as others schools. -- my opinion--

170: Well what really made racial conflict was because of things on TV like O.J. Simpson + Rodney King.

171: Racial conflict isn't as a big of a problem at our school then as people think it is.

172: The different Gangs mostly has the grudge against someone.

173: There are some people that are just hard headed. They don't understand that other students have different interests in different types of things. They are just selfish. People don't bother to try and understand where other people are coming from, what they're going through, feeling.

175: yes theres alot of racial conflict at my school. I only think that it is caused because they want to see who/or what race is better.

176: I think that is when a person from another race those something to them and that person has that feeling against that race.

177: Thinking your race is better

179: Some blacks can't get along with the Latinos.

184: Just between blacks & Mexicans. a racist remarks -- like niggers, coons, with __ (!) aliens here and there there's alot of anget & frustration

185: There s not a racial conflict here.

186: The biggest conflict is gangs. You have your latino gangs, your black gangs, and your white gangs. Sometimes they disagree and a conflict begins.

187: Racial conflict is a problem in my school. The biggest cause of racial conflict at my school is between Africans-Americans and Mexicans.

188: There really isn't racia conflict except maybe on "cinco the mayo" (sometimes) not that I have witnessed! That, I believe is caused by lack of education on their and our culture together. Ignorance. We should stick together which most of the time we do! Fortunately!

194: different gang

195: Calling names to peoples culture we don't understand

196: Differences

197: Back security's because they never here are problem's they just jugde us for or color's.

198: The biggest cause of racial conflict is the security's they just take all of the African americans side and allways get the Hispanics in trouble.

204: color thing

205: The blacks people try to jack our Hispanic girls. We just don't like knowone messing with us.

208: Sincerly I think that this school doesn't have a racial conflict because we get along real fine.

209: Fucking Niggers, and Asians.

211: differences

212: There's no racial conflict.

214: Some people have to much pride in there country but they come here. the whole point of them coming here was to get away from their country not to glorify their country.

216: gangs

217: calling each other names.

220: People think one culture is better than thee other

221: Racial conflict is not a huge problem at school. Like I said before, everybody gets along really well.

222: it could be alot of jealousy between black & white etc. we're all the same color some are just lighter than others were all equal

224: I think there is allot of racial in our schools. Blacks and Mexicans. People cant walk with gold or anything through 103rd, because we dom Mexicans get jack every day. They never do nothing, the cops because they are scared of Blacks.

If you think racial conflict is a problem at your school, what do you think is the biggest cause of racial conflict at your school?

- 229: When they taling about other races they cause racial violence.
- 232: black and Mexican gangs.
- 234: Everybody calling everybody different name that offend each other
- 235: There is no racial conflict.
- 238: Really there is no racial conflict because most people get along.
- 239: There not really a racial cause because most people get along.
- 241: the security's being alert at all time.
- 242: Not enough participation among & the culturals at this school.
- 244: To be honest with you there are many reasons but one can be athletics. many blacks think that they rule the sports and some dont really agree with other ethnicities in there sport.
- 247: eye sight, words, contact
- 248: FUCK YOU
- 249: Blacks and Latino fighting
- 250: Blacks picking or stealing from Latino's. Or latinos beating up blacks.
- 251: Blacks jacking Mexicans THIS BORING
- 252: The blacks don't like Mexican's
- 255: A person offending another person
- 256: The different way they dressed diff language diff lifestyle
- 257: No there's no racial problems at this school.
- 258: Valence and diffrent caultures.
- 261: No racials
- 262: I don't know but see I'm duing some thing that is rong and I now it but then I see it in another race and they duit in front of them and they don't do non. But they whant to suspect me for a week.
- 263: Students don't care.
- 264: The biggest reason is that some students do not speak english, they are learning the language, and the others make fun of them.
- 266: Student brink drugs in school
- 267: gangs
- 268: gangs
- 269: the people.
- 273: The biggest racial conflict I think the cause of this is about the color of skin or different religion or different countries
- 275: different gang
- 280: The biggest cause of racial conflict is the Mexicans amongst the blacks. The blacks better than mexicans, mexicans better than blacks.
- 281: I don't know or think that racial conflict is involved in violence.
- 282: mad dogging each other talking shit!
- 283: everyone is too into their own kind and they want to keep it that way.
- 284: favortism to a race.
- 285: I think there's no racial conflict at all.
- 286: the fact that they can't get along.
- 289: I think it is because people are not loving each other.

- 293: That one race thinks ther better then the other.
- 294: Some people just don't like other people out side their race.
- 296: The biggest conflict is that they really dont like each other
- 297: I think is cause one race thinks is better than the other
- 298: other racial groups think they are better than others.
- 302: ribbings

Manual Arts

- 1: Some colored people think they are superior
- 5: The AfricanAmerican + Latino
- 6: The lack of communication and understanding is the biggest cause of racial conflicts in school.
- 9: color, dressing
- 10: people treating each other wrong
- 16: I think the biggest cause of racial conflict at my school is discrimina-tion between different races.
- 17: The biggest cause of racial conflict in my school is because people don't understand that all people are the same and they look at your color and the way you act.
- 19: One is the Mexican Gang and the African American people, because the Mexican Gang don't get along with the black people gang or crips whatever you want to call it.
- 20: I don't think there's a real racial conflict at my school, at least not that I know of.
- 22: The biggest cause of racial conflicts at my school seem to be from blacks to hispanic people, maybe because of jealousy.
- 26: One would consider is the space for activitiesin school, and sports involvement. Some one may not like the fact that someelse is better then them.
- 28: We need to get along with each other we never exchange ideas toward each other
- 29: I think it is color because there are many people that are racism. This people can cause problem and damage to the school.
- 30: The differences and opinions that different races have.
- 31: One trying to be better than the other. Maybe "Mexicans" try to be better than "Salvadoren-os" and they are insulting each other which leads to fighting.
- 32: Everyone wants to be better than everyone else.
- 35: No racial conflicts
- 36: I would say that is one of races thought something funny was said by an other race and they didn't think it was funny and get loud and talk about how what race can do and they cant do and how they do it. This is where, Peer Helpers come in. <reference to #38>
- 39: Hispanic vs. Afro-American
- 41: There is no racial tension at school, at least I haven't seen anything like that. This is a very calm school and I don't see that many problems.
- 42: The biggest cause of racial conflict is the Administration = specifically, Dean's office.

If you think racial conflict is a problem at your school, what do you think is the biggest cause of racial conflict at your school?

- 46: Racial conflicts seldom occur, but a feeling of tension is starting to develop because certain clubs, positions and activities are being runned or overtaken by African Americans. Narrow, if any, opportunities are given to Latinos to get involve.
- 47: That people of different races don't get along.
- 48: Blacks, Hispanics, or any other race don't combine together to communicate.
- 49: The inorance of where people come from.
- 50: The biggest racial conflict at school is, your different color, everyone is segregated. Blacks are on one side, Hispanics are on the other and that starts a conflict, because, Hispanics think their better than Afro-Americans, and Afro-Americans think they are better than Hispanics.
- 51: -more money than another -more attraction between girls and guys
- 56: Blacks think that latinos are taking up all the special opportunities as well as they think we want to take charge just because latinos have the biggest population of students there.
- 57: nobody knows about each others cultures. they are ignorant and think they are the best.
- 59: I don't think racial conflict is a problem at my school.
- 60: the biggest conflict is racial conflict. We lack to see that the differences that seperate us are the same that unite us. We are quick to judge and ridicule, and the media only fuels the flames.
- 62: That students fight over territories which they don't even own. These disputes are settled by killing and fighting on the streets.
- 63: I think that there is racial conflict at school because of people from another race trying to be superior than others. Also, those that have money become greedy and discriminate others because their poor. Also, there is racial conflicts because there are teachers that have favoritism among others.
- 65: I think racial conflict is not a big problem at my school.
- 67: At our school, it is 70% latino and only about 30% black, but surprisingly, we do not have racial conflicts, At least not that I am aware of.
- 68: The biggest cause of racial conflict would be territorial grounds in schools. Some races may feel they own a school because of its neighborhood.
- 71: Racial conflict at our school is not really ever come up because everybody in the school get together, not always but sometimes.
- 73: history and current issues
- 74: I would say it is gangs followed by the stereotypes and maybe academic superiority.
- 75: I think that ignorance is the biggest cause of racial issue. I think if people were exposed more about the different rich cultures all around us we could really begin to understand each other.
- 77: gang related racial conflict
- 81: I think is where people is from. Some people of certain country think that they are better than people from another country.
- 82: the smaller students
- 83: There is no racial conflict but some times the teachers are racist and you want to beat them up. I was going to shoot the teacher last year.
- 84: I don't think that at school we have a racial conflicts.
- 85: The bigget racial at my school is the way people are or because or were they come from.

87: Honestly I don't think that racial conflict at my school because I have been in this school for about three years and I haven't seen any serious problem. In general, I think that the problem is the gang revalry that exists between the different ethnic groups.

88: I'm not sure about that if racial conflict is a problem. I think that sometimes what really cause violence is that others want to feel better than others.

89: There doesn't seem to be any racial conflicts.

90: That sometimes the Black students think they are the owners of the school and makes the Latinos to feel bad.

92: Sometimes races are jealous of each other, for example, if a hispanic is the president of the student government the Afro-American get jilous.

93: I had a experience, last week a "black" girl wanted to fight with me just because I pushed her while I was walking, I didn't see her. She said that the latin people do not know how to walk, I just looked at her and said "como tu digas". I think that this is the kind of people who do not want to make friends.

94: I think racial conflict is a problem in this school because some teachers help more Black students than hispanics.

South Gate

95: I think that the biggest racial is that when people make fun of people that don't know how to speak english good and that they have in accent.

96: I think the biggest caue of racial conflict is telling other people things that they don't mean. To also, tell them to just walk away if they say anything.

98: We don't have that much racial violence AS YOU CALL IT

99: That every one fights over thier spot or better get their territory like animals.

100: Well people just think that they are better than other people that's way they fight a lot.

101: I don't think racial conflict is a problem at my school.

102: The biggest cause is that blacks don't like Mexicans & Mexicans don'tlike blacks.

104: I don't think that there is any problems with racial conflicts because there is no such thing at this school.

105: I don't think racial conflict is a problem at our school.

106: In my opinion, I don't think we have racists here at school, However, I think some people say names to people.

107: I don't think that there are any racial conflict at this school.

109: There is no racial conflict at my school because there arent many other people of other ethnics backgrounds

110: Teacher's, I know of alot of teachers who are racist. & deans. They're unfair, especially for "B" track. I heard that they put all the esl kids & "Dumb" or "Slow" kids on that track. That's stereotype.

112: putting down people.

113: There is none.

114: South gate is mostly Hispanics which is sad because it closes us up to only our culture. I would prefer a school with all types of ethnic groups. The problem is we don't know anything about other races.

If you think racial conflict is a problem at your school, what do you think is the biggest cause of racial conflict at your school?

115: It's not a problem here because the majority of the people are Latino. The biggest cause of racial conflict is territory. Some Niggers think they rule everything.

118: we don't have that here

119: I don't think there is racial conflict in our school. I don't really think so.

121: Well I don't think there is racial conflict is a problem because I don't see anyone or hear anyone saying racial comments to others.

122: Well really there isn't a racial problem in this school because everybody is mostly hispanic. Once in awhile you'll see a fight because of the race they are but mostly that isn't a problem.

123: I don't really think there's any racial conflicts in school.

124: I really don't think there is a racial conflict at this school. We are mostly made up of Latin's, but we do have some Afro-Americans, along with other cultures. We have many more Latino's though. The things I have seen through my friends and myself is that noone here really cares about your skin color as long as you are cool and friendly. Well at least that's how I am.

126: I really don't think there are many or even any racial conflicts. If any they would be due to the less proportion of people from that ethnicity.

127: I don't know, I really don't think racial conflict is a problem at my school

128: When peopl discrimanate you specially some of my teacher I can't name no teacher.

129: I don't think racial conflict is a problem at school. I believe its more discrimination than anything else.

130: I don't think we have a racial conflict at my school, but if there is one, it should all be traced back to the way that person or persons was/were raised.

131: I don't think racial conflict is a problem here at school because the majority of the population here is hispanic.

132: The majority of this school's students are hispanic. There are very few Anglos, Asians, and African Americans. There are really no racial problems in our school.

133: I don't there's racial conflict in our school. or maybe I don't know.

134: I don't think there is that much of a racial conflict because the school is primarily Mexican.

136: We are all mostly latinos at southgate, so this isn't a problem on campus

137: In my school there is really no racial problem on the students ourselves. Its the teachers that are racial. Some not all teachers.

138: I don't think there is any racial conflicts because there is mostly latinos and it's weird if you see other ethnic groups.

140: We have no racial conflicts here at my school.

141: Racial conflict is not a problem in our school and thats because theirs a large number of the same Mexican ethnic

142: Putting down another race.

143: The campus does not suffer from racial problems because 95% of us are latinos' however there are some white teachers that are racist that don't really care if latinos get an education. Send those teachers out of our Community.

144: I don't think there is any racial conflict at my school.

145: There is no racial conflict at school

2062: Maybe the way they dress or act or maybe just how they are.

2063: I dont understand what racial means but if it means racism, is that some people or student dont get along with other people

2065: They don't understand each other

2066: People talking about the other persons race

2067: I dont nkow I think the racial thing is always going to be their and wont go away

2068: The biggest problem is pride.

2071: The color, and ethnic.

2072: That sometimes African American think they rule this school, so Hispanic people get mad and they start fighting.

2074: ignorance.

2075: the ethnic background and the gangs the are from.

2076: gang, drugs or something like that.

2077: no I don't think thier is a racial problem at school.

Wilson

1129: racial is a conflict at my school, it's like anywhere else, cuz of the way that kids that come from any other place that's not America dress or talk.

1130: Its not a big problem here but say if someone says something about another race and that race heard them they would take it kind of wrong even if it was said not to hurt anybody.

1131: Well there isnt really a problem with racial conflicts at our school with everybody only certain people.

1133: There is so many of one race and a lil of everyone else.

1134: I think that the reason there is racial conflict in our school is ecause different races have different cultures and modern styles. For example, most Afro-Americans like the hip-hop look and like Gangster rap music where mexicans like house and have that house look where the other hates the others music and they just start saying that his race sucks.

1136: The biggest conflict is the name calling and the way people dress and act.

1137: Not knowing anything about that person or (his/her) background.

1138: I don't think there are any racial conflicts.

1139: Because of the way people dress, because some people dress the way most of their ethic dress.

1140: Differences of opinions and rights.

1142: When they call each other names and thats where it all begins

1143: I don't think we have a racial conflict.

1144: racial conflict is not a big problem, or a problem at all.

1147: Not a problem

1149: close minded people.

1155: The biggest cause of racial conflict at my school is pride. Everyone likes to think that they're better than others just because of their races.

1156: It would have to be the blacks and Mexicans not getting along with each other but when we are in a team together we seem to get along very well.

If you think racial conflict is a problem at your school, what do you think is the biggest cause of racial conflict at your school?

- 1157: I don't think that there is racial conflict. If there is it is not often because I have not heard anything in regards to racial conflicts.
- 1158: Racist comments about certain groups.
- 1159: I don't think we really have a racial problem at this school; everyone is kind of cool.
- 1160: I don't think that racial conflict is a problem at my school since I didn't have any problems with students of other races at all.
- 1161: They don't like the way people from other races act.
- 1162: Ever since slavery its been a problem. Its a problem the U.S. started and I think its going to stay.
- 1164: No racial conflict.
- 1165: Being too proud.
- 1166: The biggest cause of racial conflict may occur when one person from one ethnic group may fight with one from another for no racial reason but later the friends of this group may make it one.
- 1167: The biggest problem is this school doesn't recognize other ethnic + racial groups the same as its majority (Hispanic).
- 1168: I don't think racial conflict is a problem at my school.
- 1170: I don't think there is racial conflict at my school.
- 1171: I don't think racial conflict is a problem at my school.
- 1173: That kids don't know how to get along with each other and they can't deal with it.
- 1174: there are no racial problems all the races seem to get along w/each other.
- 1176: There is no racial conflict at this school.
- 1177: People are very prejudged.
- 1178: I don't think we really have alot of racial conflict.
- 1181: just people may be joking around to much. and the other person not knowing it's a joke.
- 1182: NO!! when theres more of one group bigger that the other but when its mix is cool!!
- 1183: I dont think racial is a problem, in school.
- 1184: I don't think racial conflict is a problem at my school, I see everyone being cool with each other.
- 1185: Students who put down other races and talk about them. There's alot of people who may not realize it but they are racist and when someone tells them something back they don't like it and a fight starts.
- 1186: There is no big problem but there is a little tension cause of the different ethnic backgrounds.
- 1187: There is some against blacks here but this school's mainly chicano based students and its not a big deal. I've heard talk though.
- 1190: NAME calling MAD dogging.
- 1191: To my point of view I don't think we have a racial problem.
- 1192: Racial conflict at my school is caused by ethnic groups hanging out together. Once their all united they to overpower individuals.
- 1193: Name calling & disrespect. Mostly gang members who do like blacks & chinese. They don't have respect for each other. They like picking on them.
- 1196: I rarely see racial conflict at my school.
- 1199: I don't think we have any racial conflicts here at Wilson. Even though sometimes a certain group fo people picks on somebody just to mess around.
- 1200: I haven't seen any racial conflict.
- 1201: I ahven't seen any conflicts at my school so I don't know what to write.
- 1202: In our school the biggest cause of racial conflict is the color of the people.
- 1203: Racial conflict is a not a problem at my school because I think most of the students have similar backgrounds.
- 1204: in my school I don't think racial conflict is the problem.
- 1205: Interracial relationships are not big but take part in racial tension. Or people thinking that they are better than a certain race just because they dont know, much about the other race.
- 1206: when they say a put other racial down that makes a big problem who ever races there putting down.
- 1207: Ganster related, lack of understanding.
- 1210: at my school the racial problem isn't that bad to cause violence.
- 1212: I do think its a problem but I do not think it causes fights. Most fights are caused by people of the same ethnic background.
- 1215: I don't agree that there's a racial conflict at my school. All races get along quite well.
- 1217: Probably plain ignorance.
- 1218: Racial conflict is not a big problem at my school. But students should learn how to respect one another.
- 1220: Ignorance! Not knowing much information about one anothers ethnicity!
- 1223: I do not think that this is a problem.
- 1224: Their no racial conflict.
- 1225: No racial problems at my school.
- 1226: I don't see much racial conflict at my school. kids here seem to be somewhat intelligent and focus on making friends then discriminating against them.
- 1227: The biggest conflict at school is that people from different culture just fight because they think there in the old day's when every body was fighting every body.
- 1228: I don't think it's a big problem.
- 1229: The biggest cause of racial conflict is jealousy. to the sports.
- 1230: there is not any racial conflict at are school.
- 1234: I don't think there's a racial problem at my school. Wether there are people who are very racial, I don't know.
- 1235: One race putting another race down, even though the races are similar.
- 1236: I don't think that racial conflict is a problem at this school.
- 1237: The biggest cause of racial conflict is the way you dress you might think you dress okay but other dont and so they laugh and say your Mexican or you cannot speak correctly. or the type of words you use.
- 1238: I don't think there is racial conflicts at this school. but if there is, is because people don't have enough information about the other person's background.

**If you think racial conflict is a problem at your school,
what do you think is the biggest cause of racial conflict at your school?**

1239: everything the way they look dress hang out white

1240: We are living in a period in which we are going thru a lot of emotional changes. We try to prove something that we are not just to fit in the crous because many student what to be as cool as the white boys. And many student do not understand what is really going on.

1242: When a black boy is w/a Mexican girl the black girls get mad and talk alot of stuff. I know from experience.

1243: gang fights and Drugs & money

1244: We have racial conflicts, but, it is not much as a conflict as it is in other schools. But the biggest cause would be with the people they hang out with.

1246: I don't think racial conflicts are a problem.

1247: There isn't much problems with race because most of us are the same race, but then is some jerks that think their race is superior, or they're jealous because they think that another race is smarter than them, which I think is stupid!

1249: It happend to me their was an opening in the Math Analysis class (only one opening) and an Asian girl and me had asked our consuler for the space. Even dough we had the grades she got it. Why because they dont think I was able to handle it becaus I am LATINO

1251: In our school I feel thier is no racial conflicts because most of the students are Mexican.

1257: yes, somewhat because for some people it is hard to get accepted in other peoples groups because they are diffrent races so each race will make their own click so they can feel comfortable and accepted.

1258: It's not a problem at my school.

2035: when someone from another race tries to act all hard with someone of the opposite race.

2037: because the other ethnics talk alot of shit about other groups and thats how violance talk

2038: I dont really think that there is a problem at my school with racial conflict.

2040: people not accepting others.

2041: Racial conflict isn't really a problem here at this school. Most ethnic groups get along with each other well.

2042: I don't believe we have a major conflict with that. Ocationally someone will say or do something that concerns racism. The best thing is for teachers to talk with the students about the difficulties.

2044: atitude

2045: The differces in how you speak, what you eat, what you listen to and how you dress and especially where you come from.

2046: no, most are of a latin background.

2047: gays, and I forgot the rest white people thinking there better. I guess

2048: There isn't that I know of, racial conflict at this school.

2050: I don't think that there is much racism in the school because the majority of the students are of one ethnic gorup & they do not seem to show any hostility toward the other racial groups.

2051: At my school for now there are no racial conflict.

2052: I have not seen any racial conflicts at my school.

2054: I don't think racial conflict is a problem at my school.

2055: I don't think it's that much of a problem. If anyone is racist they keep it to themselves. Here at school we hardly ever have thoughs problems.

2056: not a problem

2057: The largest cause of racial conflict at my school is misunderstanding between the races & stereotypes. It is because of these two things that we don't interact with other races.

2059: People sometimes let themselves be pushed into having conflicts with people of a different race. Not knowing about other races might causes conflict.

Question 4:

Can you name two or three ways to help ease racial tensions in schools today?

Belmont

- 916: I don't really know how Because different people have different feelings towards violence!
- 917: Learning more about each others race.
- 919: 1) Blend all the cultures together. 2) Learn about different cultures in classes.
- 921: Get along with other people.
- 925: A very mixed background class!
- 927: 1) Having Black & Mexican dances not just Mexican ones.
- 928: You should separate the races.
- 930: 1) teach people that we should all be united. 2) Even though were not from the same country were all the same 3) All countries are equal so whats the big deal!!!!
- 932: Yes. The security does not do what they are suppose to. whenever there is a fight they just stay and get entertained
- 935: No! Well if you don't have anything good to say about any race, just don't say anything at all.
- 936: have a class with each race group
- 944: Getting to know each others backgrounds
- 946: There are none.
- 947: There isn't any racial tensions in my school.
- 948: have classes of every cultures history and what they have done to civilized the world today.
- 949: 1) talking between the students. 2) Get everyone to get involed together
- 951: One thing they could do is to give students knowledge about cultures. Another thing is communication.
- 952: to inform other people of different cultures and religions. More communication within each ethic group in the whole school.
- 954: Where ever you go theres a conflict about racial.
- 955: Make students aware of different cultures. Make them vaule other cultures. Have seminars relating different cultures.
- 961: Students should be taught other cultures to gain respect for them and one another. Also schools should speak to families to tell them to speak to their children about racial conflicts because, most of the time, racism starts at the home.
- 963: One is to get them to get along, for example special program that they can work together. Another is to show them different kinds of races, like what is important about them.
- 964: If there's class on different classes about race. If students learned about different race, they woudl stop labelling different race.
- 965: Keep your opinions to yourself. Be more friendly instead of being a stereotype moran.
- 967: I wouldn't know because there isn't any as I said before racism.
- 968: The teachers could stop giving the kids a hard time in classes. When the kids get mad they feel like fighting and that may be one cause. The teachers could talk to students. ALL KIND OF RACES.
- 970: Maybe classes to understand races could ease racial tensions.
- 972: To talk about things about different cultures and customs.
- 979: Treat all people the same. The people give fame only to Mexicans. when they could give same affair to all.
- 980: The racial tensions in school today can help us was the principal, securities, and teachers. They could helping us to ease racial our tensions in school.
- 984: talk about It in class assembly -- talk about the problem more often.
- 985: have classes or chats about different cultures and also get some people to talk to us about people of different cultures.
- 986: More assablies involving all kinds of people and cultures. Not only Mexican's Assamblies. Where we all can come and participate in one thing or event.
- 987: games a really big problem.
- 988: I think that the first bigges tension to day start with the government.
- 990: We should explode more cultural activities of every nationality in school. So we know how we are all different. Because it's beautiful to understand & know one another's culture.
- 991: More communication and activities.
- 998: Have more school police.
- 1001: try to make them get along.
- 1003: Nothing build cremaroriums and burn the people or send every one to their own countries. Stop having kids. Nothing can be done your hopeless fools open your eyes
- 1009: help all races learn about other nationality.
- 1010: 1- more information about the races in class
- 1011: get people to understand other races.
- 1017: send different backgrounds to different countries.
- 1020: same as #38 [kick out violent gang members.]
- 1022: 1) sports 2) club
- 1024: Have like a program to talk about, or have classes
- 1025: Relly their not a lot of Racial Problems. The truth I think you can't do nothing right now. PS D.a.t.e. is a Failer at JR High school and High School
- 1028: 1- estricted rules 2- counseling 3- Teach about, any classes.
- 1029: have a racial program & PEACE
- 1030: yes no violence dont use drugs and dont killed.
- 1034: 1) Share the culture of others in classess 2) Hang out together 3) Talk about each other
- 1035: 1 share the culture of others in classess 2 Hang out together 3 Talk about each other

If you think violence is a problem at your school, what do you think is the biggest cause of violence at your school?

1039: 1. is that any student can't have to bring any weapons. 2. Any students do not need of drugs. 3. If someone need help because other students want to kill him or do something him he should tell someone or tell to the teacher.

1041: form teams of the same race

1043: Have games during lunch to bring people in school together to have fun.

1044: Knowledge of self.

1045: 1. Help understand that cops are our helper and their only color is blue, or their color uniform. 2. Parents to get involve in talking to students that explain their ancestors, not everyone's is one single race. 3. Talk to students to use their common sense, instead of their greed.

1047: Try to understand each other instead of stereotyping everyone NOT LIKE YOU!

1048: get along each other and stop the hating. and try to be nice.

1050: One of them can be sports or activities were all have to work together

1051: 1. Activities involving other races. 2. Show us the different cultures 3. Other race day! a day where everyone is supposed to hang out with different race people.

1053: Not let people hang out in separate parts of school only in one part. More sports, having dance group.

1064: There are nothing to help ease racial tensions in schools today because the people who are racial have had hard shells that nothing can get through.

1068: I think racial tensions is very hard to ease because you don't like the race I guess you just won't get along.

1069: 1) No Gangster-cholos. 2) No weapons 3) No-People dressing like cholos or with baggy pants!

1070: NO GANGSTERS NO WEAPONS NO PEOPLE DRESSING BAGGY CLOTHES

1072: TALK TO STUDENTS, EDUCATE THEM MORE!

1073: No one can control the way people think. The only thing that could be done is to talk to them. But not all will listen.

1074: The best way is the communications about in the culture about some countryis.

1075: well you gota take care of Yours!!

1076: I don't know. I have no idea. Because it actually depends on that person.

1077: Well everyone should treat equal because we are all humans and everyone has feelings so we should try and talk it over with the people that are around us. And solve at least some things that are left in this world.

1078: Talk to everyone of different races, Talk to each other and settle racial tensions.

1079: everybody"

1081: Have special weeks of certain race, so other race can learn about them. Have teachers treat every race equal.

1082: Have different races meet and get to know each other. Separate the races if the top one won't work.

1083: Teach different cultures to students

1084: 1) That we are just the same that came in America. They should be proud to get in here. 2) Social Studies (they should

1085: There are no racial tensions.

1086: having often special Historical events for each country and celebrating it at school. That way a certain group wount think high of themselves, because they are having their celebration and others arrent. Everyone would be equal.

1087: Have kids describe their race. take a class.

1088: Two ways to help ease racial tensions in schools today can be to have all students aware of the importance and contributions of other races to society and make them aware of were they would be without the contributions of these people. Also, Students can be taught to live in harmony with other races by putting them in classes with people from different races were they can work together.

1089: 1- talk to people about different races and how everyone is important and the same. 2- Let kids be in groups and talk to each other and find out about each other

1092: 1. History! Teach people history of others, so that they can understand each other. 2. Making friends of different countries

1093: 1. Have kids get along. See what happen 2. Allow kids to play sports together during lunch or nutrition 3. Teach them about each other and tell them that they are all equal and the should get along.

1096: Beat the hell out of the racists.

1098: to get to know other races before thinking rong. look at your self before thinking your better than anybody.

1099: Programs.

1100: Classe can't explain

1101: I don't know talk to the students. Asking about their problems.

1103: 1) Have people work in main experience project and prove that we could work well together. 2) Teach then about other ethnic group.

1104: Classes in understanding differences in races will help ease racial tensions in schools today.

1105: learn and respect each other and our culture

1106: Create inter-racial groups and clubs instead of just having these for people in certain ethnic groups.

1108: 1. Stop thinking that your race is the best.

1110: 1. One way would be to be serving programs or classes (an elective maybe) for different kinds of cultures that would allow and benefit other of different culture, the chance to see what each other is really all about. 2. Another idea might be projects that would involve helping the school. The leader of the school should encourage everyone to join, bringing a unity towards the whole school.

1111: Three ways that would help ease racial tensions in schools today would be, make students understand that racial barriers do not exist, teach the parents on how to make the children understand that no race is better than other, also make them understand the concept of uniry and how it forms one America. One last way would be to put heterogenous races in schools, not like sometimes a school is predominated by a certain race.

1113: They should be friendly. Try to get to know them.

1115: As question number 35. There should be classes in understanding differences races and culture would help reduce school violence on campus. Everybody should try should try to get along. Because God created us all equal. Why not get along. Love should be in the heart of everybody on the school campus today.

1116: Well two ways to help ease racial tensions in schools, are: 1) To do classes were everybody would understand the differences in races and cultures.

Can you name two or three ways to help ease racial tensions in schools today?

1118: To ease racial tensions I suggest that more programs be made where the races can compete in a safe environment maybe a baseball game or a basketball game can also be made.

1119: Not have any racial clubs because here they are fighting among them of who is best.

1120: Knowledge about other cultures and communication

1121: I think that all races and cultures in schools, should learn about each other. There should also be a program where they talk things out, preventing fights. Last, but not least, the adults should set an example.

1122: Have a clubs, that will give them alot of friends even it is not their the same race.

1124: Just let them get down in a R---(!) let see who come up first.

1126: 1) Share the culture of others in classes. 2) Talk about each other 3) Hang out together

1127: I don't really know, but I could say that having meetings about that would help.

Fairfax

305: events that mix one group with other

307: Involve all races in school projects, or activities after school.

309: keep all races segregated.

310: I don't know. Sometimes people don't change their thoughts even if someone tells them it's bad.

311: Many students who feel that tension, to easy it out is to maybe give some positive facts to the students about certain ethnic group. Since a lot of people just see the negative side of the group. TV is a big influence on this. People should not use the stereo-types and see everybody as individuals.

312: Make people learn and interact with their peers more often. I think high school students should also go to elementary schools to hear what kids younger than them have to say.

313: integration programs

314: learn to accept others.

318: Talk more and just get to the heart of the problem; use the people who are out of these involvements and make them show how it is.

320: Not to make ethnic clubs. I think, clubs should be created not basing on ethnicity but on interests.

321: Have mixed discussion class all mixed races and try to sort your problems

322: 1) more clubs that deal with this issue. 2) counselor that had the same situation when they were younger.

324: More classes where students can talk about it and find out more about people they see in school besides their own friends.

325: -Have more unity among students & teachers - Create a curriculum where students can interact & participate together, instead of grouping each other out. -Have student unions w/common interest, not ethnic background.

329: 1) have classes teach about other cultures/races. 2) Teach kids who are ignorant.

330: really point out the rights and what's wrong

333: In some classes, there are too many particular race, I think we should have a certain ratio of race. Have assignments which students have to match up w/someone in different race. Actually, I think it really depends on a person's personality.

335: The person who is grading this paper wright now, is a dumb ass!!!!!!

336: There should be no separations of races in classes.

338: Mix races in classes more. Have in school projects with others not included in your race.

340: 1. Students should not be brought up with a racist point of view. 2. Students to learn and understand the other ethnic groups as opposed to just making own conclusions.

342: respect each others cultures

348: The school is the less effective environment to ease racial tension. I believe that the cause of these tension starts from values acquired from Home and Community and it is only expressed at school where they encounter something different.

349: Open forum discussions unicultural learning environment

350: try to learn other's background, be patient.

352: Revolution is solution! Revolution is solution! Revolution is solution! I will never surrender!!!

354: Have programs for students teaching them violence is wrong, add metal detectors weekly, take a strong dress code, more money for important things for school, etc.

360: party party party

362: Don't judge a book by its cover. Look deeper than apperance. Treat everyone equal.

363: Well I think schools with racial problems should have classes to show everyone the good things about each culture.

368: In other schools. There's really no solution. People have to find it in themselves not to have racial tensions. Its up to us as individuals.

370: 1) In each class make a open conference 2) Students should talk to Adults to prevent fights that can cause death.

371: Have students interact on the basis of common bounds.

376: Have students work together in different school activities as for them to learn about each other

378: Mix classes with different ethnic groups.

382: seperate the BLACKS MEXICANS, The WHITE AND ASIAN for A week and knock some sense into them

385: 1. Do more thing together in groups 2. get to know everyone background.

391: Have festivals or things that include all enthical groups.

395: teach about all cultur

396: 1. Get more involved with people 2. teach classes of all races or have a month for each race.

402: No, because I don't think that will ever be controlled.

404: class discussions

405: learn about other cultures

408: More discussions New ideas. Better teacher involvement.

409: classes bringing different ethnicities together

410: Have classes that educate about other races and religions.

Can you name two or three ways to help ease racial tensions in schools today?

- 411: Madding respect trying to prove you are the better race
- 414: Maybe if there is class were different type at ethnic background get together and talk about it.
- 415: stay with your own ethnicity group.
- 420: 1) better deans for student 2) more classe on other cultral.
- 421: Bring them together instead of apart
- 426: To ease racial tensions we should make those conceited people feel sorry for themselves, and convince them that they're wrong. We should make a special code of conduct which will have penalty for those.
- 431: -Talking with different racial. -Go to field trip with different racial. - Learn about different culture.
- 433: No racial conflicts.
- 434: a. start to talk more about different people b. make mittings with many kinds of people.
- 435: Make more free time.
- 436: Education Community envolvment.
- 437: This for kids to do. Because if they don't solve racial tensions between each other, nobody else will.
- 439: Don't see the race, color, or culture. have some special classes in the school.
- 441: Especial class to talk about racial tensions. A class mixed of ethnic groups. Share with others no matter what nationality.
- 443: classes that teaches the background of different ethnics.
- 444: I think that is very difficult to prevent this, because this is a big problem in the whole world not only at school, the help has to start from home.
- 445: talking, get more communication
- 448: Leting each different race talk to one another. Discuss there differences.
- 452: sports, group projects in class.
- 453: learning about each other etc.
- 457: In my opinion teachers play a big role in that part. I have had a few teachers that were racist and in a way taught their students to have other ethnicities.
- 461: offer more classes on other ethnisis and educate people more about other cultures. Have more activities together to promote oneness.
- 462: more variety of teacher of differences.
- 466: Send the Mexicans back to Mexico.
- 467: meeting for youth we have club rush (a gathering of all school clubs)
- 468: Unity activities A wider variety of culture classes
- 473: Make cultural faires have special asemblys.
- 474: Have as many ethnic groups as each other so that things can even out.
- 475: More inter-racial classes More studies on different cultures
- 476: classes about different cultures. Peer groups dedicated to lessening racial conflict. a way for students to be heard -- open forum.

Hollywood

- 1265: I don't know any way where it can be stopped. They are not going to understand anyways.
- 1271: been friendly with everyone.
- 1280: -Tell them that we all have the same color of blood. -We are human beings.
- 1281: all we have the same blood. We don't have the same skin color but we can be good friends.
- 1285: 1) uniforms. 2) no fighting.
- 1287: There is NO WAY!
- 1297: talking with the person, and give help, because some times is for the familiar problems. Or because they are very dissaponten with his life. or something like that.
- 1301: Not to say I have all Mexicans & start trouble.
- 1302: maybe by finding way for kids to get to know more about other cultures and the good things about them.
- 1305: 1. Everybody to get along 2. no racism 3. Forget the color.
- 1309: To have more securities so there will be no fighting.
- 1312: -Reduce ignorance -enforce rules better -have Celebs. (for role model reasons) talk about violence, gangs, ect.
- 1313: Get along Talk and share thoughts.
- 1318: -To allow students to sit in a classroom and talk problems out. -Let everybody get along, and work out arguments. -And if everybody wouldnt get all fussed out over something that is said to demean else.
- 1320: Students should learn about each others backgrounds so they can identify iwth them.
- 1322: more fun things at school or more and better schools.
- 1323: Discussions Dress code Interracial classes.
- 1324: To put more police in the school to protect more the school.
- 1325: Activities that involve every race!
- 1328: By learning about each others backgrounds
- 1329: 1) Be more friendly to ever one 2) Dont limit who you know or hang around with. 3) Have backgrounds and ethnicities classes
- 1332: Classes that teach about the different cultures may help.
- 1334: Teaching students about all cultures diffrences and their backgrounds.
- 1336: To deal with the different races.
- 1337: I don't think anybody can change the racial tensions, because it's not only 1 or 2 people it's almost the whole school.
- 1338: 1) Be more friendly 2) Take care about all of them
- 1339: 1) do class activity with other races. 2) get mixed up Be firends with everone in school that will be a good way to not Be a racist
- 1340: make team of sports of severals races Make programs of every race.
- 1343: you can get kidds from other culture and let them talk to each other.
- 1344: I think the government should take care of that. Cuz if they don't, nobody would.

Can you name two or three ways to help ease racial tensions in schools today?

- 1345: Teach kids about other races. Make it part of History class.
- 1347: Get all together. Share information about our cultures with others.
- 1348: It would be nice if I did, but I truly don't think there's anything we can do. It's a part of life and I don't think it's going away soon.
- 1349: help them said you need help
- 1351: have more activities together!
- 1352: No there is no way racial tensions are going to be forever. It will never end.
- 1356: Classes in which we can learn the differences races and cultures or background would be a way to ease racial tensions and maybe even understand people's reactions or way of doing things.
- 1357: have a diverse class.
- 1359: -Educate students -Introduce them to different cultures
- 1360: That the teacher don't call, stupid to the student than the teacher help to the pupil and than they don't believe than we are animals.
- 1362: To give classes for each group and make them understand that we are all human beings and it doesn't matter where we came from. To make activities together and be more friendly to other groups.
- 1364: make them get along teach them that everybody could get along
- 1365: they could have clubs for that to help them.
- 1366: Understand each others thoughts and way of being. Making us come together as friends not enemies.
- 1369: Put them in separate tracks, or put them in separate classes.
- 1370: 1. Classes where different kinds of people can go and talk about. 2. make friends from different ethnic groups.
- 1375: teach them the different cultures that there are in each country. or talk to them that we are the human and everybody needs some respects.
- 1377: The color of the skin. That the American said that we are bad persons but they make us cause they make us discrimination.
- 1378: Try to get everybody to be friends with each other. (impossible)
- 1379: can't we all get along
- 1380: up to the race
- 1381: just try to get along
- 1382: Have counseling in the student's need it. Try to have activities were it involves the two groups.
- 1383: Share the cultures. Have activities with all the Students don't caring what color and race they are. Talk about problems and cultures.
- 1384: Share cultures. have activities so the students can get together and know more about others cultures.
- 1385: I think that there is nothing to tension in schools today.
- 1387: well people could get along. they could also try to share their ethical culture. They should also talk and not fight.
- 1388: We must learn how to communicate we are all going to end up together when the world comes to an end.
- 1389: to learn about them.
- 1397: talk to them
- 1404: I think that students should be taught about the other races in their school.

- 1405: 1) we could organize special days for each & every ethnic group. They could sell their own food, show some art work from their country. 2) If this doesn't work, it is pretty much out of control & out of our hands.
- 1407: no I can't. It's very hard when people don't want to cooperate.
- 1408: I don't think anything can be done to help ease racial tensions in schools. It all comes within the person and if people don't change, neither will violence in schools or else where.
- 1414: Help the conflicting groups focus on what they have in common.
- 1416: mixing of races.
- 1420: more communication.
- 1421: Can't we all just get along.
- 1422: not go to school.
- 1424: Have classes on different races.

Jordan

- 146: Get a group together. Get to know one another's background and culture
- 148: Make some kind of field trips so we can all be together and enjoy our selves (whatever.) (The racial problem is money)
- 150: Trying to get along with each other but that's not going to happen here at Jordan
- 151: 1) Make everyone in a group with different ethnics. 2) get people together and have more projects that can be done by both.
- 152: 1. Have classes that talk about racial tensions. 2. Have metal detectors.
- 153: We can have classes in which students can share their thoughts, and try to get along by communicating without thinking about races or colors.
- 155: to learn about all cultures, race, and habitude. Which we have little knowledge.
- 156: -Talk about the problem -parents have to be the example
- 158: give classes w/mix races, teach them to get along, & especially teach some respect. cuz some students do not have respect at all.
- 160: sometimes I think all this goes farther than it should
- 161: No one should make comments or talk behind their back and hear it coming from somewhere else.
- 162: talk to students about racial problems it won't take you anywhere to have a racial problem.
- 164: Let the administration balance out with the student body. Also with security guards.
- 167: 1) have different organizations to help Blacks & hispanics talk or get to know each other better. 2) The school should even the number of students out with an even amount of blacks & hispanics.
- 169: to ease racial tensions: 1) to have class about culture [every culture out there] 2) By having a day for culture it could be called "Culture day around the world".
- 170: Let everyone do things together just don't let it be a Black + hispanic thing. Don't let things be separate.
- 172: 1. Have everyone involved in something as a school to meet new people. 2. Have classes talking about different cultures.

Can you name two or three ways to help ease racial tensions in schools today?

- 173: 1) People should learn about other cultures in order to understand them better. 2) You shouldn't "judge a book by its cover".
- 174: Educate everyone about the differences in everyone's culture.
- 175: have everyone learn about each others past (race, background heritage, etc.)
- 176: Some of my classe only have latino kind why can't they mix the classes a little bit. have some kind of activity that would involve different racies.
- 177: mix classes up with all diff races kick all the
- 178: They can have programs involving mixed ethnic groups. And of course, make assemblies or talk to students about it.
- 182: 1) Get to know other cultures bakground. 2) have teenagers know each other more. 3) Respect everyones opinions.
- 184: It takes time and alot of work to narrow it down to three would be useless.
- 185: Better information of different ethnic groups such as African & Mexican history. More about how not just white contributed to the Nations up bringing.
- 186: Not really. I believe their going to fight whether there are solutions are not!
- 188: Just getting more educated on the subject to help everyone understand why these things happen and why they're wrong! That's basically it, because there isn't really as much racial tensions here as there was a few years back!
- 193: Tell people that no matter what color of language people talk it doesnt mean nothing we still the same inside and out.
- 195: Have classes that teach about other cultures to understand other people better
- 196: teach classes about the differences
- 200: well just talk to someone about it.
- 205: No. If they keep it cool we wil keep it cool.
- 209: Yes! Those fucking Niggers
- 215: in class talk more about all race
- 221: Everyone shoudl try to get along with others.
- 222: everyone needs ot wak up and realize that life is to short to be killing each other and hating each other
- 223: Learn about all ethnics
- 224: Nothing is the world you never cant stop the racial. Because people cant think l they dont give a ? Well lm shust telling this that we need protection in this school, drugs and guns all over Jordan and i know that this is Watts.
- 227: make more friends. Join clubs of all races groups.
- 229: There is no way that we can stop it. They can hide their weapons on campus their are aloft of hideings spaces they can hide them and you can look at them like grass the gutters in the school on the football field. Thank you for reading my paper
- 232: special education by talking that racial thing is not that important.
- 233: To tell them that we all the same color. it doesn't matter we all God kids
- 234: Have classes where only whites go, where only Blacks go and so on.
- 242: Do things together on a regular basis. And have mixed gatherings with Latinos + blacks to join together + white.
- 244: I cant really tell you what we can do, but I know that it all starts with me as long as Im not racist or discriminate on others, thats one less person we have to worry about.
- 247: talk to students and see what they want to do because only we no!!
- 248: FUCK YOU PUNKS
- 251: Stop Black from trying to Mexican's things THIS BORING
- 252: have more classes with Mexicans and Blacks. have a classes so they can teach us how to talk each other
- 255: stop calling blacks the "N" word and Mexicans wet backs
- 256: Learning each other culture respecting one another never look at the outside of the person always at the inside is defferent.
- 259: make them understand
- 261: get along with each other
- 262: take about are race every bodyes tell them evere all the same. That Hispanicks and Blacks are always together to realies. Wear the same class the same every thing why do we hait each other?
- 263: I got no idea. It's helpless.
- 266: Police and dipens old the student
- 267: use uniforms
- 269: to treat everybody the same unlike our recist princapel. Mrs. Macmam she is so fucken --sorry for the launge-- races against hispanic people.
- 275: have groups with different races or we can all talk and know each other better
- 280: There is no way we can change any ones mind.
- 282: Just keep to your own.
- 283: to treat every student the same unlike our racist PRINCIPAL!
- 284: Make more social actevites for hispanic and black (make them combined) Treat everybody the same unlike our recist princapel.
- 285: That we need to come together as one and stop all the killing each other
- 286: NO I CAN'T only one treat everyone the same unlike our principle!
- 293: stop calling each other names. Don't start tenching with other race.
- 294: No I think that if someone doesn't like another person outside their race, then they never will.
- 297: dont start tensions with the other race

Manual Arts

- 3: having classes in racial conflicts will help ease the situation in school.
- 6: One way would be to have multicultural days in which everyone could get involved with people of different ethnic backgrounds.
- 9: No. You can't do anything, about it. Those are people's values.
- 11: well not really! just not 2 mess with them bottom line.
- 12: work together and
- 13: Maybe putting a special class for them.
- 16: One thing is to have communication each other and the other is to educate students that we all are human beings.

Can you name two or three ways to help ease racial tensions in schools today?

- 17: --people to get in our Foreign Language Club --To know more cultures from other country. --Treat all equal.
- 20: 1. I really think there should be classes to talk to us and help us all get along. 2. Try to get along as much as possible.
- 21: We do not have racial tensions in our school.
- 24: more racial activities.
- 26: Have different program for different races, and like I said provide more sports.
- 28: Programs more people need to reach out or students should make some kind of speech thing with all races something we all would be interested in.
- 29: 1) Teaching teenagers to respect others people. 2) Teaching about other cultures. 3) Teaching about the problem of racism. 4) make programs.
- 30: One way could be programs that talk about races and how we all should learn to love each other, no matter how we look.
- 31: Have clubs for multi-cultures Have celebrations of each culture so that everyone can be aware of how beautiful each culture is.
- 32: -intercultural celebrations -mixed ethnic group's carnival
- 33: 1) Have classes that would help understand the cultures we have. 2) More school activities with students.
- 36: I would say maturity and understanding. Also a way that they can learn about similarities and differences they have and see if they can deal with it or like it.
- 38: -parents conferences -teenagers conferences.
- 41: May teach students to be patient and try to understand each others differences.
- 42: Get rid of the Deans that we have now.
- 46: 1. Have equal opportunities for all races in school. 2. Portray a better balance in races in every way possible, such as in sports, cheerleading, etc.
- 47: 1. Get along and 2. help each other
- 48: Get different races to be together in a mixed arrangement or assembly for all cultures.
- 50: To ease racial tensions today in schools, you would have to start, by uniting more people from different countries, to express whom they are, to try to unite them and stop thinking bad about one another.
- 56: Have and talk about problems that may be solved by just learning from each others backgrounds instead of being against each other.
- 57: 1) talk about it 2) teach about each others cultures 3) form groups of different programs of mixed ethnic.
- 58: Make people understand that were all equal, in the sence that were all human beings. Color doesn't matter, you should become color blind. The person is the important one! When people understand this then maybe they'll change. But for now they have to learn not to see colors. only heart. The only thing that counts.
- 59: -Have sessions that different ethnic group can get together & discuss their differences. -Erase the color lines and try to get along w/other ethnicities.
- 60: The only way to begin to ease racial tension is by: 1) Establishing programs wich will educate us and introduce different culture. 2) Let these programs embrace the school for example in the music, the dance (floclore)(?), in the art, in hystory etc. 3) Also the need for counsling for those whom have already bin touched by the problem will be needed. I cannot garunte that my ideas are a solution but the fact that we are thinking about a salution and have begun to acknowledge the problem places us closer to the end of the problem. Thank you and God bless us all!
- 62: We should try and bond together and understand where everybody comes from. In other words get to know each others culture and stop all these racial problems that we have to face in school.
- 63: 1. Try to get students from different ethnics talk about what they dislike or like about others and try to help to stop it. 2nd stop favoritism among teachers & students 3rd gangs needed to be prevented somehow.
- 64: Teach everyone something about everyone's culture.
- 65: Schools should have clubs or activities were all races can be involved.
- 67: 1) be mroe open minded about cultures and customs of other races. 2) learn about different cultures other than just our own.
- 68: Having special programs where people can talk about racial issues and having the rascist teens indulge in these conferences.
- 71: Have school activities that involve different race students. Have more relations with different race student.
- 72: To help more people from diffrent races communicate with each other.
- 74: I defenitely stand with multicultural activites that make everyone on campus or at least the majority participate.
- 75: I believe that right now the school is fine, the thing is that the two minority groups stay together to much a part, there should be other groupe than get them togheter.
- 76: -classes of these theme. -people to get in our Foreign Language Club to get involve of other cultures holidays or something like that.
- 77: To teach everybody to get along with one another.
- 80: -Have diversity between classes -teach our students that everyone is special -teach principal that would help everyone understand different cultures.
- 81: -To stop hating each other. -To understand that everybody has the same rights. -To stop thinking to feel better than other because nationality, ethnicity, etc.
- 82: don't talk back don't tease ethnic background and don't make fun of different ethnic music.
- 83: You can have parties There is no way
- 84: By having at classes different ethnic groups and make them to work in groups.
- 85: just to be friends with each other and to worry about yourself not others
- 86: 1. provide more activities that all ethnic groups can join. 2. provide counseling for those who need it.
- 87: I think that we should teach about the different cultures at school because this way people would know something about each other.
- 88: Stay away from gangs. Be friendly with everyone no matter the race.
- 89: People to get together and intergrate more.
- 90: Give advises to the Black students that they are not the only ones who have rights in this school.

Can you name two or three ways to help ease racial tensions in schools today?

- 92: Racial assimilation (friendship). Learning from other culture
- 93: 1) activities; such as, dances, food parties, meetings. 2) a meeting were people of different cultures could tell their experiences and try to make friends maybe it could be good!
- 94: I just can name one and it is to treat Black people and Latinos equal.

South Gate

- 95: I think the teachers should try to talk to the students and try to explain.
- 96: Just to walk away if you have too. Tell a teacher or your counselor
- 98: At Southgate we all get along when it is racial. But we just dont get a long with some gangs.
- 99: I would say that there is hope only for the ones who are open minded which will lesson and understand to reason.
- 102: by kicking out all of the black people and put them in jail where they belong.
- 103: Get everybody mixed up so that they'll be different raises together then they'll start talking in a group. Or if theres one person who doesnt like one raise put the person with the one he doesnt like and let them talk together and maybe they'll be no problem.
- 104: Maybe it could this could help: -teaching about different cultures - religions -programs that involved all kind of rases.
- 105: 1) have parents or other role models to talk to students about racism. 2) Teach students at a very young age that no race is better than another, and continue teaching throughout their lives.
- 106: -Don't talk about other peoples background or how it was before. - Avoid all types of conflict due to these problems -Can't we all just get along?
- 108: I don't believe that their is any racial tension going on at this school!!
- 109: Teachers can teach more about other cultures to help the students understand the other cultures and have more respect for the people of other ethnics groups.
- 110: Study all cultures not just one. Have talks or actiities about diffrent races & cultures.
- 112: customs.
- 113: Every ones mind is already made up about the way they feel about other races. But they should just keep it to themselves. But maybe if they actually work with another race and see them for them not waht they look like maybe they wont be so closedminded.
- 114: Classes should be taught teaching a variety of heritages. It would be nice if there was no such thing as Mexicans, blacks, Anglos, asian., etc. and leave the seperation of people to just male or female.
- 115: You could get them together so they can talk out their differences.
- 116: You could talk about things that their similar to racial things.
- 118: 1. get along with each other. 2. Don't have hate towards others because of our ancestors.
- 119: By not making fun of other people skin or color
- 121: 1. give classes of different cultures. 2. make them give a meeting about how uch different and amazing cultures are out and try to make them reason with each other

- 122: Well learning about someone elses culture can help you understand them more. So having classes to study other cultures would be one. Another would be to get teenagers of different cultures to interact together so they can have some knowlegde of the kind of people they there parent's dont like or the kind of people they though were bad.
- 123: To show everyone the different things that different cultures have. Like all the positive that all races have done.
- 124: No I can not and I really don't think anyone else does. If people choose to think about this, a lot of white people don't like black people just because there black. They brought them from Africa to be slaves and they were mistreated. My point is that if anyone should hold a grudge it is the Afro-Americans, not the other way around.
- 126: There are many ways of easing tensions in schools today, for one there has to be more history of other cultures in history books. I believe that if different cultures were addressed in history books there would be less ignorance. And there should be mroe cultural classes of many different tpes of countrys-cultures.
- 127: Learn more about each other's culture and background.
- 129: Talk to those who are racist explain why its wrong. Have student discussions.
- 130: Educate people as soon as they begin atending school (pre-school for example.)
- 131: I really can name anything because for what I've seen everybody sticks with their own race.
- 132: Teach all students about all the cultures. Help them understand each other
- 134: I think teacher's should treat everyone the same if you are male/ female, mexican, black or white
- 136: same as above [we are all mostly latinos at southgate, so this isn't a problem on campus]
- 137: 1) one is that the teachers that are racial should get fired. 2) keep only the same race in our school.
- 138: not really, because how can you change the way people think. So I can't really say anything except that I'm a Martyr and I don't care.
- 139: Teach students about other's cultures.
- 140: One thing that could be done is to have meetings with one another and talk their differences out.
- 142: have different races interact and mix them up in classes
- 143: 1. We should reach out to minorities in schools. 2. Get racist white teachers out of our school! 3. Make every one learn different kinds of histories of other cultures. 4. Make #3 a High School requirement for graduation.
- 144: Having classes of each racial backroung as Chicano studies and ect. Have teachers in pre school work with children about racial issues.
- 2062: Well for real I really dont know but if I did know I think it would be the gangs or maybe just the way they really are.
- 2063: Talk to them. about that every body is the same, explain.
- 2064: Explain or have classes that explain about the most important ethnic groups.
- 2065: Talks to them, help them to solve their problem between them.
- 2066: not talk about peoples race not wear anything having to do about hating any race.

Can you name two or three ways to help ease racial tensions in schools today?

- 2068: Have dances, Have a school month of everybody's race.
2071: The way you talk and not.
2072: No cause this being going along since Jr High so, I don't think people could change. I hope they do.
2074: As I said more activities involving every student from every race.
2076: know and learned about the other races and how you are different and the same.

Wilson

- 1129: Well I would say talking its always a great idea but sometimes it doesn't take you anywhere. Probably by helping them by the way they talk and dress also the way they act.
1130: -hang around with that group get to know them --no one talk about different backgrounds.
1133: Balance out the races here at school.
1134: The school should set a rule that if they hear a racial name called out or a fight because they are from a different race they will be suspended from school for more than one day and give them Saturday detention.
1135: --more school activities --racial facts. (info.)
1137: No, because there really is none.
1138: To tell you the truth there areno racial tensions at my school. So I wouldn't be able to tell you anything or give you any reasons how to stop it!
1139: more classes on racial backgrounds to help people understand.
1140: be friendly and care about you not for others and let others do what they think is right mind you own business.
1143: Have cultural assemblies in which the racial groups can present themselves. Let them feel appreciated by others.
1144: I don't think there is much racial tension.
1150: learn cultures understand others respect others
1154: communications know about different races
1155: 1) multi-cultural activities 2) teach the importance of each ethnicity and talk about what each have done to make this a better society
1156: Have them talk to each other
1157: I can't say what would help because I don't see any racial tensions.
1158: learning about different cultures wouldn't hurt.
1159: equality -- same attention
1160: I think that creations of a mix-racial clubs can somewhat reduce racial tension.
1161: I don't think there is much you can do you can't change peoples minds about another person.
1162: take the pride away from the kids. we have too much pride to talk to another race.
1163: Get communication and education between all diff. groups.
1164: No racial conflict
1165: 1) accept them for who they are 2) don't start conflicts
1166: Racial tension is not to big at Wilson High.
- 1168: 1) Have students learn more about others. 2) Get mixed races involved in the same activities.
1171: Mix classes that contain different ethnic backgrounds.
1173: More teacher involvement. More student activities with one another
1176: I think people should pretty much open their eyes themselves. If they're ignorant enough to hate someone because of they're ethnicity, they're too ignorant to get help.
1180: To have more activities with all ethnic groups.
1182: There no racial tension in school.
1183: I don't think racial is a problem in school.
1185: 1. I feel we should get to know all races and we ned to learn about our own. 2. we need to stop putting down other races.
1186: for people just to have more opened minds!
1187: less high ego school officials. more education on chicanos african american, we don't need anymore white history because they've already had their turn sence they've written books on those fools for Social Studies Classes.
1192: Their is no way in school to ease racial tension. Society influenced some minds to hate.
1193: Talking in classes about racial tensions and maybe even have a little of every race in a classroom and talk about what they don't like.
1195: The only way I know is by educating or trying to educate people on other cultures and backgrounds.
1196: 1. Educate on other races. 2. Envolve all races. 3. Educate, Educate, Educate.
1203: If there was any racial tensions in my school, I would put classes to help students understand that being from another country or having a different color of skin is not a big deal because we all feel and think the same way.
1204: learn about each other. learn to respect the cultures of everyone.
1205: -educating students about other cultures & heritage. -celebrating an interrrational day where all races or countries that are represented at Wilson are recognized. Educating in a fun way.
1206: stop the color lines and increase the peace.
1207: It has been in human lifes ever since time started, even in the same ethnic group. Unable to help, sorry!
1208: there is maily latino at my school so theres no racial tensions.
1210: our schools should have more classes on our ethnic backgrounds and cultures.
1211: Racial tensions, starts at home hatred is taught by parents. Every person parent or not should just try to at lease understand other peoples culture.
1214: Just to teach youngsters to be open-minded. Our youth is too ignorant. This is due to their lack of exposure to the outside world. They've lived in secluded areas with violence. Our "raza" should try to be less ignorant. By making fun of other races and their culture we tarnish our own.
1216: Give classes teaching students about every race and about the different cultures.
1217: teach kids about other races. let them talk about their problems in class

Can you name two or three ways to help ease racial tensions in schools today?

1218: 1. Do activities where different races have to interact. 2. Learn about different cultures

1220: 1. classes such as African American studies etc... 2. Assemblies explaining racism etc..

1222: Have different races work together on projects Study a different race's cultural background

1225: No racial problems at my school.

1227: I can't really name two or three things, it just happens anywhere

1231: 1. Give classes to everybody so that they can learn more about each culture of every race. 2. In every class put same total of ethnic groups.

1234: There should be more groups/clubs at school where people of different races can join. There's a P.A.C. club + a 4.C.'s club which only seem to deal with a certain race. I wouldn't mind joining either one just to mix up the races involved.

1235: Have more classes on other cultures (races), instead of just Spanish (Mexican). Provide us with something different, interesting.

1237: Racial tensions cannot be helped every one is entitled to their own opinion.

1238: There's really only one way to ease racial tensions in school today and that is talking openly about other people's ethnic background, by studying their hobbies, or something to know more about that person.

1239: no nothing works in the 90's no more

1240: To tell you the truth I really don't know I think it has to do with the morals that you parents have taught you. Maybe by asking teachers to give students advice or by assemblies.

1242: No, everyone is or should be proud where they came from and that leads to pride so they are we all think were the best BROWN pride Asian Pride, Black Pride what pride whatever race we all have pride and you have to stick together.

1243: expell them. home studies and more watch.

1244: I don't think there's anything we can do, because it all comes from home.

1248: Everyone should try to understand there are many different races in this world, and none of them are more superior than the other.

1249: 1) equality 2) culture experience classes

1252: should mix group in classes.

1257: more multi racial activities pay attention to cinco de Mayo and African month, & Asian New Year and many more events that are important to different races.

1258: play sports together. talk to each other

2038: a way to ease racial tensions would be to have more school activities with different racial groups.

2039: I personally don't see any racial tension in this school, I really don't believe that's a problem here. But if it were, the school should provide assemblies about different cultures so everyone can be educated about different races, cultures, etc.

2040: 1. be friendly, get to know that person. 2. mixup

2042: I really don't know what to suggest. I guess talking about it would be a little better.

2045: Nothing seems to work! no matter what the heck is!

2050: -be aware of the different races -have a broad understanding of other cultures. -have an open mind.

2054: interracial clubs

2057: 1) more cultural clubs. 2) more group work in classes (that teachers form).

2059: Teaching about cultures. working together. Interacting with one another

2060: Have people important people talk about the advantages of having different races. Having student understand one another cultures and take interest in it.



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