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Evaluation of the Safety Collaborative Human Relations Subcommittee in LAUSD District 7 High Schools

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# Evaluation of the Safety Collaborative Human Relations Subcommittee in LAUSD District 7 High Schools

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# **EVALUATION OF THE SAFETY COLLABORATIVE HUMAN RELATIONS SUBCOMMITTEE IN LAUSD LOCAL DISTRICT 7 HIGH SCHOOLS**

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This report was presented in partial fulfillment of the requirements for the Master in Public Policy degree in the Department of Public Policy at the University of California, Los Angeles. It was prepared at the direction of the department and of LAUSD, Local District 7 as a policy client. The views expressed herein are those of the authors and not necessarily those of the department, the UCLA School of Public Affairs, UCLA as a whole, or the client.

## TABLE OF CONTENTS

<b>Executive Summary</b> .....	2
<b>Chapter I: Introduction</b> .....	5
Background.....	5
Methodology .....	7
<b>Chapter II: Impact of Interventions on Students’ Behavior</b> .....	9
<b>Chapter III: Changes in School Safety Environment</b> .....	14
<b>Chapter IV: Needs</b> .....	24
<b>Chapter V: Qualitative Evaluation of Programs by Human Relations Subcommittees</b> .....	30
<b>Chapter VI: Summary of Findings and Discussion</b> .....	39
<b>Chapter VII: Recommendation</b> .....	42
<b>Appendix I</b> .....	46
<b>Appendix II</b> .....	49
<b>Appendix III</b> .....	51
<b>Appendix IV</b> .....	56
Survey Instrument.....	56
a. Student Survey Operation .....	56
b. Teachers Survey Operation.....	56
c. Response Rate Summary.....	62
d. Survey Results .....	63
<b>Appendix V</b> .....	75
Literature Review.....	75

## **Executive Summary**

In the past several decades, schools have become increasingly dangerous. LAUSD District 7 chose to address the growing issue of school safety by creating a Safety Collaborative, involving the schools, local law enforcement, the LA County Commissions for Human Relations, the LA City Human Relations Commissions, and nonprofit organizations.

The Safety Collaborative was established in three schools that were considered to be the most in need of safety interventions within LAUSD District 7: Fremont, Jordan, and Locke High Schools. The Human Relations Subcommittee of the Safety Collaborative coordinates services and programs that address youth behavior and attitudes. In particular, the subcommittee works to provide instruction and interactive training for the school community to promote nonviolence.

In this study, we asked the question of how effective the Safety Collaboratives, in particular, the Human Relations Subcommittees have improved student behavior since their establishment in 2004. We first took a quantitative approach to see how much impact the Human Relations Subcommittee through the Safety Collaboratives had on school safety. Secondly, we conducted qualitative analysis to see if the Human Relations Subcommittees addressed the appropriate problems. We looked at school data such as suspension and attendance over the three academic years from the 2002-2003 school year to the 2004-2005 school year. In addition, students and teachers were surveyed on their perception of school safety in schools with Safety Collaboratives. Both the objective and subjective data attempted to determine whether Safety Collaboratives were effectively functioning. -

There was no evidence of positive impact of the Human Relations Subcommittees on changing students' individual behavior in terms of suspension and attendance rates. The three schools experienced steeper increases in suspensions and gradually increasing attendance rates between the 2003-2004 school year and the 2004-2005 school year compared with students in other schools located in Local District 7 that do not have Safety Collaboratives. However, we discovered that the suspension increase may be explained by each school's stricter disciplinary practices. Although attendance rate and safety perception seemed to be improving at the three schools that have Safety Collaboratives, the lack of comparison schools data did not allow us to conclude that the Safety Collaboratives caused the improvement. Also, our survey results showed that few students were absent because they felt unsafe at school. This implied attendance rates may not be an accurate measure of school safety, similar to suspension rates.

In the qualitative content analysis, we discovered that the needs captured by the survey were not met by the programs. Gangs, racial tension, and hate groups were the main reasons for feeling unsafe in these three schools. However, many of the programs did not meet the students' concerns. This result of the program content analysis did not provide convincing evidence that the improvement in the perception of safety and attendance rates were due to the Human Relations Subcommittees or the Safety Collaboratives.

**Recommendations:**

Based on our findings in the research, further analyses are required to accurately evaluate the effectiveness of the Human Relations Subcommittees and/or whole Safety Collaboratives. In conducting the evaluation, we recommended the following:

1. Utilize the experimental design measuring the Human Relations Subcommittees separately from the Safety Collaboratives. Keeping all other factors as equal as possible, four types of schools must be studied: schools with Human Relations Subcommittees and Safe Passage Subcommittees (another branch of the Safety Collaborative), schools with only Human Relations Subcommittees, schools with only Safe Passage Subcommittees, and schools with no Safety Collaboratives.
2. Conduct the survey at schools that do not have Safety Collaboratives as part of the experimental design. Our survey could not include the comparison schools, which prevented us from concluding that the improvement of safety perception was due to the Human Relations Subcommittees and/or Safety Collaboratives or not.
3. Extreme caution must be paid when using suspension and attendance rates as measures of safety. Suspensions can be subject to school discipline policy, and attendance rates may not capture changes caused by safety concerns. Before using these measures, it is imperative to consider what the confounding factors are.

# Chapter I: Introduction

## Background

The Safety Collaborative in the Los Angeles Unified School District (LAUSD), Local District 7 is a unique coordinated effort to address school safety. The participation of diverse agencies demonstrates the importance of protecting the school environment and recognizes the necessity for a safe learning environment where students are not disrupted in their academic studies. It also demonstrates that violence prevention in schools alone cannot be the source of prevention. In having a variety of stakeholders, schools not only obtain input from other sources, but are also able to cover aspects of safety that schools cannot supply themselves.<sup>1</sup>

The Safety Collaborative is a group of school administrators, LAUSD representatives, public agencies, nonprofit organizations, and other institutions set in place at three high schools in LAUSD's Local District 7: Fremont Senior High School, Jordan Senior High School, and Locke Senior High School. According to the mission statement of the Safety Collaboratives, the main purpose of these organizations coming together is to “work with the school and community to identify school safety, climate, and student behavior challenges preventing our students from reaching their highest academic achievement.”<sup>2</sup>

Each Collaborative contains two subcommittees, the Human Relations Subcommittee, and the Safe Passage Subcommittee. The Human Relations Subcommittee, the focus of this research,

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<sup>1</sup> Garrett, A.G. *Keeping American Schools Safe: A handbook for parents, students, educators, law enforcement personnel and the community*, Jefferson, North Carolina: McFarland & Company, Inc., p.126.

<sup>2</sup> Hopwood, Hopwood, “Community-based School Safety Collaborative” PowerPoint Presentation, received January 2006, 2.



takes a developmental approach in modifying student behavior and attitudes in order to reduce violence in schools. It consists of agencies that bring services and expertise to the schools, such as conflict resolution training, peer mediation training, and youth conferences on race and identity.

Locke High School, the first Safety Collaborative in LAUSD Local District 7, was modeled on a similar collaborative endeavor at Washington High School. It began in January 2004, geared with a focus on students. The Human Relations Subcommittee was involved in providing student conferences and summits to encourage dialogue between students on race and identity and facilitation training. The Safety Collaborative also has the Safe Passage Subcommittee, which has a more physical approach, using law enforcement and other security measures to protect students. The Safe Passage Corridor program has a comprehensive “fixed post system” that utilizes law enforcement, school administrators, and parent volunteers in patrolling the school during before and after school hours.

Jordan High School’s Safety Collaborative began January 2005. The Human Relations Subcommittee, similar to Locke, focused on students, but also emphasized educating teachers and parents through leadership trainings and town hall meetings to allow dialogue between the school and the community. Jordan’s Safe Passage Subcommittee is in the process of creating a Safe Passage Corridor program.

Fremont High School began its Safety Collaborative in November 2004. The Human Relations Subcommittee worked with the West Angeles Community Mediation Center to provide conflict

resolution and the school principal in presenting an assembly on gender and race. The Safe Passage Subcommittee established the Homework Clinic Project in response to after school safety by providing students a safe place to study after school. The plan includes tutoring service, small learning communities, and a component of private sector partnership, where local businesses provide resources for transportation for the students. In turn, the businesses receive advertising opportunities at school events, community service for the local business area, and other contracts for goods and services.

Our research focuses on the Human Relations Subcommittees activities at each school. Using objective data to analyze student trends in suspensions and attendance, and collecting data through surveys from students and teachers to understand the school climate and safety in the school, we created a needs assessment for the schools and for the use of the Human Relations Subcommittees in order to create and improve programming that address student behavior.

### **Methodology**

This study attempted to evaluate the effectiveness of Human Relations Subcommittees, under the Safety Collaboratives, at the high schools in LAUSD Local District 7 on school safety at each school. We took quantitative and qualitative perspectives to evaluate their effectiveness. While conducting the evaluation, we used two types of indicators to measure the level of safety. One indicator was tangible safety that was captured by pre-collected data from LAUSD on student suspensions and attendance. Suspension and attendance rates are commonly used as measurements of safety by LAUSD Local District 7 and school administrators. We used these objective data to conduct an impact analysis, a trend analysis, and an examination of reasons for students being suspended. The other indicator was perceived safety that was measured through

student and teacher surveys distributed at the three high schools that had Human Relations Subcommittees. We analyzed the responses by identifying reasons for feeling unsafe, and to what extent the school population felt safe or unsafe on campus. Tangible safety and perceived safety were then used to conduct a needs assessment. In addition, interviews were used to compile a list of completed programs at each school, processes, and components of the programs.

## **Chapter II: Impact of Interventions on Students' Behavior**

### **Purpose**

This chapter attempts to assess how effectively student behavior has been improved by the Human Relations Subcommittees or whole Safety Collaboratives since they were established in 2004. We used the suspension and attendance data as objective measures in order to measure the tangible safety level in schools. This study looked at the changes in suspension and attendance between the 2003-2004 school year (pre-implementation) and the 2004-2005 school year (post-implementation) of Human Relations Subcommittees. We then compared the changes over these school years in other Local District 7 high schools that did not have Human Relations Subcommittees and compared them with schools that did have Human Relations Subcommittees.

### **Measurements**

We looked at the suspension datum from three different perspectives: 1) The total days a student was suspended, 2) number of times a student was suspended, and 3) the maximum number of days a student was suspended. The total days of suspension helped to understand the overall change in suspension. The second measurement attempts to measure the impact on students who are repeatedly suspended. The reason why we looked at the number of times a student was suspended was because the Subcommittees may be beneficial in improving particularly troublesome students. The third measurement captured the multiple-day suspension applied for serious incidences.

We also used attendance rate per student per year, since the impact of the Subcommittees may not be captured by looking at only suspension. It needs to be clarified whether changes in

attendance rate can be affected by activities of Human Relations Subcommittees and activities of the Safe Passage Subcommittees, that are another branch of the Safety Collaboratives. Therefore, the results look at the effect of the Safety Collaboratives as a whole, since it is difficult to separate the effect of Human Relations interventions from Safe Passage interventions.

In order to assess the impact of Human Relations Subcommittees on individual students' behaviors, we used matched paired data that allowed us to keep track of individual student over two years through stripped student IDs (See Appendix I).

### **Findings**

We found no evidence that the Human Relations Subcommittees or Safety Collaborative have a positive impact on reducing suspensions and improving attendance. All of the following results from the four measurements mentioned above were statistically significant at 99% confidence level for the results on suspension and 90% confidence level for result on attendance (See Appendix I).

- The students in schools with Human Relations Subcommittees encountered a greater increase in suspended days from the pre-Subcommittee year to the post-Subcommittee year, compared with those students in schools without Human Relations Subcommittees. The increase in Human Relations Subcommittees school students was 0.08 days longer than the increase in the other schools.
- The increase in number of times a student is suspended from before the Subcommittee to after the Subcommittee is larger among students in schools with Human Relations

Subcommittee than those without the Subcommittee. The change is 0.04 days greater than the students in schools without the Subcommittees.

- The change in the maximum suspended days from the pre-Subcommittee year to post-Subcommittee year is 0.07 days longer among the students in schools with the Subcommittees than the increase among students without the Subcommittees.
- The students in schools with Human Relations Subcommittees showed a larger decrease in attendance rate than those in schools without Human Relations Subcommittees, by 0.44 percentage points.

**Table 1**

Change in Total Suspended Days		Number of Students	Mean	Std. Dev.	Min	Max
	HRS Schools	6891	0.163402	1.369055	-8	12
	Non-HRS Schools	4100	0.083659	1.003082	-7	14
	Difference		<b>0.079743</b>			
Change in Number of Times Suspended		Number of Students	Mean	Std. Dev.	Min	Max
	HRS Schools	6891	0.058337	0.557642	-4	4
	Non-HRS Schools	4100	0.022927	0.560087	-4	4
	Difference		<b>0.03541</b>			
Change in Max Days Suspended		Number of Students	Mean	Std. Dev.	Min	Max
	HRS Schools	6891	0.121463	1.047724	-5	5
	Non-HRS Schools	4100	0.052195	0.736732	-5	6
	Difference		<b>0.069268</b>			
Change in Attendance Rate		Number of Students	Mean	Std. Dev.	Min	Max
	HRS Schools	6891	-2.69639	11.26298	-85.77	79.06
	Non-HRS Schools	4100	-2.24696	8.560162	-73.79	47.5
	Difference		<b>-0.44943</b>			

Note 1) Means in the HRS Schools and Non-HR Schools are the dependent means using paired differences. For the results when using the independent sample, see Appendix II.

Note 2) The difference in changes between HRS schools and Non-HRS schools are statistically significant. For detail information, see Appendix I.

### **Policy Implications and Next Step**

The objective data did not support the idea that suspension and attendance have been improved by the Subcommittees or Collaboratives. Instead, it increased the suspensions and decreased the attendance of students. However, we recognize the limit of the analysis and potential reasons for the negative results.

- Schools that have Human Relations Subcommittees may have intentionally started to enforce stronger discipline practices.
- The schools that have the Human Relations Subcommittees were originally experiencing greater suspension problems and lower attendance rates compared to other schools in LAUSD Local District 7. Therefore it may have been more difficult for the

Subcommittees to improve suspensions and attendance in these three schools compared with the other LAUSD Local District 7 Schools

- The changes in suspensions and attendance rate can be interpreted as a result of individual student social development, and not due to the interventions. It could be possible that the older a student becomes, he or she will be more likely to be suspended or to be absent from school.
- It is too early to assess the effectiveness of Human Relations Subcommittees by the objective data because Human Relations Subcommittees have only been in existence for two years. Therefore it is necessary to look at the survey data to capture perceived safety.
- Other objective data such as opportunity transfers and expulsions, which we could not acquire, may better reflect the activities of Human Relations Subcommittees.

Considering the above implications, the next chapter will discuss the following analyses:

- We conducted a school-based analysis, instead of an individual-based analysis, in order to closely study trends and changes in suspension and attendance in each school. School-based analyses also exclude the possible human developmental effects on these measurements.
- We also looked at safety perception as a subjective measure, as opposed to objective data.



## **Chapter III: Changes in School Safety Environment**

### **Purpose**

This chapter attempts to closely look at the changes in the safety climate in each school with Human Relations Subcommittees (Fremont, Jordan, and Locke High Schools). Given that the previous chapter did not find a positive Human Relations Subcommittees' impact on individual students' suspensions and attendance in schools, in this chapter, we studied individual schools' trends in suspensions and attendance as an objective indicator for tangible safety. We also used survey results as an indicator of perceived safety.

### **Measurements**

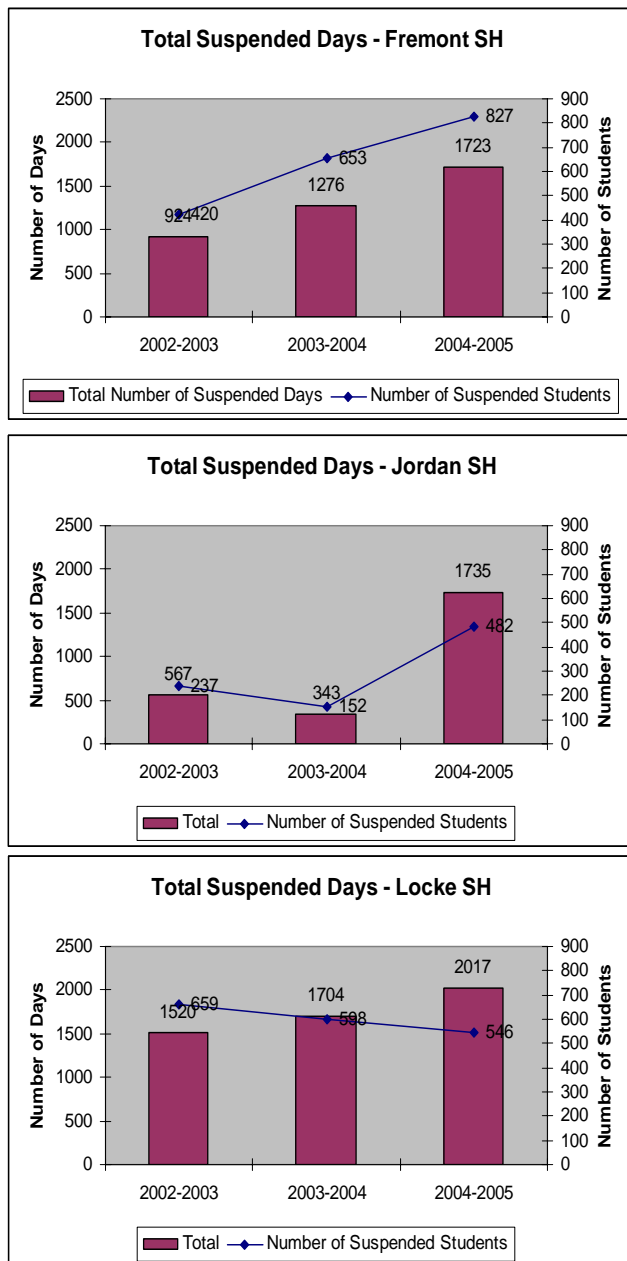
We used the same objective data which includes the total suspended days, the number of times a student was suspended, the maximum suspended days of a student, and the attendance rate. We also looked at the number of suspended students of each school as a key reference indicator (the number is shown in Figure 1 through 4). This chapter looks at the school as a unit without keeping track of individuals when evaluating the changes in suspensions and attendance over the years. Changes in perceived safety in the past three years were captured by a survey question that asks "How safe do you think your school was?" (See Appendix IV). The respondents chose one of the following: "Very safe," "Somewhat safe," "Neutral," "Somewhat unsafe," and "Very unsafe" for the 2002-2003 school year, the 2004-2004 school year, the 2004-2005 school year, and the 2005-2006 school year, respectively.

## Findings

### Changes in Suspensions

The total days of suspension in the schools provide a general overview of students' misbehavior

Figure 1



each school has been facing. The changes in

suspended days can be affected by the

number of students who were suspended and

the duration of suspension each student was

suspended in the year. The total suspended

days are shown on the left Y-axis and the

number of suspended students is shown on

the right Y-axis. Fremont High School

showed 38 percent increase between the first

two years and 35 percent increase between

the latter two years. Although Jordan High

School experienced a 40 percent decrease in

the 2003-2004 year, it had a quadrupled

increase in the following year (2004-2005).

All three schools have been experiencing an

increase in the total suspended days over the

three years, except for a decrease from the

2002-2003 school year to the 2003-2004

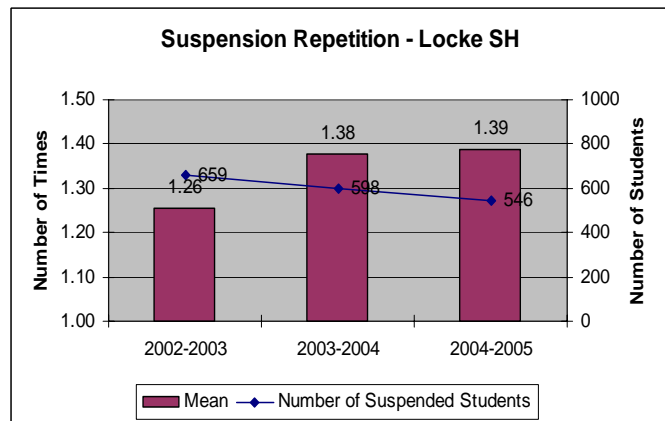
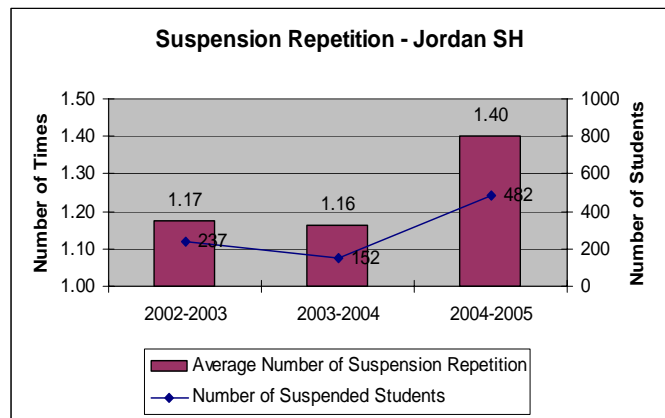
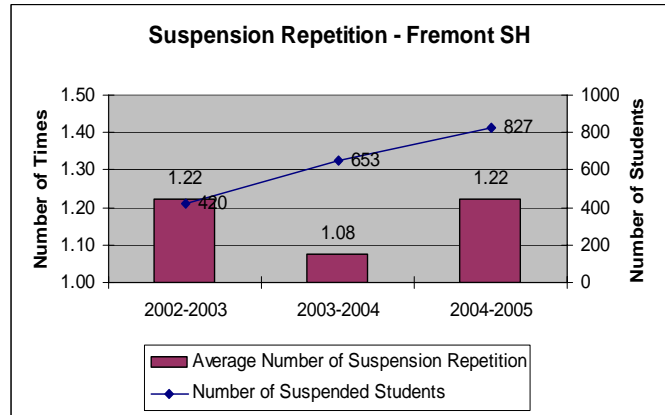
school year at Jordan High School. Locke

High School showed a 12 percent increase for the first two years and an 18 percent increase in the last two years.

**Figure 2**

The second perspective of suspension analysis was the number of times each student was suspended. We took the average of suspension repetition per student per year among those who were suspended at least once. The average number of times students were repeatedly suspended is shown on the left Y-axis and the number of suspended students is shown on the right Y-axis.

In Figure 2, Fremont High School and Jordan High School showed a decrease in suspension repetition between the first two years and an increase, by 13 percent and 20 percent respectively, in suspension repetition in the following years. At Fremont High School, the number of suspended students almost doubled over



the three years. Jordan High School also experienced a significant decrease (2002-2003 to 2003-2004) and an increase (2003-2004 to 2004-2005) in the total number of suspended students.

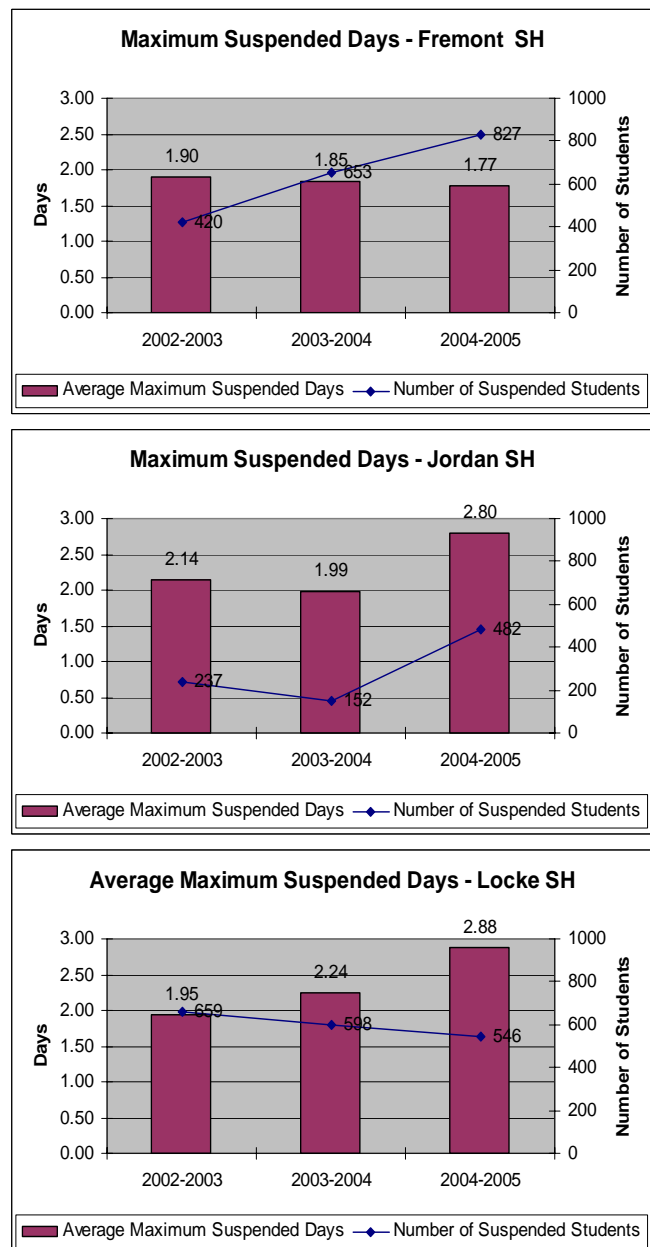
Also, the number of suspended students tripled between the last two years. Locke High School

shows that an increase in total suspended days in Figure 1 was partly due to the students who were repeatedly suspended. The number of suspended students gradually was decreasing (by approximately 9 percent each year) but the average number of repetition was increasing.

The third perspective of suspension datum is the average number of the longest suspensions in days of suspended students. Each school's average of maximum suspended days is shown on the left Y-axis, and the number of suspended students is shown on the right Y-axis.

**Figure 3**

In Figure 3, Fremont High School showed only a 6 percent decrease in maximum days of suspensions over the three years, which was not a statistically significant change. This implies the maximum suspended days were consistent over the three years. Jordan High School showed a slight decrease between the first two years and an increase in the following year. Figure 1, Figure 2, and Figure 3 displayed that Jordan High School showed a decrease in all perspectives of suspensions between the 2002-2003 school year and 2003-2004 school year, but increased again in the following year. Locke High School showed students were increasingly suspended for



more days, although the number of students who were suspended was decreasing. The 47 percent increase in average maximum suspended days was found over the three years. The trends from Locke High School showed certain students were suspended for more days.

Our interviews discovered that this dramatic change in suspensions was significantly due to the individual school's discipline policy. Fremont High School placed a limit on the number of days a special education student could be suspended (only 1 day suspension), which explained why we saw the number of multiple-day suspensions decreased.<sup>3</sup> Jordan High School's stronger enforcement of discipline policy and changes in administration seemed to cause a drastic increase in suspensions between the 2003-2004 and the 2004-2005 school years.<sup>4</sup> Locke High School revised a guideline for fights in the 2003-2004 school year, where suspensions for major fights and gang activity was extended to 2 to 4 days. This increased the total suspended days (Figure 1) and average maximum suspended days (Figure 3). This revealed that suspensions were used as a tool to make the school safer, rather than a product of an unsafe environment.

### **Changes in Attendance Rate**

We also used the attendance rate as an objective indicator of safety on campus. Figure 4 shows the average attendance rate of each school in the bar chart and number of suspended students in the line chart. Attendance rates are increasing except Jordan High School's decrease between the 2002-2003 and the 2003-2004 school years.

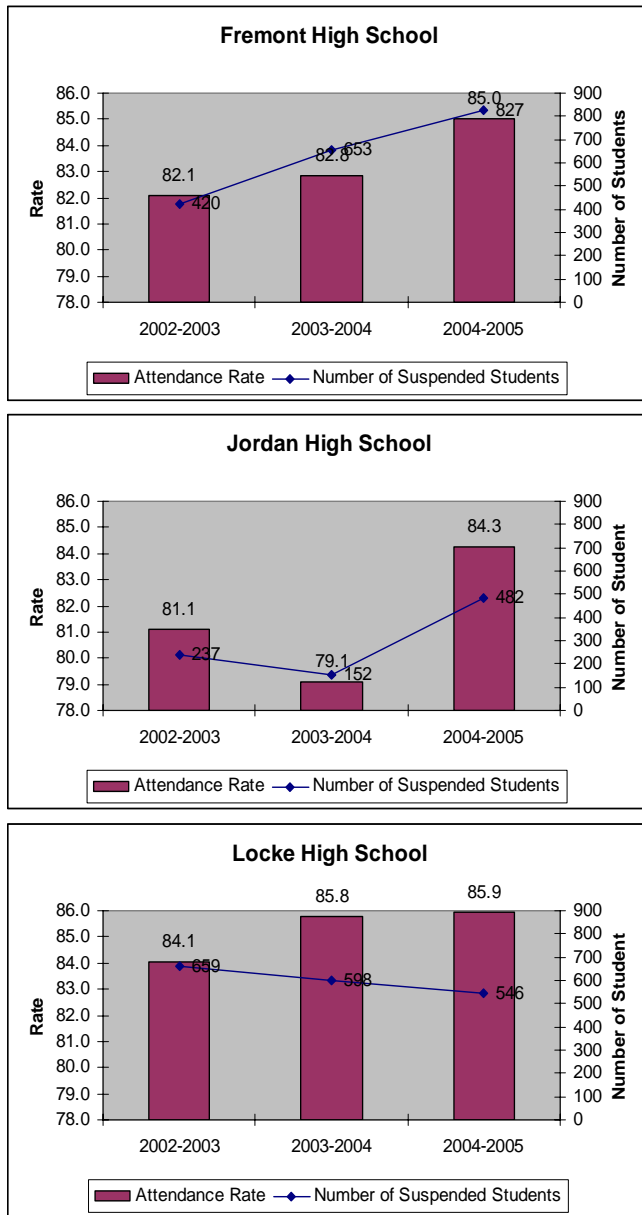
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<sup>3</sup> Interview with a school administrator in Fremont High School by Jessie Kim, 3/20/06.

<sup>4</sup> Interview with a school administrator in Jordan High School, by Jessie Kim, 3/20/06

The difference in population explains the dissimilar results in attendance rate from the previous

**Figure 4**



chapter Table 1 “Mean.” The previous

chapter looks at the average change in

attendance rate among the dependent

population (paired data), while this chapter

looks at the change in the average attendance

rate among the independent population.<sup>5</sup>

Except for Locke High School, an increase in

attendance rate was in tandem with an

increase in suspensions. According to the

interviews, school administrators’ optimistic

scenario was that suspending troublesome

students will make the campus environment

safer for other students, thus increasing the

attendance rate.<sup>6</sup>

<sup>5</sup> The paired population (last chapter) could include only the students who enrolled in both 2003-2004 and 2004-2005 school years, excluding newcomer students in 2004-2005 years, while the dependent population (this chapter) included all the students enrolled in either 2004-2005 and 2003-2004. (See Appendix II)

<sup>6</sup> Interview with a school administrator in Jordan High School by Jessie Kim, 3/20/06.

## Changes in Perceived Safety

This section shows how students and teachers felt about safety at school over the past three years and the current school year (2005-2006 school year). The survey captured the perceived safety by asking how safe students and teachers felt about their campus during the 2002-2003 school year, the 2003-2004 school year, the 2004-2005 school year, and the 2005-2006 school year. The safety perception was scaled by five categories from Very safe to Very unsafe (See Appendix IV). We discovered that a perception of improved school safety generally matched an increase in the attendance rate, as school administrators believed.

**Figure 5**

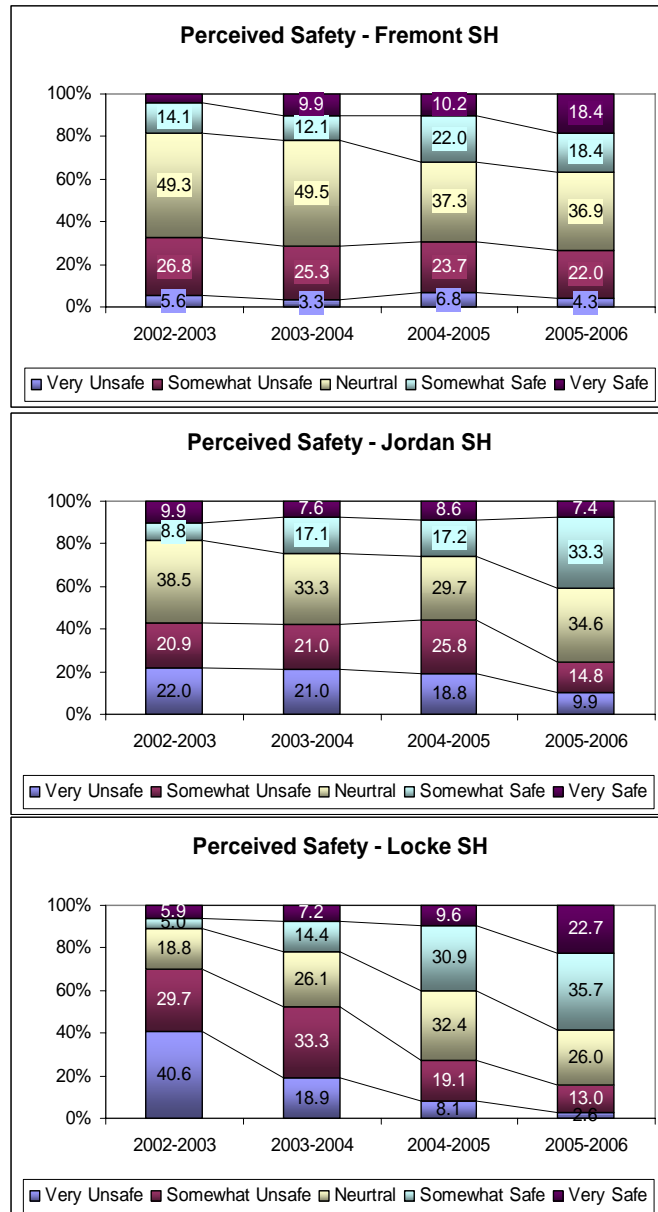


Figure 5 describes the percentage of students/teachers who answered with a certain safety level.

Gangs, racial tension, and hate groups were the dominant reasons for feeling unsafe at school.

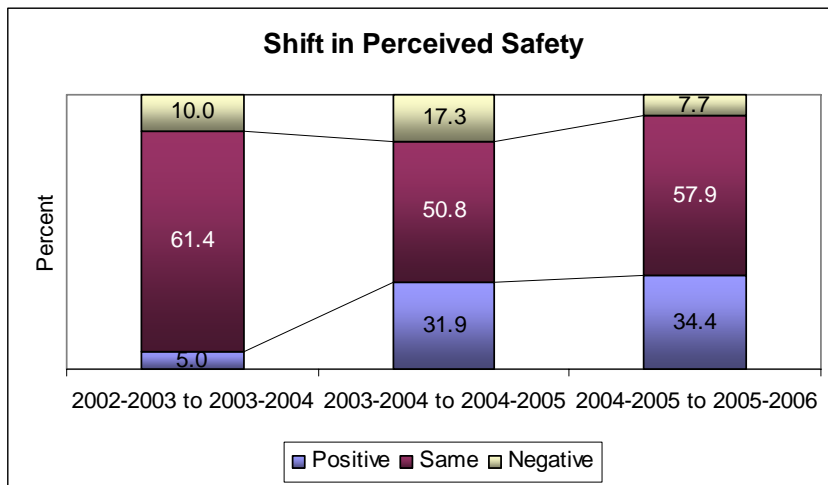
All three schools experienced an improvement in the perceived safety over the four years. When

“Very safe” and “Somewhat safe” is combined and “Very unsafe” and “Somewhat unsafe” is

also combined, the percentage of people who feel safe is larger than those who feel unsafe in the

three schools in the 2005-2006 school year. Among the three schools, Locke High School showed a dramatic improvement in perceived safety. Forty-one percent of people who answered the school was “Very unsafe” in the 2002-2003 school year, which decreased to 2.6 percent in the 2005-2006 school year; while the “Very safe” answer made up for only 6.8 percent in the 2002-2003 school year, and increased to 22.7% in the 2005-2006 school year. In general, perception of safety dramatically improved over four years.

**Figure 6**



While Figure 5 captured the absolute safety perception in each school, Figure 6 captured the change in individuals’ perceptions across each year. For those whose safety perception shifted in a positive direction

(e.g. from “Somewhat safe” to “Very safe” or from “Neutral” to “Very safe” etc.), Figure 6 labeled them as “positive,” and those whose safety perception shifted negatively was labeled as “negative.” Although more than 50 percent of the respondents did not change their perception between the years, 31 percent and 34 percent of respondents felt safer than the previous year between the 2003-2004 school year and the 2004-2005 school year, and between the 2004-2005 school year and the 2005-2006 school year, respectively. Also, the percentage of people who felt that the school was becoming more unsafe was only 7.7 percent in the most recent years from the 2004-2005 school year to the 2005-2006 school year.



### **Summary of Findings and Limit of Analysis**

We discovered that suspensions have been dramatically increasing in these three schools, due to the change in discipline policy of individual schools. This policy change partly explains why the previous chapter found the negative result of steep increase in suspension compared with comparison schools. The attendance rates and perceived safety attitudes have been modestly improving. In general, attendance rates shifted in tandem with the perception of safety. This may be interpreted that by enforcing a tougher stance on suspensions, students' safety perception and attendance rate increases, as school administrators believe.

Nevertheless, the analyses we conducted cannot prove the administrators' positive scenario. We do not have the data of comparison schools that do not have Safety Collaborative or that did not change the discipline policy. It is possible that students and teachers could still feel safer without such policy changes because of the other factors such as changes in safety perception over time and overall community improvement. Also, our analysis did not focus on the link between suspension increase and attendance increase, thus unable to prove the causality.

The quantitative analyses that focused on the effect of Human Relations Subcommittee on two measurements, suspension and attendance, did not find any evidence it had a positive impact on school safety. However, for the purpose of proceeding to the next steps, it is useful to examine whether Human Relations Subcommittee programs were properly designed to address school safety issues by measuring the current school needs. The following two chapters will

qualitatively evaluate whether Human Relations Subcommittees target the right problems by studying the needs of schools and looking at the content of the programs.

## Chapter IV: Needs

### Purpose

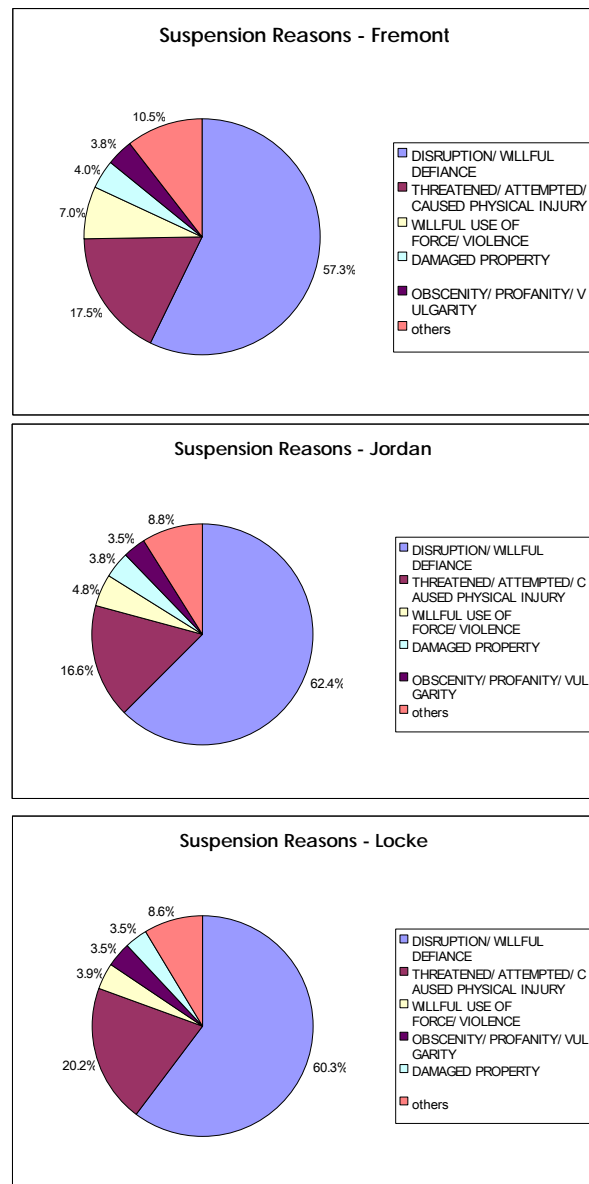
In order to qualitatively evaluate the Human Relations Subcommittee, we first examined current needs in each school. We used the data on suspension as an indicator of tangible safety, and the survey result as an indicator of perceived safety. We analyzed what aspects of student behavior and the school environment caused problems in Fremont High School, Jordan High School and Locke High School, which should be addressed by the Human Relations Subcommittees' interventions.

### Findings

#### Tangible Safety – Suspension Reasons

We focused on the frequent suspension reasons of the 2004-2005 school year in the three schools. There are 27 categories of suspension reasons classified by LAUSD (See Appendix III). We took notice of major five reasons for each school. These statistics shown in Figure 7 count the total number of suspensions for students suspended more than one time. The total number of suspensions at Fremont High School was 23,864; 20,196 at Jordan High School; and 26,224 at Locke High School.

**Figure 7**



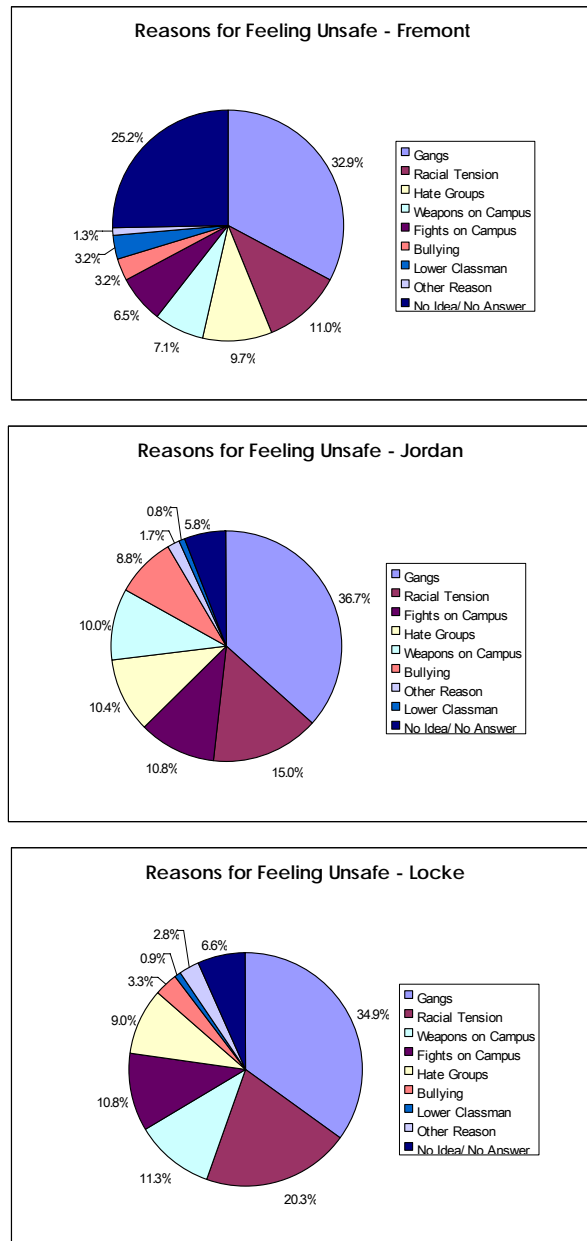
For every school, the top five reasons for suspensions were the same even though there was a slight difference in rank. These were “Disruption/Willful Defiance,” “Threatened/Attempted/Caused Physical Injury to Another Person,” “Willful Use of Force/Violence,” “Damaged Property” and “Obscenity/Profanity/Vulgarity.” More than half of the suspensions were “Disruption/Willful Defiance,” and the first two reasons made up 75 percent or more of all suspension reasons.

**Perceived Safety – Reasons for Feeling Unsafe**

For perceived safety, we looked at the reasons for students’ feeling unsafe on campus in the 2005-2006 school year. Figure 8 shows the answers from students and teachers at the three schools. We asked them “how safe do you feel on campus during school hours?”

At every school, gangs were by far the greatest problem and racial tension was the second most common problem. In all three schools, the top five reasons were the same: “Gangs,” “Racial Tension,” “Weapons on Campus,” “Fights on Campus,” and “Hate Groups.” For Fremont High School, “No Idea/No Answer” was prominent. We noted that the issues of gangs,

**Figure 8**

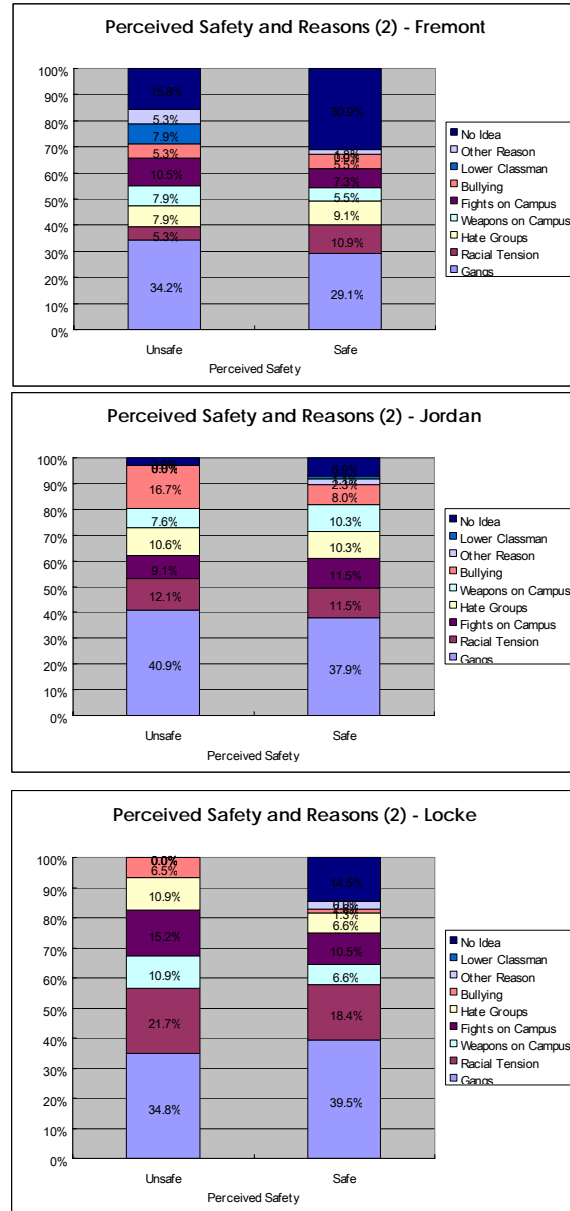


racial tension and hate groups can be the potential sources of school violence. This was a concern because they ranked in the top three reasons for feeling unsafe at the schools.

The following charts in Figure 9 break down the reasons for feeling unsafe in relation to the degree of perceived safety at the schools.<sup>7</sup> The percentage indicates among each group of people answering “Unsafe” or “Safe,” what ratio of respondents considered the main reason for feeling unsafe.

For Fremont High School, of the respondents who answered “Safe,” rather than “Unsafe,” 30.9 percent did not know specific reasons for feeling unsafe. This finding may contribute to why they believed the school was safe; those who did not feel unsafe may not know that they were in an unsafe environment. For respondents who answered feeling “Unsafe” at school, 42 percent felt that gangs made the school environment dangerous.

**Figure 9**



<sup>7</sup> We connected statistics of the reasons for feeling unsafe with the result of the question asking “how safe do you feel on campus during school hours?” (See Appendix: Reasons for Feeling Unsafe) The graphs in Figure 3 represent perceived safety at the schools and the main reasons for feeling unsafe. On the graphs, “Very Unsafe” and “Somewhat Unsafe” are combined into “Unsafe,” and “Very Safe” and “Somewhat Safe” are combined into “Safe.”

For Jordan High School, gangs were the strongest reason for respondents answering “Unsafe,” making up 40.9 percent of responses. Seventeen percent of responses, which was much larger than the original ratio in the previous graph, demonstrated that people who were afraid of bullying were likely to feel unsafe at school.

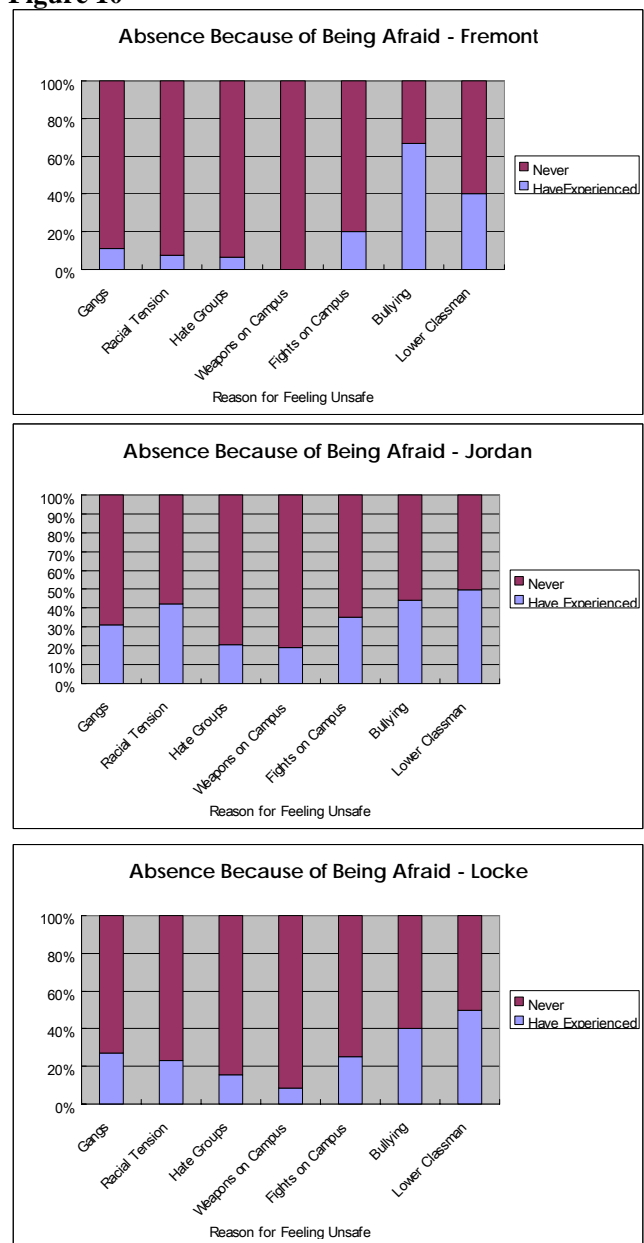
At Locke High School, the number of people feeling somewhat safe is the greatest. This result is supported by the findings in the previous chapter.

We examined to what extent feeling unsafe and being afraid affected student attendance. Figure 10 shows what percentage of students among those who consider certain issues the main reason for feeling unsafe at school have been absent from school because they felt afraid.

At Fremont High School, it is clear that individual threats tend to force students not to come to school, such as bullying and being a lower classman. Other reasons did not have a strong influence on student absences due to being afraid.

In contrast, at Jordan High School, for every reason, at least 20 percent of students have been absent from school because they were

**Figure 10**

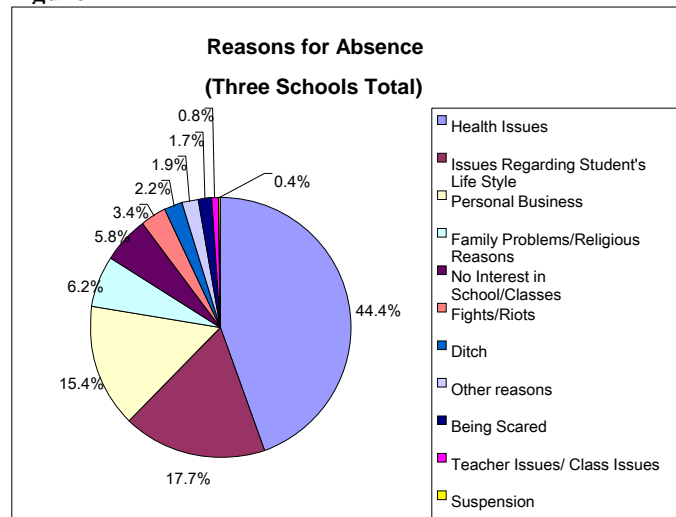


afraid.

For Locke High School, there was no prominent characteristic of absence because of being afraid compared to the other two schools. Overall, even though many students mentioned gangs, racial tension and hate groups as the reasons for feeling unsafe at school, their actual influence upon attendance does not seem to be immense.

We looked at the reasons why students did not come to school. Figure 11 shows that health issues, issues regarding students life style, and personal business were by far the largest reasons for student absences. These three reasons were not relevant to school safety but to personal issues. Issues regarding school safety appeared as

**Figure 11**



fight/riots and being scared, which were ranked as the 6<sup>th</sup> and 9<sup>th</sup> reasons, respectively. Even if campus safety were improved and the number of students who were absent from school because of school safety problem decreased, the effect on attendance rate as a whole is limited. This survey result implies that it is difficult to grasp campus safety improvement by measuring the change in attendance rate.

### **Summary of Findings / Policy Implication**

Gangs, racial tension, and hate groups were the dominant reasons for feeling unsafe at school.

To alleviate students' feeling unsafe at school, these three reasons should be targeted first. These

are the problems that must be addressed by the Human Relations Subcommittees or the Safety Collaboratives. The next chapter will examine whether the programs implemented by the Human Relations Subcommittees actually have addressed these problems.

Another finding is that, despite the existence of the above safety concerns, feeling unsafe at school was not the main reason for students being absent. This implies that measuring safety in terms of attendance rate, as we did in the previous chapters, may not be appropriate. Attendance rate was often cited by school administrators to demonstrate the level of safety, but it should be used with caution.



## **Chapter V: Qualitative Evaluation of Programs by Human**

### **Relations Subcommittees**

From the previous chapter, we looked at reasons for suspensions and reasons for feeling unsafe and how these factors determined the general school climate. This chapter will evaluate how schools, under the Human Relations Subcommittees, have dealt with these student behaviors.

The student behaviors established by suspension reasons and survey responses to feeling unsafe at school were matched according to programs that have been implemented. The first section of the needs assessment determines how many programs are available for each need; the second section will analyze the quality of the available programs.

#### **Reasons for Suspensions and Available Programs**<sup>8</sup>

The programs and interventions at the schools were collected to analyze their availability and applicability to reasons of suspensions, responses for feeling unsafe on school campuses, and to match the viability of the programs to best practices. The following three charts looked at the top three reasons for why students were suspended at each school and matched them to interventions that were relevant to addressing their behavior. Under “Reasons,” the percentages in parentheses were the occurrences of suspensions under the specific suspension reason. Under “Interventions,” if the program contents met the needs of the schools (suspension reason or survey response), the box was checked.

The criteria we set for which programs met the schools’ needs were based on the following goals for each program:

- To directly influence change in student behavior

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<sup>8</sup> These charts are completed to the best of our knowledge of the programs.

- To provide a program that was preventive in nature, as opposed to programs that were reactive
- To reduce school violence and misbehavior

At all three schools, the top three suspension reasons were same in reason and ranking.

Disruption/ Willful Defiance made up more than 50 percent of reasons for suspensions,

Threatened/Attempted/Caused Physical Injury to another person constituted about 20 percent of suspensions, and Willful Use of Force/Violence suspensions were under 10 percent.

Table 2: Fremont Senior High School		
SUSPENSION REASONS	INTERVENTIONS	
	Conflict Resolution Training	Young Men’s Agenda Assemblies
Disruption/Willful Defiance (57.33%)	✓	
Threatened/Attempted/Caused Physical Injury to another person (17.45%)	✓	
Willful Use of Force/Violence (7.02%)	✓	

Fremont’s Human Relations Subcommittee was deficient in program availability. Only one program focused on all three suspension reasons. Of the two programs offered, the conflict resolution training by the West Angeles Community Mediation Center was the only program considered appropriate to address the reasons for suspensions. The goal of the program was to “facilitate understanding and reconciliation through community dispute resolution.”<sup>9</sup> Like other conflict resolution programs, the West Angeles Community Mediation Center taught students to create solutions and to deal with peers in a non-violent way through social problem solving skills,

<sup>9</sup> Anonymous, 2004. West Angeles Community Development Corporation. West Angeles Church of God in Christ [Hhttp://www.westa.org/ministry\\_cdc.html](http://www.westa.org/ministry_cdc.html)H, accessed March 1, 2006.

such as discussion and role-playing. The Young Men’s agenda discussed gender and race issues, but did not provide instruction for disruption, threatening other students, or willful use of force.

Table 3: Jordan Senior High School							
	INTERVENTIONS						
	Days of Dialogue	Peer Mediation	Theatre and Therapy Workshop	“Stopped by Cops”	Town Hall Meeting with Parents	Meeting with Imperial Courts Parents	IDEPSCA
<b>SUSPENSION REASONS</b>							
Disruption/Willful Defiance (62.45%)		✓	✓				
Threatened/Attempted/ Caused Physical Injury to another person (16.59%)		✓	✓				
Willful Use of Force/ Violence (4.83%)		✓	✓				

In Jordan High School’s Human Relations Subcommittee, the interventions and programs demonstrated a variety in trainings and topics.<sup>10</sup> However, there were only two programs that specifically focused on students’ needs identified from the suspension data, Peer Mediation and Theatre and Therapy Workshop. Peer Mediation focused on conflict management, the nature of conflict, communication skills, mediation techniques, decision-making, problem solving skills, and active listening techniques. Students participating in the program would then be able to prevent themselves and other students from being involved in situations of conflict, such as those listed as the top three common reasons for suspension. The Theatre and Therapy Workshop presented similar skills, but within the framework of creative writing, acting, and performances.

The other five programs did not address the suspension reasons, though they touched on factors that influence violence prevention. Days of Dialogue, as was the case at Locke High School,

<sup>10</sup> Appendix, Human Relations Subcommittee Activities

opened a forum for students and teachers to speak about their concerns in the school. “Stopped by the Cops” was an information session about student behavior when confronted by the police. The Town Hall and Imperial Courts meetings were outreach attempts to improve communication between the school and parents, and IDEPSCA was a nonprofit that provided parent leadership trainings.

Table 4: Locke Senior High School							
	INTERVENTIONS						
	Days of Dialogue	SELF	Summer Institute	HEART	Human Relations Elective Class	Facing History and Ourselves	ADL Partnership
<b>SUSPENSION REASONS</b>							
Disruption/Willful Defiance (60.31%)		✓		✓			
Threatened/Attempted/Caused Physical Injury to another person (20.17%)		✓		✓			
Willful Use of Force/Violence (3.92%)		✓		✓			

Locke High School’s seven programs from its Human Relations Subcommittee concentrated on multicultural education and diversity. Only two programs, SELF (Students Engaged in Leadership through Facilitation) and HEART (Human Efforts at Relating Together), were preventive programs that were specifically related to the prominent suspension reasons. SELF’s curriculum consisted of trainings for conflict resolution and facilitation skills, reinforcement of learned skills through situational role-playing and discussion, student-led facilitation exercises, and multicultural understanding. HEART was a similar program, but selected participants were deemed as “natural leaders” in the student population that had the influence to set an example for nonviolence for other students.

The rest of the programs taught diversity and community membership in their curriculum, but they did not directly address the suspension reasons. The value of such diversity education programs is to expose students and teachers to ideas of different cultures existing together, yet at the same time, to emphasize the uniqueness of the individual.<sup>11</sup> The Summer Institute and the Human Relations Elective class, which had the same curriculum, were classes rather than skills training. Facing History and Ourselves and the ADL (Anti-Defamation League) Partnership were teacher course versions of the Summer Institute and Human Relations class on multiculturalism.

**Feeling Unsafe at School and Available Programs**

The inventory of programs and interventions at each school were used in this section as available resources under the Human Relations Subcommittee. We used survey results to identify why people felt unsafe. The survey responses identified students’ reasons for feeling unsafe at school, which were then matched to the appropriate program or intervention. In the following charts, the top three needs were from student responses for feeling unsafe.

<b>Table 5: <u>INTERVENTIONS: Fremont HS</u></b>		
<b><u>NEEDS</u></b>	Conflict Resolution Training	Young Men’s Agenda Assemblies
Gangs (35.9%)		
Racial Tension (12%)		✓
Hate Groups (10.6%)	✓	

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<sup>11</sup> Stephens, 280.

At Fremont HS, with gangs receiving the highest number of responses for feeling unsafe on campus, ironically programs regarding gangs were unavailable. But the two programs individually covered either racial tension or hate group issues. The Young Men’s Agenda was relevant to addressing racial tension. For hate groups, the conflict resolution training would diffuse potential for violence by providing instruction on role-playing in order to understand each person’s role in a violent situation, and to avoid and to prevent conflict.<sup>12</sup>

**Table 6: INTERVENTIONS: Jordan HS**

<b>NEEDS</b>	Days of Dialogue	Peer Mediation	Theatre and Therapy Workshop	“Stopped by Cops”	Town Hall Meeting with Parents	Meeting with Imperial Courts Parents	IDEPSCA
Gangs (38.8%)							
Racial Tension (15.9%)			✓				
Fights on campus (11.5%)		✓	✓				

Similar to Fremont High School, gangs were the top reason for feeling unsafe, but programs to address gangs were not available. Despite the number of programs Jordan’s Human Relations Subcommittee offered, only Peer Mediation and Theatre and Therapy Workshop addressed the students’ needs. Fights on campus fell under Peer Mediation because the training would alleviate fights on campus due to trainings in social problem solving and conflict mediation. The Theatre and Therapy Workshop was relevant to racial tension and fights on campus because the writing exercises and facilitation skills learned in the program would provide outlets for expressing these problems and raising awareness on campus.

<sup>12</sup> Petersen, Pietrzak, & Speaker, 356.

<b>NEEDS</b>	Days of Dialogue	SELF	Summer Institute	HEART	Human Relations Elective Class	Facing History and Ourselves	ADL Partnership
Gangs (48.1%)							
Racial Tension (24.3%)		✓	✓	✓	✓	✓	✓
Fights on Campus (13.0%)				✓			

According to Locke’s available resources, there was an overrepresentation of programs for racial tension. SELF, Summer Institute, HEART, and the Human Relations Elective class were for students, and Facing History and Ourselves and the ADL Partnership were for teachers. Only HEART addressed fights on campus. Locke High School received a large proportion of responses suggesting gangs were a major problem at the school, but there were no programs to focus on gangs. From the previous chapters, we found relatively positive results for Locke High School in the trend analysis with the decrease in suspensions; consistently higher attendance than Fremont and Jordan; and in the needs assessment, Locke had the most programs that concentrated on racial tension.

**Do the programs/interventions follow best practices?**

Table 8	<b>HUMAN RELATIONS BEST PRACTICES</b>		
<b>INTERVENTIONS</b>	<b>Comprehensive</b> Are there several elements learned? <sup>13</sup>	<b>Continuous program</b> Is the program multi-year? <sup>14</sup>	<b>Capacity building</b> Did the program sustain itself in order to continue the program for next recipients? <sup>15</sup>
Days of Dialogue			
SELF	✓		
Summer Institute			
HEART	✓		
Human Relations Elective Class			
Facing History and Ourselves			
ADL Partnership			
Conflict Resolution Training			
Young Men's Agenda			
Peer Mediation			
Theatre and Therapy Workshop	✓	N/A	✓
Town Hall Meeting with Parents			
Meeting with Imperial Courts residents			
IDEPSCA			

The third chart looks at elements of the Human Relations Subcommittees' programs across Locke, Jordan and Fremont High Schools. Based upon best practices, the majority of the programs implemented by the Human Relations Subcommittees fell short of meeting the criteria for effective programs. A one day intervention, such as Days of Dialogue, that did not include student follow up or plans for reoccurrence cannot expect to have a substantial effect on student

<sup>13</sup> Robert J. Haggerty, et al., *Risk and Resilience in Children: Developmental Approaches* (Cambridge: University of Cambridge Press, 1994).

<sup>14</sup> Lawrence W. Sherman, et al. *Preventing Crime: What works, what doesn't, what's promising* (Washington, D.C.: National Institute of Justice, NCJ 165366, 1997), 5-59.

<sup>15</sup> Sherman, 5-59.



behavior. The number of programs implemented is not as significant as the effectiveness of each program. Of the fourteen programs implemented at the high schools, only three partially met the best practices criteria (See Appendix V). There were other elements not included in the chart that were also missing from the programs. As we were researching each program, it was difficult to collect information on who participated and what were the outcomes. There was no monitoring of students' behavior to track if the students benefited from the program. It is not enough to implement a program without having clear outcome goals and a process to evaluate the program.

### **Summary and Implication**

Few programs that were implemented within the framework of Safety Collaborative provided the needs captured by survey and suspension data. Even though some of the programs that matched the needs, they did not follow best practices. Since they have not addressed safety concerns, we are unconvinced that the improvement of safety perception captured by the survey was caused by the Human Relations Subcommittees.

## **Chapter VI: Summary of Findings and Discussion**

Our findings were paradoxical. We attempted to assess the effect of Human Relations Subcommittees, using the suspension and attendance rates (this was rather a measure of Safety Collaboratives as a whole) as objective measures, and subjective perception of safety captured by the survey. We also evaluated the content of a variety of programs implemented within the framework of Human Relations Subcommittees. Due to the various limits of our analyses, we could not conclude that Human Relations Subcommittees or Safety Collaboratives as a whole were effective.

The three measures (suspension, attendance, and safety perception) did not show a consistent direction of campus safety improvement. Suspension has been dramatically increasing within the schools that have Safety Collaborative compared with other schools without Safety Collaboratives, appearing that the Human Relations Subcommittees were not improving student behavior. Attendance rates showed modest increases in the three schools with Safety Collaboratives, but the schools without Safety Collaboratives showed consistently higher attendance rates and the increase rate was higher in schools without Safety Collaboratives than those with Safety Collaboratives. This suggests that Safety Collaboratives may be improving campus safety, but it is possible that the attendance rate would increase even without Safety Collaboratives. The perception of safety in the schools with Safety Collaboratives did improve over the three years, and there were only a few students who were absent due to safety concerns. However, we did not have data for safety perception for schools without Safety Collaboratives.

Our interviews with school administrators helped us answer the inconsistent findings. Regarding the suspension increase, we found that it may be the result of stricter discipline policy. Each school had different discipline policies that strongly affected the number of suspended students and the length of suspensions. This means change in suspension turned out to be a function of each school's policy, not a function of the change in students' behavior that could be caused by the efforts of Human Relations Subcommittees. With regard to attendance rate and safety perception, school administrators believed that stronger suspension policy would improve the students' safety perception on campus, thus reflected in the increase in attendance rates.

This optimistic scenario that a suspension increase will lead to the improvement of attendance rate and safety perception is still in question. Due to the limit of our analysis, we cannot conclude this scenario is true. First, thorough analysis to find the causation between suspension increase and attendance increase is necessary. Our analysis did not focus on the relations between the suspension and attendance, thus we were unable to prove the link between stricter suspension policy and increase in attendance. Second, attendance rate may not be a perfect measure to assess the level of safety. Given the survey results that few students were absent from school because of safety concerns, change in attendance rates may be caused by other factors such as being sick or lazy. Although other factors such as personal business or laziness are unlikely to change, it is difficult to explain the change in attendance rate by safety improvement. Third, our survey did not include the schools without Safety Collaboratives. We do not know how campus safety perceptions were changing in the other schools. It is possible that improvement in safety perception can happen even without the Safety Collaboratives.

Suspension increases were not intended by the Human Relations Subcommittees or Safety Collaboratives as a whole. The individual school's discipline policy could offset the effect of the Human Relations Subcommittee, if any. The attendance rate and safety perception cannot be a perfect measurement unless further research is conducted. Therefore, there was no evidence that Safety Collaboratives or Human Relations Subcommittees were effectively working, based on our research thus far.

The argument above focused on the evaluation in terms of the impact, but we also studied the contents of programs implemented by the Human Relations Subcommittees, in order to evaluate whether the programs were designed to meet school needs. This content analysis or needs matching found that the Human Relations Subcommittees did not necessarily provide the needs demonstrated by students and teachers. They did not follow best practice techniques either. Besides, the survey results indicated that there were very few people who were aware of the Human Relations Subcommittee or Safety Collaboratives as a whole and their activities. Therefore, it is difficult to conclude that the improving safety perception was provided by the Safety Collaboratives' efforts.

## **Chapter VII: Recommendation**

The findings from evaluating the Human Relations Subcommittees of the Safety Collaboratives did not suggest that the Human Relations Subcommittees had an impact on the schools where they were implemented. We found further research is necessary to accurately measure the effect of the Human Relations Subcommittees. The following recommendations concentrate on how LAUSD Local District 7 can evaluate the Human Relations Subcommittees in order to determine if the schools should continue to have Human Relations Subcommittees.

- **Utilize an experimental design to evaluate the Human Relations Subcommittees.**

To accurately assess the effect of the Human Relations Subcommittees, experimental research must be conducted. An accurate analysis should compare schools with and without Human Relations Subcommittees. It requires grouping schools into four categories for comparison: 1) schools with only Human Relations Subcommittees, 2) schools with only Safe Passage Subcommittees, 3) schools with Human Relation Subcommittees and Safe Passage Subcommittees, and 4) schools with no Safety Collaboratives. In addition, the comparison must be made based on the change in the measurements over time, as we did, in order to remove the difference in safety environments that exist before the experiment.

We saw Manual Arts High School as a good comparison school that had neither a Human Relations Subcommittee nor a Safe Passage Subcommittee. This high school is located in the Local District 7 in a similar neighborhood, and showed similar attendance rate and suspensions to the three schools we studied. We recommend that either the Safe Passage Subcommittee or the Human Relations Subcommittee be removed from two of the three high schools, if politically

and ethically feasible. If this removal is acceptable, it will allow for the analysis of the effect caused by the removal of treatment.

Our research design was limited in that we took into account the effect of the whole Safety Collaborative because we did not have the four suggested categories of schools available for research, particularly the categories of schools with only Human Relations Subcommittees, and schools with only Safe Passage Subcommittees. Also, the schools with Human Relations Subcommittees were already experiencing high suspensions and low attendance rates. In other words, these schools were not randomly assigned. Therefore it may have been more difficult for the Subcommittees to improve suspensions and attendance in these three schools compared to other schools in Local District 7.

- **Conduct the same survey at the schools without Human Relations Subcommittees**

Perceived safety, as a measurement of the experimental design, must be compared between schools with Human Relations Subcommittees and those without Human Relations Subcommittees. Surveys should be collected from all schools in the four categories mentioned above in order to separate the effects of the Human Relations Subcommittees, to gain an ~~general~~ idea of Human Relations Subcommittee functions at the schools that have them, and to see if they have an effect on how safe the school population feels. Due to the lack of access to the other schools, we could not conduct surveys at schools without Safety Collaboratives and Human Relations Subcommittees to compare to the surveys we collected at the three schools.

- **Suspension and attendance should not be blindly used as measures of safety.**

Suspension and attendance rate is commonly referred to as indicators of safety level. However, we found that these measures can be largely affected by other confounding factors. First, changes in discipline policy at the three schools demonstrated that suspensions were not an accurate measure of the effectiveness of Human Relations Subcommittees on student behavior. Because of stricter enforcement of disciplinary actions or administrative turnover in the three schools, suspensions had greatly increased at the same time that the Human Relations Subcommittees were put into place. Therefore, the effects of the Human Relations Subcommittee could not be separated from the effects of the modifications in discipline policy. This measure was originally chosen because we associated Human Relations activities with student behavior and that the programs implemented by the Subcommittees would change student behavior by decreasing the number of suspensions. Our discovery of the strong effect of the discipline policy suggests that extreme caution should be used when using suspensions to measure safety

Secondly, attendance rate is not an accurate measure to indicate the level of safety. Our survey found that only a few students reported that they were absent from school because they were concerned about campus safety. The majority of reasons for being absent were not related with safety concerns. This implies that the increasing attendance rate may not necessarily reflect the improvement of safety. It is possible that safety improvement can account for part of the increasing attendance rate, given the assumption that the other reasons for absence such as sickness or laziness are consistent and are unlikely to fluctuate over time. Nevertheless, we recommend the attendance rate should not be blindly used to indicate the level of safety.

Other data options to consider when measuring student behavior could include opportunity transfers, expulsions, and reported school crimes on campus. Opportunity transfers and expulsion could be consistent over the years and reliable measures, because they are more strictly based on District-wide policy and less sensitive to the individual school's everyday administrative. However, all of these measures are still subject to change.

### **Next Steps**

Once the appropriate assessment of the Human Relations Subcommittees is complete, one important question is if the schools need the Human Relations Subcommittees. Based on the evaluation, if Human Relations Subcommittees have a negative or no impact on the schools, the schools should reconsider how to improve safety on the campuses. Our needs assessment can be revisited to assess whether their target is right on their needs following the best practices.

If the Human Relations Subcommittees have a positive effect on the schools, LAUSD should move on to evaluating the programs that have already been implemented. This includes determining if the programs are relevant to school safety problems among students, and if the programs actually have an effect in changing student behavior by collecting pre and post program data from participating students, long term follow up evaluations, and analyzing content and structure compared to best practices.



# Appendix I

## Difference-in-Difference (1)

Linear regression models were employed in order to find the improvement in the suspension and attendance caused by the Human Relations Subcommittee. The existence of Human Relations Subcommittee is the variable of interest, and the data on suspension and attendance are the dependent variable. The independent dummy variable (HRS) is whether the students are in the school that has Human Relations Subcommittee, which is the research group's variable of interest. We employed four types of dependent variables to measure the effect of Human Relations Subcommittees. The analysis compared the changes in dependent variables from 2003-2004 school year to 2004-2005 school year, between the schools with the Subcommittee and those without the Subcommittee.

### **1) Change in Total Suspended Days**

The dependent variable (DIFDAYS04) is:

*[Total Suspended Days in 2004-2005 School Year] - [Total Suspended Days in 2003-2004 School Year]*

The independent dummy variable (HRS) is included in the specification. Therefore, the base model is described as:

$$(DIFDAYS04i) = \beta_0 + \beta_1(HRSi) + \dots + U_i.$$

### **2) Change in Number of Times Suspended**

The dependent variable (DIFREP04) is:

*[Number of Times Student is Repeatedly Suspended in 2004-2005 School Year] - [Number of Times Student is Repeatedly Suspended in 2003-2004 School Year]*

Model is described as:

$$(DIFREP04i) = \beta_0 + \beta_1(HRSi) + \dots + U_i.$$

### **3) Change in Maximum Suspended Days**

The dependent variable (DIFMAX04) is:

*[Maximum Suspended Days in 2004-2005 School Year] - [Maximum Suspended Days in 2003-2004 School Year]*

Model is described as:

$$(DIFMAX04i) = \beta_0 + \beta_1(HRSi) + \dots + U_i.$$

### **4) Change in Attendance Rate**

The dependent variable (DIFATT04) is:

*[Attendance Rate in 2004-2005 School Year] – [Attendance Rate in 2003-2004 School Year]*  
 Model is described as:  
 $(DIFATT04i) = \beta_0 + \beta_1(HRSi) + \dots + U_i$ .

**Table 2**

	DIFDAYS04		DIFREP04		DIFMAX04		DIFATT04	
HRS	0.0797 (0.0246)	***	0.0354 (0.0110)	***	0.0693 (0.1861)	***	-0.4494 (0.2039)	*
INTERCEPT	0.0229 (0.0087)		0.0229 (0.0087)		0.0229 (0.0087)		-2.2470 (0.1614)	
R-SQUARE	0.0009		0.0009		0.0009		0.0004	
NUMBER OF OBSERVATION	10991		10991		10991		10991	

\*\*\* 99% Confidence level \*90% Confidence level

### **Difference-in-Difference (2)**

We employed another regression model in order to analyze the effect of Human Relations Subcommittee on the tendency of increasing student suspension and of decreasing student attendance. As in the first analysis, the existence of Human Relations Subcommittee is the variable of interest, and the data on suspension and attendance are the dependent variable. This model allows us to look at the slope of the change in dependent variables.

### **5) Slope of Change in Total Suspended Days**

The increase in suspended days from 2003-2004 school year to 2004-2005 school year is smaller than that from 2002-2003 school year to 2003-2004 school year in schools with the Subcommittee compared to those without the Subcommittee.

The dependent variable (DIFDIFDAYS) is:

$\{[Total\ Suspended\ Days\ in\ 2004-2005\ School\ Year] - [Total\ Suspended\ Days\ in\ 2003-2004\ School\ Year]\} - \{[Total\ Suspended\ Days\ in\ 2003-2004\ School\ Year] - [Total\ Suspended\ Days\ in\ 2002-2003\ School\ Year]\}$

The independent dummy variable (HRS) is set to one if a student is in a school which has Human Relations Subcommittee, which is the variable of interest.

Therefore, the base model is described as:

$(DIFDIFDAYSi) = \beta_0 + \beta_1(HRSi) + \dots + U_i$ .

### **6) Slope of Change in Number of Times Suspended**

The dependent variable (DIFDIFREP) is:

$\{[Number\ of\ Times\ Student\ is\ Repeatedly\ Suspended\ in\ 2004-2005\ School\ Year] - [Number\ of\ Times\ Student\ is\ Repeatedly\ Suspended\ in\ 2003-2004\ School\ Year]\} - \{[Number\ of\ Times\ Student\ is\ Repeatedly\ Suspended\ in\ 2003-2004\ School\ Year] - [Number\ of\ Times\ Student\ is\ Repeatedly\ Suspended\ in\ 2002-2003\ School\ Year]\}$

Model is described as:

$$(DIFDIFREPi) = \beta_0 + \beta_1(HRSi) + \dots + Ui.$$

### 7) Slope of Change in Maximum Suspended Days

The dependent variable (DIFDIFMAX) is:

$$\{[Maximum\ Suspended\ Days\ in\ 2004-2005\ School\ Year] - [Maximum\ Suspended\ Days\ in\ 2003-2004\ School\ Year]\} - \{[Maximum\ Suspended\ Days\ in\ 2003-2004\ School\ Year] - [Maximum\ Suspended\ Days\ in\ 2002-2003\ School\ Year]\}$$

The model is described as:

$$(DIFDIFMAXi) = \beta_0 + \beta_1(HRSi) + \dots + Ui.$$

### 8) Slope of Change in Maximum Suspended Days

The dependent variable (DIFDIFATT) is:

$$\{[Attendance\ Rate\ in\ 2004-2005\ School\ Year] - [Attendance\ Rate\ in\ 2003-2004\ School\ Year]\} - \{[Attendance\ Rate\ in\ 2003-2004\ School\ Year] - [Attendance\ Rate\ in\ 2002-2003\ School\ Year]\}$$

The model is described as:

$$(DIFDIFATTi) = \beta_0 + \beta_1(HRSi) + \dots + Ui.$$

**Table 3**

	DIFDIFDAYS		DIFDIFREP		DIFDIFMAX		DIFDIFATT	
HRS	0.1326 (0.0401)	**	0.1160 (0.0209)	**	0.1140 (0.0334)	**	-6.6303 (1.2929)	**
Intercept	-0.0554 (0.0316)		-0.0705 (0.0165)		-0.0519 (0.0263)		-8.1753 (1.0193)	
R-square	0.0018		0.0050		0.0019		0.0043	
Number of Observation	6062		6075		6062		6075	

### Results

None of these specifications showed evidence the Human Relations Subcommittees placed positive impacts on improvement of suspension or attendance.

## **Appendix II**

Chapter II Impact Analysis employed matched paired data that keeps track of individual student over multi-years, in order to evaluate the impact of Human Relations Subcommittees on individual students' behaviors. On the other hand, the Chapter III School-Based Intensity Analysis employed dependent population in which individuals are not matched between the two comparison years. This allowed us to look at the general trend of schools.

Table 4 describes the difference-in-difference results on both dependent sample (matched paired data) and independent sample. The number in "Difference (A-B)" on each dependent variable of dependent sample matches with the regression coefficient in Appendix I Table 2.

**Table 4**

		Dependent Sample			Independent Sample		
Change in Total Suspended Days		Observation	Mean	Std. Dev.	Observation	Mean	Std. Dev.
A. HRS Schools (a-b)		6891	0.163402	1.369055		0.189232	
a	2004-2005 School Year				11432	0.478919	1.414242
b	2003-2004 School Year				11471	0.289687	0.927652
B. Non-HRS Schools (c-d)		4100	0.083659	1.003082		0.047661	
c	2004-2005 School Year				6376	0.29862	1.004416
d	2003-2004 School Year				6260	0.250959	0.761213
Difference (A-B)			0.079743			0.141571	
Change in Number of Times Suspended		Observation	Mean	Std. Dev.	Observation	Mean	Std. Dev.
A. HRS Schools (a-b)		6891	0.058337	0.557642		0.0655	
a	2004-2005 School Year				11432	0.213961	0.548469
b	2003-2004 School Year				11471	0.148461	0.437574
B. Non-HRS Schools (c-d)		4100	0.022927	0.560087		-0.00406	
c	2004-2005 School Year				6376	0.184442	0.553789
d	2003-2004 School Year				6260	0.188498	0.504584
Difference (A-B)			0.03541			0.069556	
Change in Max Days Suspended		Observation	Mean	Std. Dev.	Observation	Mean	Std. Dev.
A. HRS Schools (a-b)		6891	0.121463	1.047724		0.135644	
A	2004-2005 School Year				11432	0.38401	1.012139
B	2003-2004 School Year				11471	0.248365	0.734705
B. Non-HRS Schools (c-d)		4100	0.052195	0.736732		0.020866	
c	2004-2005 School Year				6376	0.227415	0.67959
d	2003-2004 School Year				6260	0.20655	0.568088
Difference (A-B)			0.069268			0.114779	
Change in Attendance Rate		Observation	Mean	Std. Dev.	Observation	Mean	Std. Dev.
A. HRS Schools (a-b)		6891	-2.69639	11.26298		2.29402	
a	2004-2005 School Year				11432	85.09189	13.63445
b	2003-2004 School Year				11471	82.79787	15.39753
B. Non-HRS Schools (c-d)		4100	-2.24696	8.560162		0.21929	
c	2004-2005 School Year				6376	87.51886	12.72335
d	2003-2004 School Year				6260	87.29957	13.01083
Difference (A-B)			-0.44943			2.07473	

## Appendix III

### Methods of Analysis

In order to understand the current needs from different viewpoints, the analysis takes two perspectives: 1) Tangible safety captured by objective data on suspension reasons and 2) Perceived safety captured by voices of students and teachers in survey conducted at the three schools. This analysis will lead to needs matching in the following chapter.

#### **1) Tangible Safety**

Regarding the suspension reasons, there are 27 categories of suspension reasons classified by LAUSD. We take notice of major five reasons for each school. We assume that the higher the rate of certain suspension reason, the more needs there are to address that kind of student behavior to make school safer.

#### SUSPENSION REASONS IN LAUSD

- 1 ATENED/ATTEMPTED/CAUSED PHYSICAL INJURY TO ANOTHER PERSON
- 2 KNIFE/EXPLOSIVE/DANGEROUS OBJECT
- 3 HAD CONTROLLED SUBSTANCE/INTOXICANT
- 4 SUBSTITUTE SUBSTANCE/INTOXICANT
- 5 ROBBERY/EXTORTION
- 6 DAMAGED PROPERTY
- 7 STOLE/ATTEMPTED TO STEAL PROPERTY
- 8 TOBACCO
- 9 OBSCENITY/PROFANITY/VULGARITY
- 10 DRUG PARAPHERNALIA
- 11 DISRUPTION/WILLFUL DEFIANCE
- 12 RECEIVED STOLEN PROPERTY
- 13 SEXUAL HARRASSMENT
- 14 WILLFUL USE OF FORCE/VIOLENCE
- 15 FIREARM
- 16 HAD UNDER 1 OZ. MARIJUANA - 1ST OFFENSE
- 17 SOLD CONTROLLED SUBSTANCE
- 18 SEXUAL ASSAULT/BATTERY
- 19 SERIOUS PHYSICAL INJURY/NON SELF-DEFENSE
- 20 VIOLATION OF BUS RULES
- 21 ASSAULTED/BATTERED SCHOOL EMPLOYEE
- 22 BRANDISHED KNIFE AT ANOTHER PERSON
- 23 IMITATION FIREARM
- 24 HARRASSED/THREATENED/INTIMIDATED PUPIL
- 25 HATE VIOLENCE
- 26 TERRORIST THREAT
- 27 HARRASSED/THREATENED/INTIMIDATED WITNESS

## 2) Perceived Safety

Perceived safety in current school year is captured

by the survey questions that ask "how safe do you feel on campus during school hours," "why students may feel unsafe at school," "has there ever been a day you haven't come to school because you were afraid," "were you afraid of what was going to happen at school" and "list some of the reasons as to why you did not come to school" (See

Appendix: SAFETY COLLABORATIVE SURVEY

QUESTIONS). The first and second questions were given to both students and teachers and the third is

only to students. For the first question, the

respondents are asked to choose one from "Very

Unsafe," "Somewhat Unsafe," "Neutral,"

"Somewhat Safe" and "Very Safe." For the second

question, they choose one from "Racial tension,"

"Gangs," "Weapons on campus," "Fights on

campus," "Hate groups," "Bullying," "Lower

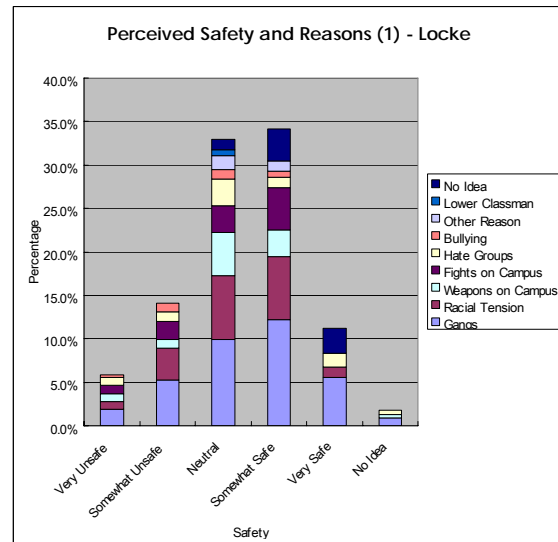
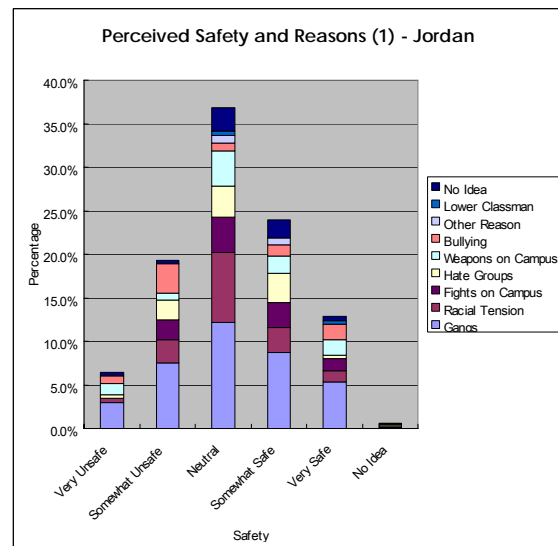
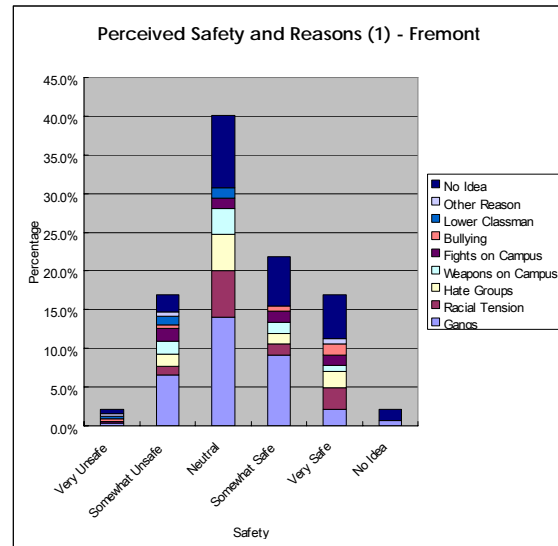
classman" and "Very unsafe." The third and fourth

questions are yes-no questions given only to

students. The fifth question is an open-ended

question also given to students.

Figure 6



### **Reasons for Feeling Unsafe**

We connected statistics of the reasons for feeling unsafe with the result of the question asking “how safe do you feel on campus during school hours?” Figure 7 breaks down the reasons for feeling unsafe in relation to the degree of perceived safety at the schools.

In any school, while more than half of students and teachers feel neutral or safe about school safety if anything, there are still pretty many people feeling unsafe at school.



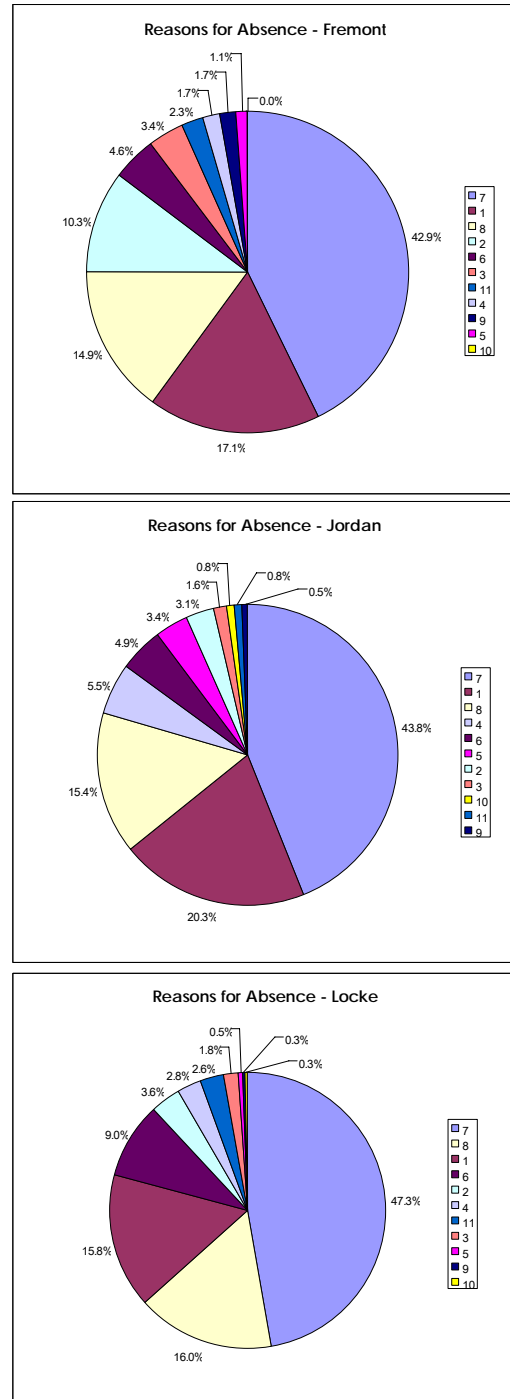
## Reasons for Absence

We focused on reasons for student absences. As students were allowed to answer up to 6 reasons concerning their recent absence, the total number is not the number of students but the number of reasons for their recent absences. Although the question was open-ended, there seems to be some patterns in their answers. We sorted them into 11 categories:

1. Something regarding one's lifestyle; laziness, got up late, did not feel like going to school
2. No interest in school/class; bored
3. Ditch
4. Fights/Riots
5. Being scared
6. Family problems/Religious issues
7. Health issues; doctor's appointment, sickness, tired
8. Personal business; out of town, court
9. Teacher issues/Class issues;
10. Suspension
11. Other reasons

The results are shown in Figures 8. Category 1 reaches 40 to 50 percent and Categories 1, 2, and 3 make up three quarters of all reasons at each school. Only Categories 4 and 5 are related to Human Relations because they affect and are products of student behavior, but they do not have much significance at any of the schools as reasons for being absent.

Figure 6



The major reasons for absence mentioned above including laziness, boredom, etc. are issues which school administrators and teachers need to address. Human Relations Subcommittees' activities could not be correlated to the major reasons.

## Appendix IV

### Survey Instrument

#### a. Student Survey Operation

The group used cluster sampling by classroom in each school. In each school, students in the randomly selected classes take surveys during the first 10-15 minutes of their class time. Prior to the survey, parents and students needed to sign the parental consent forms and youth assent forms respectively, thus affecting the randomness.

#### b. Teachers Survey Operation

A few different methods were employed in order to sample a large number of teachers/school administrators. First, surveys were placed in all the school staff mailboxes in all schools. In Locke High School and Jordan High School, the research group was allowed to use a faculty meeting to have teachers fill in the survey. In Fremont Senior High, the surveys were placed at the office counter where teachers sign off every day, so that teachers can fill in the survey before they leave school.

School		Student Survey	Teacher Survey
Fremont	Date	3/8/2006	3/8/2006-3/15/2006
	Number of Distributed Surveys	210	239
	Participants (Respondents)	122	20
	Response Rate	58.10	8.37
Jordan	Date	3/9/06-3/10/06	3/9/2006-3/15/2006
	Number of Distributed Surveys	211	118
	Participants (Respondents)	135	36
	Response Rate	63.98	30.51
Locke	Date	3/15/2006	3/10/2006-3/15/2006
	Number of Distributed Surveys	181	152
	Participants (Respondents)	129	41
	Response Rate	71.27	26.97

**SAFETY COLLABORATIVE SURVEY QUESTIONS - STUDENT VERSION**

\*\*Please fill out this survey to the best of your capability\*\*

This survey is completely **confidential**. You do **not** need to write your name on this survey.

	Very Unsafe	Somewhat Unsafe	Neutral	Somewhat Safe	Very Safe
1. How safe do you feel <b>ON campus DURING</b> school hours?	1	2	3	4	5
2. How safe do you feel <b>ON campus AFTER</b> school hours?	1	2	3	4	5

4. Circle the greatest reason why you may feel unsafe at school:

Racial tension

Fights on campus

Bullying

Gangs

Hate groups (except racially based hate groups)

Lower classman

Weapons on campus

Other: \_\_\_\_\_

5. How often do the following activities occur?

	Happens Daily	Happens at least once a week	Happens at least once a month	Happens at least once a year	Never happens
Fights because of racial tension	1	2	3	4	5
Bullying	1	2	3	4	5
Disorder in the classroom	1	2	3	4	5
Gang activity on campus	1	2	3	4	5
Weapons on campus	1	2	3	4	5
Problems caused by Hate Groups (Except racially based Hate Groups)	1	2	3	4	5
Fights on campus	1	2	3	4	5

6. How often do you come to school? (in a week)  4-5 days  3-2 days  1-0 day

7. Think of the last 5 times you did not come to school. List some of the reasons as to why you did not come to school:

\_\_\_\_\_

\_\_\_\_\_

8. Have you ever ditched school?  Yes  No

9. How often are you tardy to class? (in a week)  4-5 days  3-2 days  1-0 day

10. Think of the last 5 times you were tardy to class. List some of the reasons as to why you were tardy:

11. Has there ever been a day you haven't come to school because you were afraid?  Yes  No

If yes,

Were you afraid getting to school?  Yes  No

Were you afraid of what was going to happen at school?  Yes  No

Were you afraid going home after school?  Yes  No

12. How safe do you think your school was during the following years?

	Very Unsafe	Somewhat Unsafe	Neutral	Somewhat Safe	Very Safe	I was not here. / I do not remember.
2002-2003 School Year	1	2	3	4	5	0
2003-2004 School Year	1	2	3	4	5	0
2004-2005 School Year	1	2	3	4	5	0
2005-2006 School Year	1	2	3	4	5	0

13. Where do you feel the most UNSAFE on campus?

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14. What do you think would make your school campus safer?

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15. Have you participated in any program regarding school safety? (i.e. after-school programs, conflict resolution, etc.)  Yes  No

If yes, please check all that apply:

- Human Efforts at Relating Together (HEART)
- Workshop on Race Relations at the Los Angeles County Museum of Art
- Torch Foundation Leadership Training
- "Stopped by Cops: Understanding Your Rights and Your Responsibilities"
- Leadership, Inter-group Dynamics and Ethnic Relations (LIDER)
- After-School Homework Program
- Peer Mediation Training
- Safe School Ambassador Program
- Student Engaged in Leadership through Facilitation Empowerment (SELF) Student Summit
- Day of Dialogue
- "Facing History and Ourselves"
- Other:

---

Background Information:

(a) Gender:  Male  Female (b) Grade: \_\_\_\_\_ (c) How long have you been in this school? \_\_\_\_\_

(d) Are you a part of the Magnet school?  Yes  No

(e) Ethnicity:

- |   |   |
|---|---|
| <input type="checkbox"/> American Indian/Alaskan Native | <input type="checkbox"/> White            |
| <input type="checkbox"/> Asian                          | <input type="checkbox"/> Filipino         |
| <input type="checkbox"/> African-American               | <input type="checkbox"/> Pacific Islander |
| <input type="checkbox"/> Hispanic                       | <input type="checkbox"/> Other: _____     |
| <input type="checkbox"/> Unknown                        |   |

**THANK YOU VERY MUCH FOR YOUR TIME!**

**SAFETY COLLABORATIVE SURVEY QUESTIONS**  
**TEACHER/SCHOOL ADMINISTRATOR VERSION**

\*\*Please fill out this survey to the best of your capability\*\*

This survey is completely **confidential**. You do **not** need to write your name on this survey.

	Very Unsafe	Somewhat Unsafe	Neutral	Somewhat Safe	Very Safe
1. How safe do you feel the <b>students</b> are <b>ON campus during</b> school hours?	1	2	3	4	5
2. How safe do you feel the <b>students</b> are <b>ON campus after</b> school hours?	1	2	3	4	5
3. How safe do you feel the <b>students</b> are <b>OFF campus</b> between school and home?	1	2	3	4	5

4. Circle the greatest reason why **STUDENTS** may feel unsafe at school and the surrounding community. (Please circle one.)

Racial tension

Gangs

Weapons on campus

Fights on campus

Hate group (except racially based hate groups)

Bullying

Lower classman

Other: \_\_\_\_\_

—

5. If yes, please specify **WHY** and **WHERE**: \_\_\_\_\_

6. Have you ever been threatened by a student?  Yes  No

7. Do you feel there are racial problems at your school?  Yes  No

8. How often do the following activities occur?

	Happens Daily	Happens at least once a week	Happens at least once a month	Happens at least once a year	Never happens
Fights because of racial tension	1	2	3	4	5
Bullying	1	2	3	4	5
Disorder in the classroom	1	2	3	4	5
Gang activity on campus	1	2	3	4	5
Weapons on campus	1	2	3	4	5
Problems caused by Hate Groups (Except racially-based Hate Groups)	1	2	3	4	5
Fights on campus	1	2	3	4	5

9. How safe do you think your school was during the following years?

	Very Unsafe	Somewhat Unsafe	Neutral	Somewhat Safe	Very Safe	I was not here. / I do not remember.
2002-2003 School Year	1	2	3	4	5	0
2003-2004 School Year	1	2	3	4	5	0
2004-2005 School Year	1	2	3	4	5	0
2005-2006 School Year	1	2	3	4	5	0

10. Do you know about the Safety Collaborative’s Human Relations Subcommittee?

- Yes  No  Don’t know

11. Have you participated in or helped coordinate any safety programs? (Select all that apply)

- Human Efforts at Relating Together (HEART)
- Workshop on Race Relations at the Los Angeles County Museum of Art
- Torch Foundation Leadership Training
- “Stopped by Cops: Understanding Your Rights and Your Responsibilities”
- Leadership, Inter-group Dynamics and Ethnic Relations (LIDER)
- After-School Homework Program
- Peer Mediation Training
- Safe School Ambassador Program
- Student Engaged in Leadership through Facilitation Empowerment (SELF) Student Summit
- Day of Dialogue
- Teachers/Training Retreats
- “Facing History and Ourselves”
- Other: \_\_\_\_\_

12. What do you think would make your school campus safer?

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**Background Information:**

(a) Gender:  Male  Female (b) How long have you been with this school? \_\_\_\_\_

(b) Are you a school teacher or a school administrator?  Teacher  School administrator

(c) Ethnicity:

- American Indian/Alaskan Native  White
- Asian  Filipino
- African-American  Pacific Islander
- Hispanic  Other: \_\_\_\_\_
- Unknown



### c. Response Rate Summary

	Fremont	Jordan	Locke	Three Schools
Category	%	%	%	%
Student Teacher				
Student	85.9	78.9	75.9	79.9
Teacher	14.1	21.1	24.1	20.1
	100.0	100.0	100.0	100.0
Gender				
Female	49.6	48.0	48.0	48.4
Male	48.9	50.3	48.5	49.3
Non Response	1.4	1.8	3.5	2.3
	100.0	100.0	100.0	100.0
Student Magnet Status				
Regular	68.0	73.3	99.2	80.3
Magnet	32.0	26.7	0.8	19.7
	100.0	100.0	100.0	100.0
Race/Ethnicity				
American				
Indian/Alaskan Native	22.6	5.5	0.6	9.0
White	2.1	8.5	7.2	6.1
Asian	4.8	0.6	0.6	1.9
Filipino	0.7	1.8	0.6	1.0
African American	3.4	10.9	26.3	14.0
Pacific Islander	5.5	3.0	0.6	2.9
Hispanic	41.1	39.4	56.9	46.0
Other	15.1	30.3	3.6	16.3
Unknown/Non Response	4.8	0.0	3.6	2.7
	100.0	100.0	100.0	100.0

**d. Survey Results**

**SAFETY COLLABORATIVE SURVEY RESULTS**  
**COMMON QUESTIONS FOR STUDENTS AND TEACHERS**

Question: How safe do you/students feel **ON campus DURING** school hours?

	Percent for Three Schools
Very Unsafe	4.97
Somewhat Unsafe	16.77
Neutral	36.44
Somewhat Safe	26.92
Very Safe	13.46
Non-Response	1.45
<b>Total</b>	<b>100.00</b>

Question: How safe do you feel **ON campus AFTER** school hours?

	Percent for Three Schools
Very Unsafe	10.97
Somewhat Unsafe	23.60
Neutral	35.61
Somewhat Safe	19.46
Very Safe	7.25
Non-Response	3.11
Total	100.00

Question: Circle the greatest reason why you/student may feel unsafe at school?

	Percent for Three Schools
Racial Tension	12.63
Gang	32.92
Weapons on campus	8.07
Fights on campus	7.25
Hate group	8.49
Bullying	2.07
Lower Classman	1.86
Other	3.11
Non Response	23.81
Total	100.00

\*Persons who circled more than one category are counted in "Non-Response."

Question: How often do the following activities occur?

- Fights because of racial tension

	Percent for Three Schools
Happens Daily	3.73
Happens at least once a week	15.11
Happens at least once a month	28.36
Happens at least once a year	39.96
Never happens	6.83
Non-response	6.00
Total	100.00

- Bullying

	Percent for Three Schools
Happens Daily	36.02
Happens at least once a week	21.53
Happens at least once a month	14.70
Happens at least once a year	8.49
Never happens	13.87
Non-response	5.38
Total	100.00

- Disorder in the classroom

	Percent for Three Schools
Happens Daily	46.38
Happens at least once a week	24.84
Happens at least once a month	11.18
Happens at least once a year	6.42
Never happens	4.97
Non-response	6.21
Total	100.00

- Gang activity on campus

	Percent for Three Schools
Happens Daily	42.86
Happens at least once a week	16.36
Happens at least once a month	19.25
Happens at least once a year	10.56
Never happens	5.38
Non-response	5.59
Total	100.00

- Weapons on campus

	Percent for Three Schools
Happens Daily	13.87
Happens at least once a week	11.18
Happens at least once a month	19.05
Happens at least once a year	22.77
Never happens	22.15
Non-response	10.97
Total	100.00

- Problems caused by Hate Groups (Except racially based Hate Groups)

	Percent for Three Schools
Happens Daily	14.49
Happens at least once a week	15.94
Happens at least once a month	22.15
Happens at least once a year	19.05
Never happens	19.05
Non-response	9.32
Total	100.00

- Fights on campus

	Percent for Three Schools
Happens Daily	24.22
Happens at least once a week	34.16
Happens at least once a month	30.85
Happens at least once a year	4.14
Never happens	1.45
Non-response	5.18
Total	100.00

Question: How safe do you think your school was during the following years?

- 2002-2003 School Year

	Percent for Three Schools
Very Unsafe	13.45756
Somewhat Unsafe	14.07867
Neutral	18.4265
Somewhat Safe	4.761905
Very Safe	3.726708
I was not here	45.54865
Total	100

- 2003-2004 School Year

	Percent for Three Schools
Very Unsafe	9.52381
Somewhat Unsafe	16.97723
Neutral	22.56729
Somewhat Safe	9.31677
Very Safe	5.175983
I was not here	36.43892
Total	100

- 2004-2005 School Year

	Percent for Three Schools
Very Unsafe	8.902692
Somewhat Unsafe	18.01242
Neutral	26.08696
Somewhat Safe	18.63354
Very Safe	7.453416
I was not here	20.91097
Total	100

- 2005-2006 School Year

	Percent for Three Schools
Very Unsafe	5.383023
Somewhat Unsafe	15.52795
Neutral	30.64182
Somewhat Safe	27.95031
Very Safe	12.83644
I was not here	7.660455
Total	100

Question: Have you participated in any program regarding school safety?

	Percent for Three Schools
No	82.82
Yes	17.18
Total	100

Please check all that apply:

- Human Efforts at Relating Together (HEART)

	Percent for Three Schools
No	98.55
Yes	1.45
Total	100

- Workshop on Race Relations at the Los Angeles County Museum of Art

	Percent for Three Schools
No	98.96
Yes	1.04
Total	100

- Torch Foundation Leadership Training

	Percent for Three Schools
No	99.59
Yes	0.41
Total	100

- “Stopped by Cops: Understanding Your Rights and Your Responsibilities”

	Percent for Three Schools
No	99.17
Yes	0.83
Total	100

- Leadership, Inter-group Dynamics and Ethnic Relations (LIDER)

	Percent for Three Schools
No	98.55
Yes	1.45
Total	100

- After-School Homework Program

	Percent for Three Schools
No	92.75
Yes	7.25
Total	100

- Peer Mediation Training

	Percent for Three Schools
No	97.31
Yes	2.69
Total	100

- Safe School Ambassador Program

	Percent for Three Schools
No	99.17
Yes	0.83
Total	100

- Student Engaged in Leadership through Facilitation Empowerment (SELF) Student Summit

	Percent for Three Schools
No	98.96
Yes	1.04
Total	100

- Day of Dialogue

	Percent for Three Schools
No	97.72
Yes	2.28
Total	100

- “Facing History and Ourselves”

	Percent for Three Schools
No	98.55
Yes	1.45
Total	100

- Other

	Percent for Three Schools
No	95.24
Yes	4.76
Total	100

Other Programs

- 7th Period
- AVID SAFETY MEEETING
- Baseball
- Computer Lab/Boxing
- hall meeting
- LOCKE YOUTH EMPOWERED ASSOCIATION
- MASA Program
- D.A.R.E.
- DARE
- Drill Team
- Freya
- MECHA
- One L.A.
- ROTC
- School Supervision
- Sports
- Helped put together a discipline plan
- How to help our community
- Impact coordinator; Town
- Stop the Hate
- YEAJAH
- policeman came and share in classroom

**Total 23**

Question: What do you think would make your school campus safer?

Teacher	Percent	Student	Percent
Admin consistency	1%	Better Staff	0.94%
Community Involvement	5%	Don't know	10%
Continuation School	2%	Nothing/Feel Safe	2%
Programs	26%	Fighters	1%
Safety Committee	1%	Less fighting	0%
Security	41%	Less gangs	11%
Stricter Policy	24%	Less people	1%
		More activities	1%
		More control	1%
		Other	3%
		Programs	3%
		Projects	2%
		Racism	1%
		Security	63%
		Stricter Policies	2%
		Student Behavior	1%
		Violence	1%
			100%



**SAFETY COLLABORATIVE SURVEY RESULTS**  
**QUESTIONS ONLY FOR STUDENT**

Question: How often do you come to school? (in a week)

	Percent for Three Schools
1-0 Days	1.30
3-2 Days	5.44
4-5 Days	91.45
Non-Response	1.81
Total	100.00

Question: Think of the last 5 times you did not come to school. List some of the reasons as to why you did not come to school

	Percent for Three Schools
Issues Regarding Student's Life Style	17.74
No Interest in School/Classes	5.75
Ditch	2.24
Fights/Riots	3.40
Being Scared	1.70
Family Problems/Religious Reasons	6.24
Health Issues	44.44
Personal Business	15.44
Teacher Issues/Class Issues	0.81
Suspension	0.38
Other reasons	1.85
	100.00

Question: Have you ever ditched school?

	Percent for Three Schools
No	50.25
Yes	49.75
Total	100.00

Question: How often are you tardy to class? (in a week)

	Percent for Three Schools
4-5 Days	12.69
3-2 Days	27.46
1-0 Days	57.51
Non-Response	2.34
Total	100.00

Question: Think of the last 5 times you were tardy to class. List some of the reasons as to why you were tardy:

Reason	Percent
Woke up late	26.87
Bathroom	11.94
Talking	10.23
Late	8.53
Didn't want to go	6.61
Bus late	5.76
Lazy	4.69
Traffic	4.48
Walk slow	4.48
Car problems	3.62
Class too far	3.20
Walking around	3.20
Bell	2.35
Walk to school	2.13
Tardy sweep	1.07
Walking friend to class	0.64
Alarm	0.21
Total	100.00

Question: Has there ever been a day you haven't come to school because you were afraid?

	Percent for Three Schools
No	80.83
Yes	19.17
Total	100.00

Question: If yes, were you afraid getting to school?

	Percent for Three Schools
No	80.83
Yes	19.17
Total	100.00

Question: If yes, were you afraid of what was going to happen at school?

	Percent for Three Schools
No	80.82902
Yes	19.17098
Total	100

Question: Were you afraid going home after school?

	Percent for Three Schools
No	87.82
Yes	12.18
Total	100.00

Question: Where do you feel the most unsafe on campus?

Fremont		Jordan		Locke	
Nowhere	20	Nowhere	16	Nowhere	12
Everywhere	10	Everywhere	11	Bathroom	11
Bathroom	10	Bathroom	8	During lunch	9
P.E. Field	10	Around gangs	7	Hallways	7
Don't know	4	Back of school	7	Everywhere	5
Classroom	3	I don't know	6	Classroom	5
Outside campus	3	During Lunch	5	P.E. Field	5
Quad	3	Field	5	Locker room	5
Alone	3	Nowhere	5	Outside campus	4
Gym	3	Lunch area	4	On campus	4
Vacant area with no adults	3	Where there's no security	3	Cafeteria	3
Pool	3	Science Building	3	When there's no supervision	3
During lunch	2	Outside campus	3	After School	2
Bungalows	2	Quad	2	Lunch area	2
Attendance Office	1	Dean Office	1	Back gate	1
Big groups of people	1	After School	1	Avalon side of the school	1
Bleachers	1	Around bullies	1	Don't Know	1
Building	1	Back gate	1	Alone	1
DIS Office	1	Parking Zone	1	Don't Know	1
Student Store	1	Bungalows	1	Hanball courts	1
YHK	1	Front	1	When walking	1
Gates	1	Crowded area	1	Music room	1
Lockers	1	Office	1	Quad	1
Cafeteria	1	Hallways	1	Riot	1
		In the Buildings	1	Saint Street	1
		Cafeteria	1	Stage	1
				Front	1
	89		97		90

**SAFETY COLLABORATIVE SURVEY RESULTS**  
**QUESTIONS ONLY FOR TEACHERS**

Question: How safe do you feel the **students** are **OFF campus** between school and home?

	Percent for Three Schools
Very Unsafe	31.96
Somewhat Unsafe	40.21
Neutral	14.43
Somewhat Safe	6.19
Very Safe	2.06
Non-Response	5.15
Total	100.00

Question: Has there ever been a time **YOU** felt unsafe

	Percent for Three Schools
No	60.82
Yes	39.18
Total	100

If yes, please specify **WHY** and **WHERE**

	Why / Where
Fremont	<p>In morning when students are standing alone or in pairs in the building when I might need to break up a fight in the hallway or class</p> <p>I was in my room. Students were rushing gate outside during protest walkout.</p> <p>Confrontation w/ a gang member</p> <p>Students fighting. Hallway 205 bungalow 125</p> <p>I helped break up a fight in front of library</p> <p>Students were smoking marijuana in bungalows (room 529 or around one)</p> <p>After school</p>
Jordan	<p>Walking to my car after hours</p> <p>In my classroom, I heard gunshots coming from the projects</p> <p>During lockdowns</p> <p>being on campus late after school hours</p> <p>Students fighting in classroom. Regular problem between students</p> <p>A few times when non-students entered campus after school</p>

	<p>students tried to rob my office when I was in there</p> <p>During Nov. 05 school riot</p> <p>working after hours</p> <p>threatened by student on probation</p>
Locke	<p>During after school activities</p> <p>Angry student in the classroom</p> <p>Pushed by a student</p> <p>After school in the parking lot</p> <p>A few years ago during a lockdown post a riot and the day power went out and hallways were crazy.</p> <p>When a student got shot in the head 50 feet from my classroom</p> <p>Large scale fight around 3 years ago</p> <p>Gang affiliation</p> <p>Too many to count</p> <p>Saturdays, need more security in open building</p> <p>When I hear helicopters overhead, lockdown</p> <p>When scores of young people are allowed to loiter around the campus and on campus</p>

Question: Have you ever been threatened by a student?

	Percent for Three Schools
No	50.52
Yes	48.45
Non Response	1.03
Total	100

Question: Do you feel there are racial problems at your school?

	Percent for Three Schools
No	37.11
Yes	62.89
Total	100

Question: Do you know about Safety Collaborative's Human Relations Subcommittee?

	Percent for Three Schools
No	90.72
Yes	9.28
Total	100

## Appendix V

### Literature Review

The Human Relations Subcommittees' curriculum, activities, and trainings were intended to help gear students toward a constructive, rather than a destructive, school environment. This literature review is an overview of best practices in implementing programs that are relevant to those of the Human Relations Subcommittees.

Elements of an effective program are:

- A program that is comprehensive in content: The program should combine several learned skills and activities that complement each other.<sup>16</sup>
- A program that is extensive: A program that continues over a substantial amount of time, such as a multi-year program, allows for reinforcement of skills learned and for program flexibility.<sup>17</sup>
- A program that is broader-reaching: The program should encompass as many students as possible in order for the whole school to benefit, though there are certain programs that work best for targeting certain populations.<sup>18</sup>

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<sup>16</sup> Haggerty, R.J., et al., *Risk and Resilience in Children: Developmental Approaches* (Cambridge: University of Cambridge Press, 1994); Gottfredson, D.C., *Schools and Delinquency* (Cambridge, UK: Cambridge University Press, 2001), 205; Zigler, E., & Hall, N.W., "The Implications of Early Intervention Efforts for the Primary Prevention of Juvenile Delinquency," in *From Children to Citizens: Families, Schools, and Delinquency Prevention*, eds. Wilson, J.Q., & Loury, G.C. (New York: Springer-Verlag New York, Inc., 1987), 161-162; Hawkins, J.D., Farrington, D.P., & Catalano, R.F., "Reducing Violence Through the Schools," in *Violence in American Schools*, eds. Elliot, D.S., Hamburg, B.A., & Williams, K.R. (Cambridge, UK: Cambridge University Press, 1998), 200; California Department of Education, School Safety and Violence Prevention Office, *Safe Schools: A Planning Guide*, (Sacramento, CA: Office of State Printing, 1995), 41.

<sup>17</sup> Burstyn, J.N. & Stevens, R. "Involving the Whole School in Violence Prevention," in *Preventing Violence in Schools: A Challenge to American Democracy*, ed. Burstyn, J.N. (New Jersey: Lawrence Erlbaum Associates, 2001), 145; Sherman, L.W. et al. *Preventing Crime: What works, what doesn't, what's promising*. (Washington, D.C.: National Institute of Justice, NCJ 165366, 1997), 5-55.

- A program that can provide for capacity-building: The program should have the ability to sustain itself through the next group of students participating.<sup>19</sup>

There are few examples of successful behavioral programs that target high school students; more programs are geared towards middle school and early high school students because they are at an important developmental stage where they can learn anti-social behaviors.<sup>20</sup> Though these programs focus on middle school students, they can be formatted for high school use because the results from high school interventions are similar to middle school results.<sup>21</sup>

- **Positive Adolescent Choices Training (PACT)**

This program is a 20-week violence prevention program that targets African American youth ages 12-15. It includes anger management, role-playing, problem solving, facilitation skills, and instruction on giving and receiving constructive criticism. This program showed large gains in skills for participants compared to students who did not receive trainings, and positive results from student reports.<sup>22</sup>

- **Moral Reasoning Development and Decision Making Intervention**

Participants were seventh to tenth graders who were referred to the program by teachers. Members of the research group held discussions, role-playing sessions with

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<sup>18</sup> Fink, P.J., "Problems With and Solutions for School Violence," in *School Violence: Assessment, Management Prevention*, eds. Shafii, M., & Shafii, S.L. (Washington DC: American Psychiatric Publishing, Inc., 2001), 237; California State Auditor, *School Safety: Comprehensive resolution programs help prepare schools for conflict* (Sacramento, CA: California State Auditor, Bureau of State Audits, August 1999, #99107), 20; Gottfredson, D.C., 184; Caulfield, S.L., "Creating Peaceable Schools," in *The Annals of the American Academy of Political and Social Science: School Violence*," ed. Heston, A.W. (Thousand Oaks, CA: Sage Publications, 2000), 179.

<sup>19</sup> Sherman, L.W. et al. *Preventing Crime: What works, what doesn't, what's promising*. (Washington, D.C.: National Institute of Justice, NCJ 165366, 1997), 5-60.

<sup>20</sup> Gottfredson, D.C. (2001) *Schools and Delinquency*. Cambridge, UK: Cambridge University Press, 184.

<sup>21</sup> Gottfredson, 184.

<sup>22</sup> Samples, F., Larry, A., "Evaluations of School-Based Violence Prevention Programs," in *Violence in American Schools*, eds. Elliott, D.S., Hamburg, B.A., & Williams, K.R. (United Kingdom: Cambridge University Press, 1998), 232-233; Hammond, W.R., & Yung, B.R., "Preventing violence in at-risk African American Youth," *Journal of Health Care for the Poor and Underserved*, 2(3), 359-373.

emphasis on understanding each character in the situation, recognition of actions and consequences, communication development, and problem solving trainings for the students. The program lasted for approximately twenty weeks. The treated students evidently improved twelve months after the intervention, according to measures such as office referrals, police reports, grades, and attendance.<sup>23</sup>

- **Personal Growth Class**

Targeted students for this program were students who were at risk for dropping out of school. They were referred to the program according to attendance records and disciplinary actions. The course lasted for one semester, taught by teachers, and consisted of trainings for decision making, self-esteem improvement, communication development, and support behavior modeled by the teacher, such as respect, encouragement, and participation. The students receiving the treatment made positive improvements.<sup>24</sup>

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<sup>23</sup> Arbuthnot, J., & Gordon, D.A., "Behavioral and cognitive effects of a moral reasoning development intervention for high-risk behavior disordered adolescents." *Journal of Quantitative Criminology*, 9, 208-216.

<sup>24</sup> Gottfredson, 222; Eggert, L.L., Thompson, E.A., Herting, J.R., Nicholas, L.J., & Dicker, B.G., "Preventing adolescent drug abuse and high school dropout through an intensive school-based social network development program," *American Journal of Health Promotion*, 8, 202-215.