
~~California Department of Education~~

Safe Schools and Violence Prevention Office

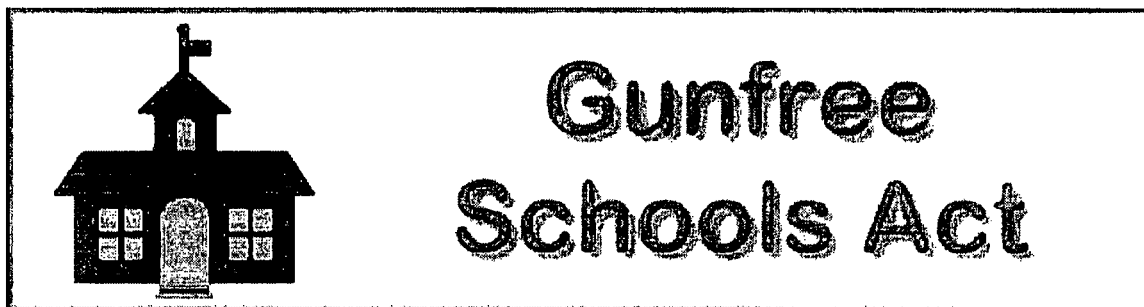
AB 412

The Governor's signature on AB 412 (Chapter 637) will enact changes to *Education Code* Section 48900 and 48900.8, effective January 1, 1998. The first change will amend *Education Code* Section 48900(a) to provide two options for which a student may be suspended or expelled. The student must have been found to have committed an act that "(1) Caused, attempted to cause, or threatened to cause physical injury to another person; or (2) Willfully used force or violence upon the person of another, except in self-defense." The addition of the second option was sought by the California Department of Education as a way for schools to relate those incidents which result in a student's suspension and are reported to CSSA as incidents of battery. (Note: The California Safe School Assessment requires schools to report incidents of battery defined as an incident where there is an identified offender, an identified victim, and an intent to do harm by the offender to the victim.) The second change amends *Education Code* Section 48900.8 to require school districts to identify, in notices to parents and in all appropriate official records of a pupil, the specific offense for which that pupil is suspended or expelled. For more information, please contact Jean Scott at (916) 324-5709, e-mail: jescott@cde.ca.gov.

For AB 412 with the Legislative Counsel's digest, please click [here](#).

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Senator Dianne Feinstein



Senator Feinstein with school children in Los Angeles.

"Guns have no place in the hands of our children or in the hallways and classrooms of their schools. Children should be able to go to school without fearing for their safety. Indeed, our schools should be safe havens - places where children are able to escape the violence that engulfs so many of their lives. The time has come to remove guns from the schools of America."

*Senator Feinstein
August 10, 1994*

The Gun Free Schools Act, legislation introduced by Senators Feinstein and Byron Dorgan (D-ND) to set a "zero-tolerance" policy to keep America's schools gun free, was signed into law on October 22, 1994 as part of the Elementary and Secondary Education Act of 1994. The goal of this measure was to remove firearms from all public schools in the United States by requiring school districts that receive federal funds to adopt a gun-free school policy and expel for one year students who carry a gun to school.

- Each day in America, it is estimated that 100,000 guns are brought into American schools.
- According to the Centers for Disease Control, two in twenty-five high school students, or 7.9%, report having carried a gun in the last 30 days.
- In Los Angeles, according to an ACLU survey conducted earlier this year, 49% of high school students said they have seen a weapon in school, many of them guns.



Senator Feinstein appearing at a press conference upon introducing the Gun Free Schools Act. She is holding an article from the San Francisco Chronicle which says, "Bay Area High Schoolers Surrounded by Guns, Violence, Survey Finds"

Gun Free Schools Act -- Three Years Since Enactment

In the first official assessment of the impact of the Gun Free Schools Act, a preliminary report

from the U.S. Department of Education provides evidence that the legislation is working.

With reports in from 29 states and the District of Columbia, a total of 6,276 students were intercepted with dangerous weapons and expelled during the 1995-96 school year. Officials said that the overwhelming majority of the cases involved guns. According to the California Department of Education, there were 1,039 firearms related expulsions in public schools in California during the same period -- almost one for every school district in the state.



Senator Feinstein with students at a visit to Foshay Elementary School in Los Angeles.

For a copy of the full report, please contact the Safe and Drug Free Schools Program at the U.S. Department of Education at (202) 260-3954.

Click [here](#) to view the Third Annual California Safe Schools Assessment. The report, compiled by the State Department of Education, shows statewide school crime rates.

For additional information, please view the [Gunfree Schools Act booklet](#).



Senator Dianne FeinsteinPDF version

Gunfree Schools Act

"Guns have no place in the hands of our children or in the hallways and classrooms of their schools. Children should be able to go to school without fearing for their safety. Indeed, our schools should be safe havens - places where children are able to escape the violence that engulfs so many of their lives. The time has come to remove guns from the schools of America."

Senator Feinstein
August 10, 1994

Senators Dianne Feinstein of California and Byron Dorgan of North Dakota co-sponsored legislation to remove guns from all public schools in America. The legislation requires school districts that receive federal funds to adopt a gun-free school policy and expel for one year students who carry a gun to school. **The Gun-Free Schools Act** was signed into law on October 22, 1994, as part of the reauthorization of the Elementary and Secondary Education Act of 1994, which provides \$12 billion in federal funding for public schools over five years.

Gun Free Schools Act -- Three Years Since Enactment

In the first official assessment of the impact of the Gun Free Schools Act, a preliminary report from the US Department of Education provides evidence that the legislation is working. With reports in from 29 states and the District of Columbia, a total of 6,276 students were intercepted with dangerous weapons and expelled during the 1995-96 school year. Officials said that the overwhelming majority of the cases involved guns. According to the California Department of Education, there were 1,039 firearms related expulsions in public schools in California during the same period -- almost one for every school district in the state.

For a copy of the full report when it is released later this summer, please contact the Safe and Drug Free Schools Program at the US Department of Education at 202/260-3954.

What the Bill Does

The Gun-Free Schools Act of 1994:

- Requires that schools **expel for at least one year students** who are caught carrying a gun;
 - Mandates that public schools which receive federal funding **adhere to the gun-free policy**, or risk losing their funding;
 - Requires schools to **report campus gun incidents** to their state education agencies, including the number of incidents on campuses each year and what types of guns are used;
 - **Gives schools discretion** to modify the expulsion policy on a case-by-case basis should extenuating circumstances exist;
 - **Strengthens existing local and state laws** punishing students who bring guns to school. The Los Angeles Unified School District, for example, already has an expulsion policy, but it does not specify a minimum length of time.
-

Why We Need a Gun-Free Schools Act

In schools around the country, guns are a fact of everyday life, used to settle even the most minor disputes; name-calling or even a sideways glance can end in death. Our teachers spend too much time policing school hallways and too little time teaching in classrooms.

In 1994 alone:

- **135,000 guns** were brought to school **every day** throughout the country, according to the National Education Association.
 - **One out of every five** children regularly carried a firearm, knife or club to school.
 - **32 of the nation's 44 largest school districts** now use either hand-held or walk-through metal detectors on their campuses.
-

The Problem of Guns in Schools is Rampant

- Since 1990, shootings or hostage situations in schools have occurred in at least 35 states and the District of Columbia.
 - In a recent survey of 758 male students from inner-city schools in California, New Jersey, Louisiana and Illinois, the Justice Department found:
 - **45%** of the students said they had been **threatened** with a gun, or been **shot** at on the way to or from school;
 - **22%** said they **owned** a gun;
 - **15%** said they **owned three or more guns**.
 - According to the National School Boards Association, **82% of the nation's school districts believe student violence has increased**, either significantly or somewhat, in the last five years.
-

In California

Guns are not only found in inner-city schools. According to the Harvard School of Public Health, **58% of suburban students** say they could get a handgun if they wanted one.

More and more firearms and other weapons are being brought to campuses throughout California. School districts in **Orange County**, for example, reported **440 weapons** incidents in the 1988-89 school year, the last year such records were kept. In **Modesto**, **119 students were expelled** last year for bringing weapons to school, and **169 students** were caught bringing weapons to schools in **Ventura County**.

Guns Found in the 1993 school year:

Oakland school officials confiscated **60 guns**
Fresno school officials confiscated **43 guns**
San Jose school officials confiscated **175 guns**
Los Angeles school officials confiscated **256 guns**
Long Beach school officials confiscated **37 guns**
San Diego school officials confiscated **30 guns**

Unfortunately, guns in our schools cause much more than expulsions. **Innocent students have been injured or killed by other gun-toting students.**

According to the Center for Handgun Control, between 1986 - 1990:

71 people (including 66 students) were **killed** by guns in schools;
201 adults and students were **wounded** by guns on campus.

Since 1993, guns at schools resulted in at least **35 deaths and 92 injuries** nationwide.

The Effects of Violence on Our Youth

Recently, in a classroom in Los Angeles, I asked fifth-graders if they ever heard gunshots. Every single hand went up. Not even their school yard was immune. Children are afraid to go to school. The National School Boards Association reports that some **160,000 children are absent from school every day because they fear physical harm**. Our students simply cannot learn in an environment where fear is prevalent.

The fact is, too many of our public schools have become armed camps. Congress can improve the quality of education in this country. But it cannot do so if students fear being killed in their classrooms.

Studies show that children exposed to violence are nearly twice as likely as their classmates to show significant signs of:

- **depression**
- **low self-esteem**
- **excessive crying**
- **worries about dying or being injured .**

Today, 35% of American school children believe they are likely to be shot down by gunfire.

Students with guns aren't likely to be at the head of the class. They're the ones who disrupt class, terrorize the school yard and torment their classmates.

"I'm scared, I'm still scared," Glenn Browne Jr., a Los Angeles high school student, told a reporter after he was mistakenly shot by a gang member who was looking for someone else. "I'm scared that they will come back and get me. I think about my body (and) how messed up I am. I can't play football or any sports at all."

Zero-Tolerance Works

Some call this legislation drastic. I call it common sense. In fact, a similar policy has already been adopted by many California school districts, including those in Los Angeles, San Diego, Orange County, Fresno, Modesto and Sacramento. So far, the results of gun-free policies are impressive.

Number of students expelled for carrying guns to "zero tolerance" schools during the 1993-94 academic year:

- In the Los Angeles Unified School District, **gun incidents decreased 65%** (from 256 gun expulsions last year to 166);
- In the San Diego Unified School District, **gun incidents decreased by half** (from 30 gun expulsions last year to 15).

Before passage of the Gun-Free Schools Act, many states had various disciplinary policies for firearms on campus, but these individual state laws differ greatly. That is why one federal policy is necessary -- to ensure that all of our nation's youngsters can learn in safety.

"Our nation's schoolgrounds have become dangerous and, all too often, deadly places. Guns are

becoming as commonplace as pencils and books in America's classrooms. It is our duty to make sure students can learn in a gun-free environment. That's why gun-free school policies with mandatory one-year expulsions for gun-toting students have been endorsed by the American Federation of Teachers and the *Los Angeles Times*. Not allowing a student back to their school for one year may sound strict, but we cannot forget about those students who will never return to us because they were shot and killed at school. Only when our nation's schoolchildren are safe in the classroom will they be able to excel academically in the classroom."

Senator Dianne Feinstein

More Information on the Gun-Free Schools Act



~~California Department of Education~~

Safe Schools and Violence Prevention Office

Zero Tolerance

The California Legislature enacted laws labeled "zero tolerance" that called for a mandatory recommendation for expulsion from school for those students who committed any of the following acts, unless the punishment was considered inappropriate for the circumstance of the act:

- causing serious physical injury to another person, except in self-defense;
- possessing any knife, explosive, or other dangerous object of no reasonable use to the student on campus or at school-related events;
- unlawfully selling a controlled substance, except for the first offense of less than one ounce of marijuana; and
- robbing or extorting another person.

School districts that have instituted "zero tolerance" policies have reported success by taking a strong stand on school violence. For example, San Diego Juvenile Court Judge William Pate reports that when the city schools implemented and formalized their zero tolerance policy on violence, crimes against persons and property on school campuses decreased by 343 incidents. Although the reported data covered only the last quarter of the school year, the Judge considered the 15 percent reduction significant.

Youth expelled from school cannot enroll in another school in the district nor in another district during the period of expulsion (one full calendar year for possession of a firearm on campus), unless it is a district community day school (*Education Code* sections 48660-48666, effective July 1, 1996) or a county community school (*Education Code* Section 48915.2). Until districts initiate community day schools in 1996-97, expelled students only have county community schools as an educational option. Most county community schools do **not** accept youth in elementary schools and often do not accept students from middle or junior high school. Thus, those youth not enrolled in an alternative educational setting are in the community during school hours, often without supervision. The educational and social setbacks from expulsion often associate with higher dropout rates and daytime criminal activity committed by youth. Educational placements for these youth is critical for their advancement academically and for the well-being of the community.

For more information, please contact Vivan Linfor at (916) 323-1028, or e-mail: mlinfor@cde.ca.gov

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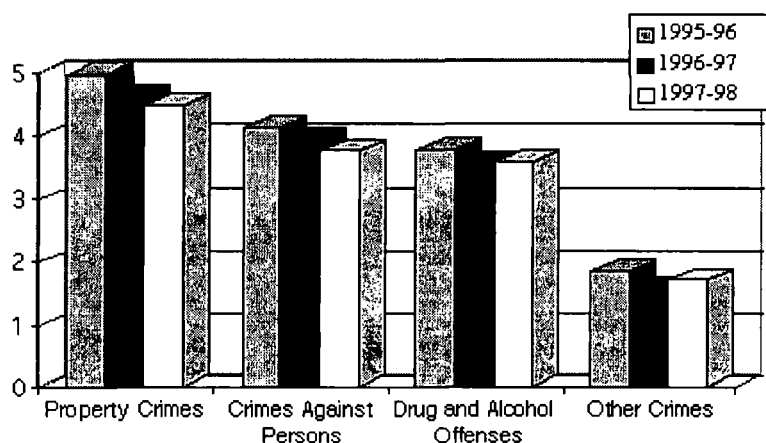
Findings and Results

The results presented in this section are based on data submitted by all school districts and county offices of education in California. The majority of incidents reported to CSSA occurred on school campuses (92 percent); the remainder occurred on students' direct route to and from school (5 percent), at a school-sponsored activity (3 percent), or on the school bus (less than 1 percent). Most incidents occurred during school hours (75 percent), which is considered, for CSSA purposes, the time from when the first class bell rings in the morning until the last class bell rings in the afternoon. Criteria for reporting and definitions of reportable incidents remain unchanged from previous years.

Data on school crime are aggregated into four reporting categories: Property Crimes, Crimes Against Persons, Drug and Alcohol Offenses, and Other Crimes.

Chart 1
**Analysis of School Crime Trends
for California Public Schools
for the 1995-96, 1996-97, and 1997-98 School Years**

Number of Incidents per 1,000 Students Enrolled



As demonstrated in Chart 1, the results of the trend analysis vary across categories. Incidents of both Property Crimes and Crimes Against Persons continued to decline from previous reporting years, while Drug and Alcohol Offenses remained unchanged. Incidents reported in the Other Crimes category increased slightly over those in the previous year but remained below those reported in the baseline year (1995-96). Possession of Weapon(s), in the Other Crimes category, showed the largest increase (12 percent) over the previous reporting year.

Table 1 displays the CSSA results in crime rates per 1,000 students. Converting the crime statistics to a crime rate allows longitudinal comparisons of the data by taking into account changes in student population.

Table 1
**Crime Rates for California Public Schools
for the 1995-96, 1996-97, and 1997-98 School Years**

Type of Incident	1995-96 Incidents per 1,000 Students	1996-97 Incidents per 1,000 Students	1997-98 Incidents per 1,000 Students	Percentage Change 1996-97 to 1997-98	Percentage Change 1995-96 to 1997-98
Property Crimes	5.00	4.58	4.47	-2	-11
Vandalism (over \$100)	1.74	1.67	1.70	2	-2
Theft (over \$50)	1.24	1.20	1.23	3	1
Burglary (no \$ limit)	1.28	1.08	0.94	-13	-27
Graffiti (over \$100)	0.62	0.56	0.56	-0-	-10
Arson (over \$100)	0.07	0.06	0.05	-17	-28
Crimes Against Persons	4.10	3.90	3.74	-4	-9
Battery	3.31	3.08	3.00	-3	-9
Assault with a Deadly Weapon	0.35	0.41	0.37	-10	6
Robbery/Extortion	0.27	0.23	0.21	-9	-22
Sex Offense	0.16	0.20	0.16	-20	-0-
Homicide	<0.001	<0.001	<0.001	-0-	-0-
Drug and Alcohol Offenses	3.77	3.54	3.55	<1	-6
Possession of Drugs	1.58	1.47	1.53	4	-3
Use of Alcohol/Drugs	1.35	1.33	1.36	2	1
Possession of Paraphernalia	0.34	0.29	0.25	-14	-26
Possession of Alcohol	0.20	0.19	0.18	-5	-10
Sale and/or Furnishing of Alcohol/Drugs	0.20	0.16	0.13	-19	-35
Possession of Alcohol/Drugs for Sale	0.10	0.10	0.10	-0-	-0-
Other Crimes	1.84	1.56	1.70	10	-8
Possession of Weapon(s)	1.22	1.10	1.23	12	1
Loitering/Trespassing	0.43	0.31	0.32	3	-26
Destructive/Explosive Devices	0.13	0.10	0.10	-0-	-23
Bomb Threat	0.05	0.05	0.04	-20	-20

Crime rates are based on the following statewide enrollments:

1995-96 5,467,330 students

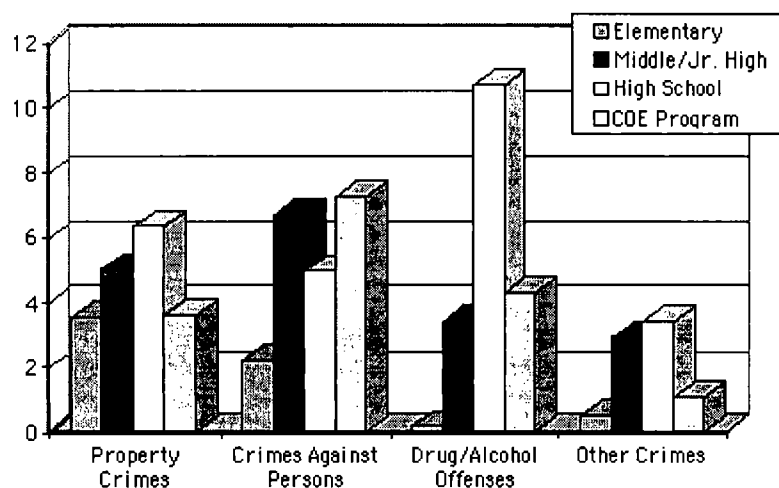
1996-97 5,612,965 students

1997-98 5,727,303 students

Although Chart 1 provides a graphic view of general crime trends, Table 1 provides a more detailed breakdown in the four crime categories. Caution should be exercised when drawing conclusions from the percentage of change in individual crime categories. Because crime rates are very small (most are less than 0.5 per 1,000 students), the percentage of change tends to overemphasize the change between years. For example, a change of 0.02 in the crime rate for arson (0.07 to 0.05) constitutes a decrease of 28 percent. However, a change in a crime rate from 1.07 to 1.05 (still a 0.02 reduction) constitutes a decrease of only 2 percent.

Chart 2
**Crime Rates for California Public Schools
for the 1997-98 School Year,
by Type of Crime and School Level**

Number of Incidents per 1,000 Students Enrolled



High schools experience the highest crime rate in all categories except Crimes Against Persons; middle and junior high schools and county-operated programs experience the highest incident rates in that category. Crimes under Drug and Alcohol Offenses constitute the most commonly reported crimes at the high school level.

Table 2
Number of Incidents Reported at California Public Schools
for the 1995-96, 1996-97, and 1997-98 School Years

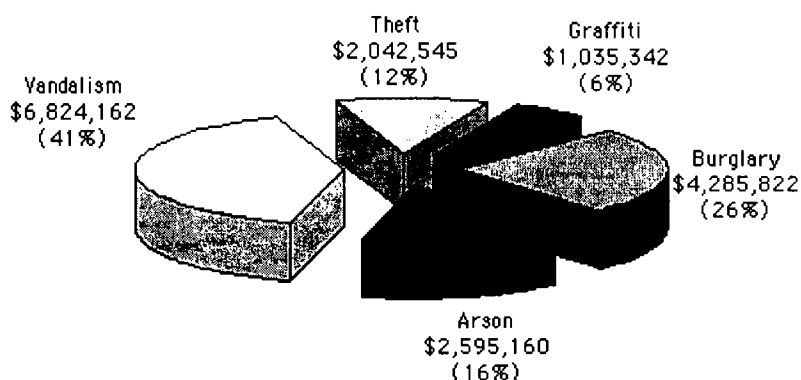
Type of Incident	1995-96		1996-97		1997-98	
	Number of Incidents	Percentage of Total Incidents	Number of Incidents	Percentage of Total Incidents	Number of Incidents	Percentage of Total Incidents
Property Crimes	27,108	34	25,704	34	25,640	33
Vandalism (over \$100)	9,528	12	9,392	12	9,739	13
Theft (over \$50)	6,796	8	6,757	9	7,032	9
Burglary (no \$ limit)	7,010	9	6,073	8	5,361	7
Graffiti (over \$100)	3,396	4	3,133	4	3,206	4
Arson (over \$100)	378	<1	349	<1	302	<1
Crimes Against Persons	22,406	28	21,917	29	21,438	28
Battery	18,120	23	17,301	23	17,171	22
Assault with a Deadly Weapon	1,935	2	2,297	3	2,104	3
Robbery/Extortion	1,451	2	1,283	2	1,230	2
Sex Offense	897	1	1,113	1	930	1
Homicide	3	<1	4	<1	3	<1
Drug and Alcohol Offenses	20,595	26	19,864	26	20,365	26
Possession of Drugs	8,655	11	8,245	11	8,765	11
Use of Alcohol/Drugs	7,385	9	7,478	10	7,796	10
Possession of Paraphernalia	1,843	2	1,620	2	1,430	2
Possession of Alcohol	1,114	1	1,051	1	1,045	1
Sale and/or Furnishing of Alcohol/Drugs	1,088	1	921	1	771	1
Possession of Alcohol/Drugs for Sale	555	1	549	1	558	1
Other Crimes	10,061	13	8,771	11	9,729	13
Possession of Weapon(s)	6,680	8	6,161	8	7,061	9
Loitering/Trespassing	2,374	3	1,762	2	1,853	2
Destructive/Explosive	727	1	567	1	579	1

Destructive/Explosive Devices	727	1	567	1	579	1
Bomb Threat	280	<1	281	<1	236	<1

Caution: Do not calculate percentage changes in raw data. Changes in raw data do not account for changes in enrollment.

As shown in Table 2, the most common crimes affecting California public schools were those involving property (33 percent). These incidents resulted in an economic loss to local educational agencies of just over \$16.75 million, or approximately \$2.93 per student. This economic loss included the cost of materials, labor, and any other costs associated with the repair or replacement of the damaged or lost property. Local educational agencies provided these estimates prior to any compensation by insurance companies or restitution by students or their parents or guardians. Chart 3 displays a breakdown of the dollar losses by the type of property crime reported.

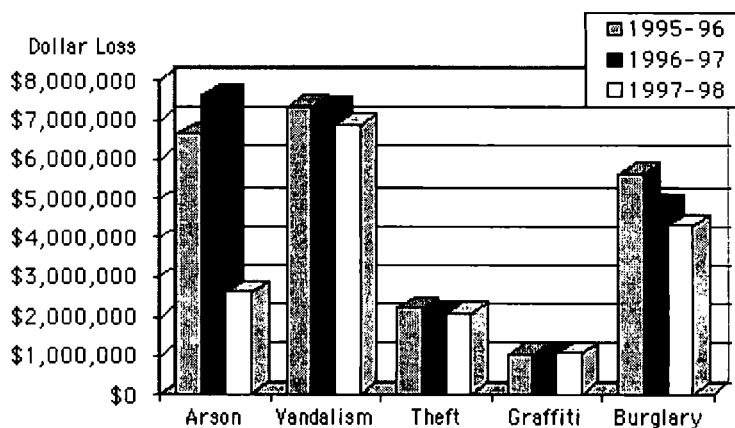
Chart 3
**Dollar Losses to LEAs from Property Crimes
on California Public School Campuses
for the 1997-98 School Year**



The dollar loss amounts shown in Chart 3 do not represent the total dollar loss from property crimes committed on school campuses or during school-sponsored activities. With the exception of burglary, only those crimes resulting in an economic loss beyond defined dollar thresholds are reported to CSSA. Incidents of vandalism, arson, and graffiti are reported only if the resulting economic loss is greater than \$100. Incidents of theft are reported only if the economic loss is greater than \$50. Further, once a crime is determined to have resulted in a loss greater than the defined dollar threshold, a second criterion must be met before the economic loss is reported to CSSA: the loss must be one involving only district or county office of education property. Therefore, property crimes involving personal property that result in a loss greater than the dollar threshold are reported to CSSA; the economic loss is not.

In comparing the 1997-98 dollar loss to losses experienced in previous years, the data show that the overall dollar loss associated with Property Crimes in 1997-98 decreased dramatically from losses in the previous two years. In both the 1995-96 and the 1996-97 years, local educational agencies experienced losses of more than \$22.5 million. As indicated in Chart 4, the dollar losses to local educational agencies dropped for all property crimes except graffiti. Losses due to arson show the most dramatic decrease: a reduction of approximately \$5 million in losses accounts for 85 percent of the change in the overall dollar loss from previous years.

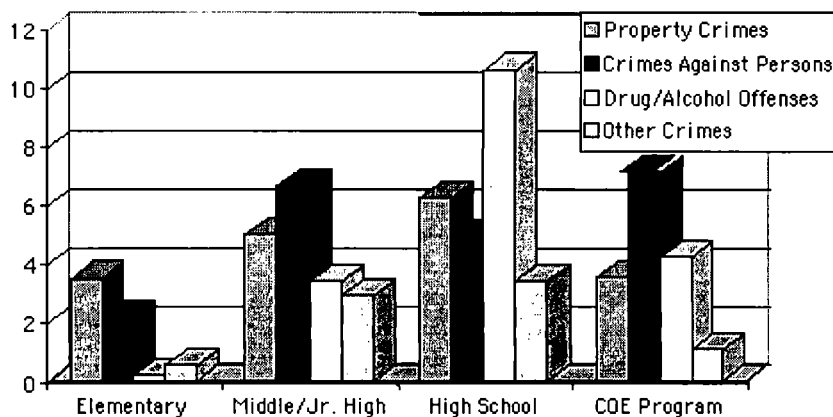
Chart 4
**Changes in Dollar Losses to LEAs from Property Crimes
on California Public School Campuses
for the 1995-96, 1996-97, and 1997-98 School Years**



The nature and incidence of crime varies according to the school level and is consistent with the student behavioral problems that occur at each level. For example, elementary schools experience the lowest rate of crime incidents involving drug and alcohol offenses and the highest rate of property crimes. Chart 5 provides a comparison of crime rates by school level for the 1997-98 year.

Chart 5
**Crime Rates for California Public Schools
for the 1997-98 School Year, by School Level**

Number of Incidents per 1,000 Students Enrolled



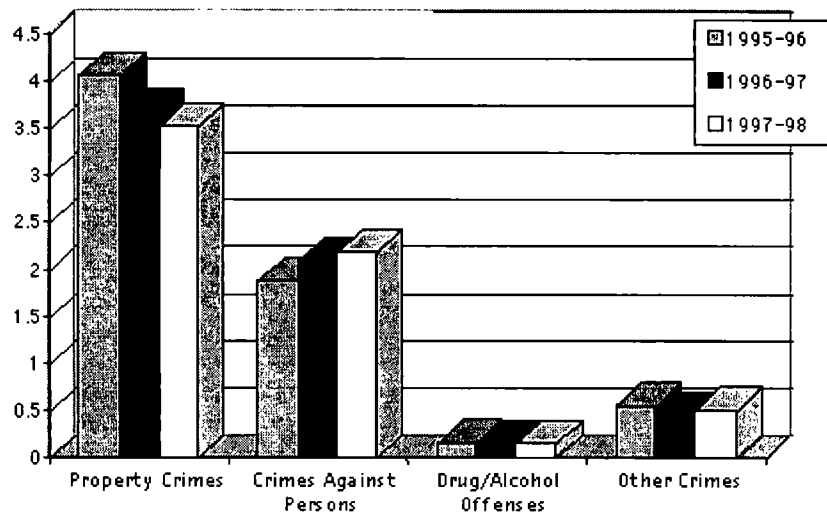
For each reported incident, site reporters were asked to document whether drugs or alcohol were involved. In 1997-98, data show that drugs or alcohol were involved in 26 percent of all crime incidents occurring on school campuses. However, 98 percent of those incidents fell specifically under Drug and Alcohol Offenses. Drugs or alcohol were reported to be involved in only

1 percent of nondrug- and alcohol-related incidents, such as crimes against persons and property crimes. High school campuses have the highest rate of drug and alcohol offenses: 10.63 incidents per 1,000 students were reported on these campuses.

Consistent with the data presented in Table 1, the rate of crime reported at each school level has dropped from that reported in 1995-96. The charts on the following pages display the changes in the rate of incidents for each of the elementary, middle/junior high, and high school levels and for programs maintained by county offices of education.

Chart 6
Crime Rates for California Public Elementary Schools
for the 1995-96, 1996-97, and 1997-98 School Years

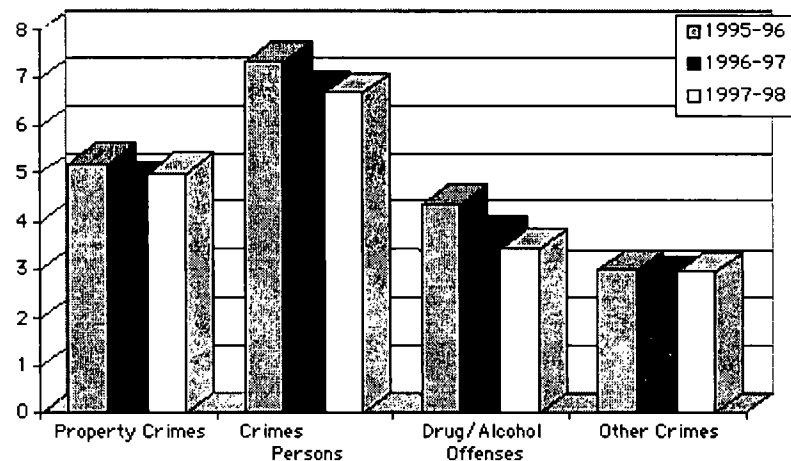
Number of Incidents per 1,000 Students Enrolled



Although the incidence of property crimes continues to decline, crimes against persons have increased for a second year at the elementary school level. This trend is in contrast to a steady decrease in the Crimes Against Persons category at all other school levels and may be due in part to improved reporting. Incidents reported under Drug and Alcohol Offenses and Other Crimes have changed little at this level since the program's inception in 1995.

Chart 7
Crime Rates for California Public Middle/Junior High Schools
for the 1995-96, 1996-97, and 1997-98 School Years

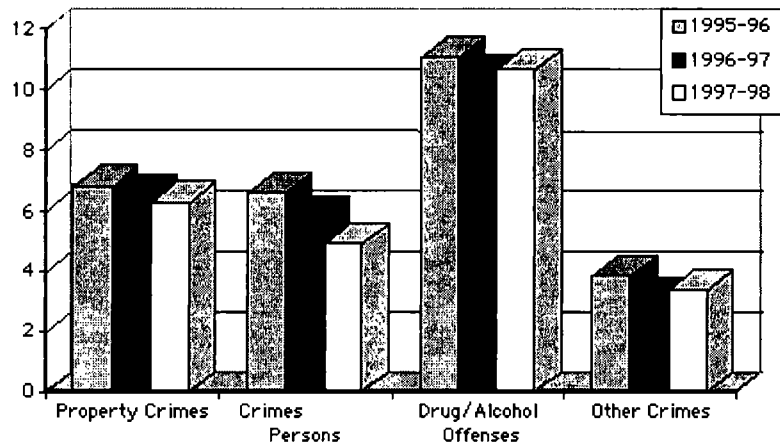
Number of Incidents per 1,000 Students Enrolled



Changes in crime rates vary at the middle school level. Drug and Alcohol Offenses are down 7 percent, while the rates of crimes in both Property Crimes and Other Crimes categories are up approximately 4 percent. The rate of Crimes Against Persons remained fairly constant, showing a change of less than 1 percent over last year's rate.

Chart 8
**Crime Rates for California Public High Schools
for the 1995-96, 1996-97, and 1997-98 School Years**

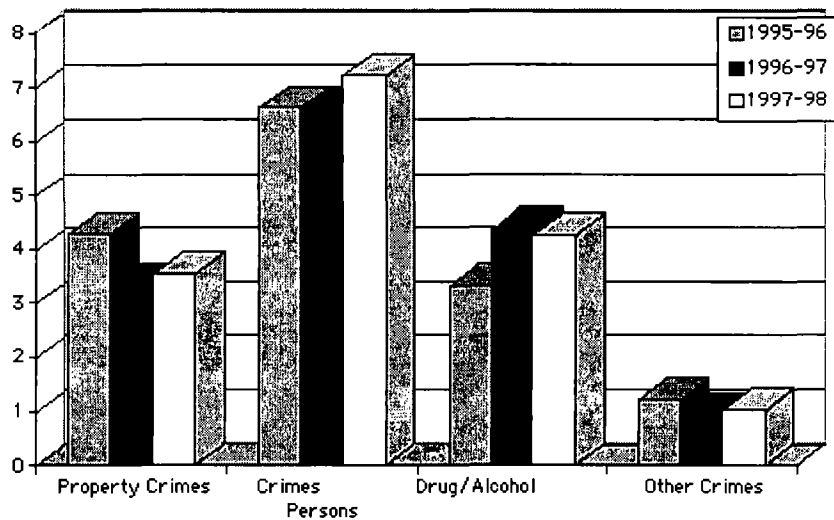
Number of Incidents per 1,000 Students Enrolled



The most common incidents reported on high school campuses are in drug and alcohol offenses, which represent 42 percent of all reported incidents. The rate of these crimes has changed very little over the past three years; the lowest incident rate occurred in 1996-97 when the rate of drug and alcohol offenses was approximately 10.5 per 1,000 students.

Chart 9
**Crime Rates for County Office of Education Programs
for the 1995-96, 1996-97, and 1997-98 School Years**

Number of Incidents per 1,000 Students Enrolled

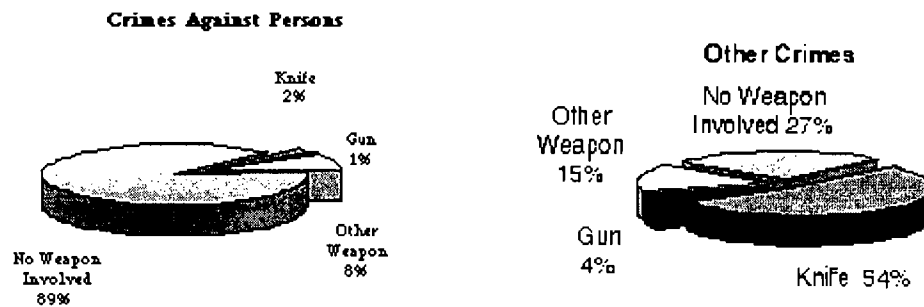


In most crime categories the incidents of crime per 1,000 students enrolled in county office of education programs changed little over the rate of the previous year. The most notable exception to this is in the category of Crimes Against Persons, in which there was a 10 percent increase. Nearly 90 percent of those crimes were batteries. The increase may be due to a better understanding of the CSSA definition of battery and therefore improved reporting.

The California Department of Education is interested in documenting the degree to which weapons are involved in school crime. For each incident of crime, school site administrators are asked the following question: **"Was a weapon involved in the incident? If yes, check the type of weapon used: Knife, Gun, Other."** The criteria for reporting weapons on a public school campus are consistent with those stated in the California *Penal Code*. Any knife, gun, or other weapon used during the commission of a crime against a person is reportable to CSSA. However, reporting criteria differ for possession of a weapon. The possession of any firearm is reported as the possession of a gun. The possession of all locking-blade knives and folding knives with a blade length of 2.5 inches or longer is reported as the possession of a knife. *Other* is defined as an item that is neither a knife nor a gun but which by design is intended to be a weapon. For example, brass knuckles and ninja stars are considered weapons by design and therefore would be reportable under CSSA.

Chart 10 displays the data derived from answers to the question about the involvement of weapons or incidents of crime in the categories Crimes Against Persons and Other Crimes. Weapons involvement in the categories Drug and Alcohol Offenses and Property Crimes was negligible, less than 1 percent and 1 percent, respectively.

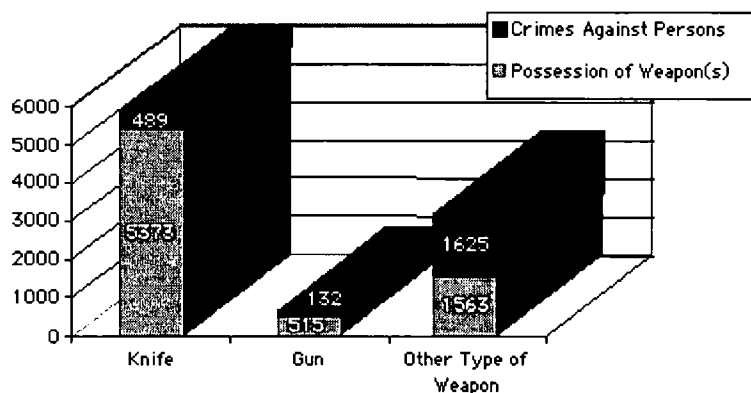
Chart 10
**Weapons Involved in Incidents
 of Crime at California Public Schools
 for the 1997-98 School Year**



As indicated earlier, most crimes against persons (80 percent) occurring on California campuses are classified as batteries. By definition, a battery does not involve the use of a weapon. Only 11 percent of all crimes against persons involved a weapon-the most common being a weapon other than a knife or gun.

Chart 11
**Breakdown of Weapons Reported
by Type of Crime
for the 1997-98 School Year**

Number of Weapons

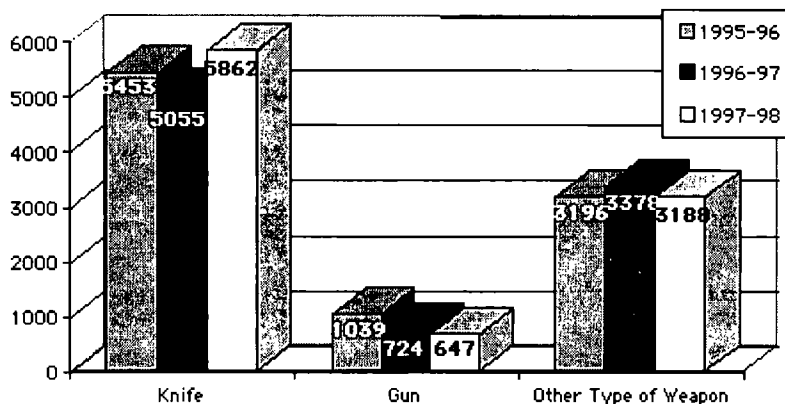


Note: A small number of weapons (118 knives, 82 guns, and 115 other weapons) were reported as being involved in drug and alcohol offenses, property crimes, and other miscellaneous crimes. For simplicity, these incidents are included in the Possession of Weapon(s) category in Chart 11.

As shown in Chart 12, knives are the most common weapons found on campuses: 5,862 knives were reported in 1997-98 (489 were used in crimes against persons, and 5,373 were reported to be in the possession of suspects on campus). Guns are seldom used during the commission of a crime or found in the possession of a person on campus. A total of 647 guns were confiscated in 1997-98-an 11 percent decrease from last year when 724 guns were found on campuses and a 37 percent decline from the first year of CSSA reporting when 1,039 guns were confiscated. On the other hand, the number of knives found on campuses is up by

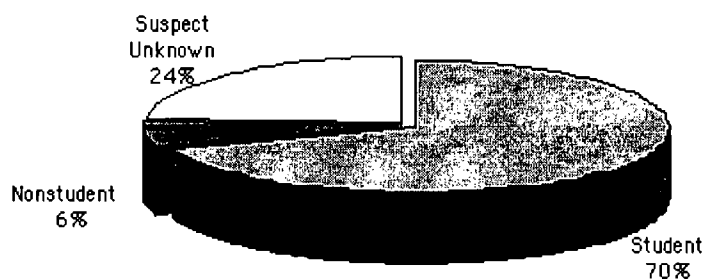
approximately 16 percent and reflects an 8.5 percent increase over that reported in the baseline year.

Chart 12
Breakdown of Weapons Reported
for the 1995-96, 1996-97, and 1997-98 School Years



Most known suspects involved in incidents of school crime were male (82 percent); 84 percent of known suspects were students at the school in which the crime occurred. Chart 13 shows the classification of suspects including suspects classified as unknown. By far the largest category of suspects is the Student category. The only category in which students are not the primary suspects is Property Crimes; in that case, most suspects are unknown (81 percent).

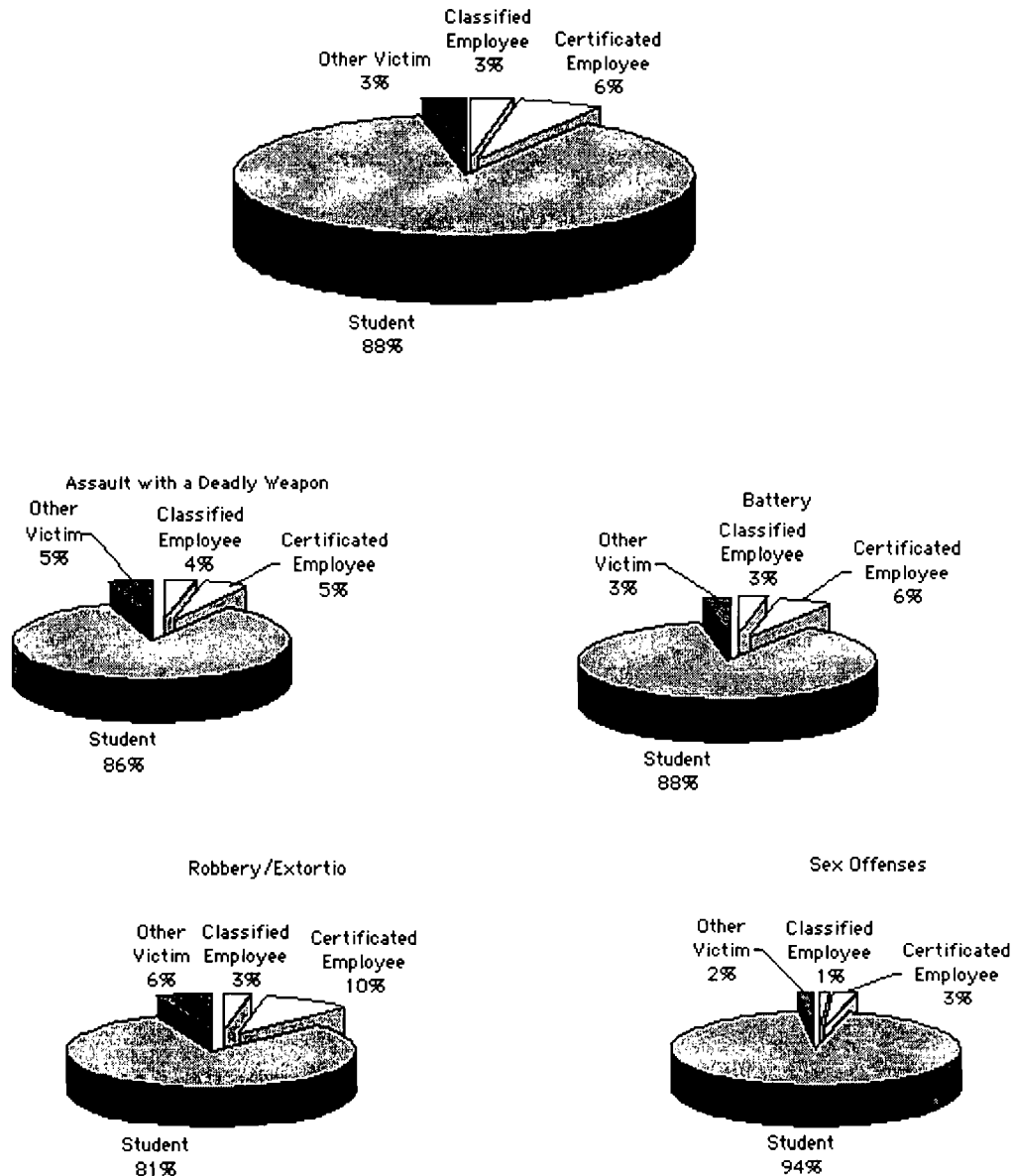
Chart 13
Classification of Suspects Involved in Incidents
at California Public Schools
for the 1997-98 School Year



For the category Crimes Against Persons, site reporters are asked to provide a description of the victim(s). The description is limited to the gender and classification status of the victim (certificated employee, classified employee, student, or other). Most victims are male (69 percent), as are the suspects involved in the incidents. Chart 14 provides a breakdown of the status of victims of crimes against persons. According to the California Department of Education's 1997-98 demographic reports, the ratio of student victims to adult victims reflects the proportion of students to adults in California schools (i.e., 559,486 adults [9 percent] to

5,727,303 students [91 percent]).

Chart 14
Classification of Victims Involved in Crimes Against Persons
on California Public School Campuses
for the 1996-97 School Year
 General



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County, School/District Name	Enrollment	Drug/ Alcohol Offenses	Crimes Against Persons					Possession of a Weapon	Property Crimes	Dollar Loss to District/COE
			Battery	Assault with a Deadly Weapon	Homicide	Robbery/ Extortion	Sex Offenses			
Lucerne Elementary	301	2	0	0	0	0	0	0	1	270
Middletown Unified	1,658	8	10	0	0	0	0	2	2	778
Upper Lake Union Elementary	602	3	0	0	0	0	0	1	2	500
Upper Lake Union High	379	2	4	0	0	0	0	1	1	120
Lassen County	5,530	18	19	3	0	0	3	9	29	35,697
Big Valley Joint Unified	371	0	0	0	0	0	1	0	3	5,406
Fort Sage Unified	450	0	0	0	0	0	0	1	4	780
Janesville Union Elementary	523	0	0	0	0	0	0	0	2	13,255
Johnstonville Elementary	252	0	1	0	0	0	0	0	3	653
Lassen County Office of Education	111	0	0	0	0	0	0	0	0	0
Lassen Union High	1,185	15	9	0	0	0	2	7	9	12,428
Ravendale-Termo Elementary	29	0	0	0	0	0	0	0	0	0
Richmond Elementary	196	0	0	0	0	0	0	0	0	0
Shafter Union Elementary	411	1	1	0	0	0	0	0	0	0
Susanville Elementary	1,477	1	8	3	0	0	0	0	3	2,750
Westwood Unified	525	1	0	0	0	0	0	1	5	425
Los Angeles County	1,583,283	4,286	2,507	563	1	518	227	1,510	8,185	6,697,879
ABC Unified	22,122	48	6	4	0	0	0	19	44	10,040
Acton-Agua Dulce Unified	2,148	4	8	1	0	0	0	2	4	5,155
Alhambra City Elementary	11,493	4	85	0	0	1	1	16	6	2,930
Alhambra City High	8,090	135	47	5	0	1	2	22	22	9,642
Antelope Valley Union High	16,198	254	53	17	0	3	5	65	41	24,036
Arcadia Unified	9,233	14	6	1	0	1	0	1	26	26,223
Azusa Unified	11,672	25	12	5	0	1	1	10	26	14,197
Baldwin Park Unified	16,724	63	37	8	0	1	3	26	191	66,924
Bassett Unified	5,849	32	8	9	0	0	0	19	16	7,211
Bellflower Unified	13,685	61	32	4	0	13	2	24	44	24,789
Beverly Hills Unified	5,320	10	4	0	0	1	0	2	3	15,300
Bonita Unified	10,075	54	24	1	0	1	2	10	11	3,974
Burbank Unified	14,416	56	181	12	0	0	4	43	131	28,960
Castaic Union Elementary	2,088	1	8	0	0	0	0	0	0	0

Note: Because of space constraints, the following crimes, constituting less than 3.5 percent of the total crimes reported, are not included on this table: Bomb Threat (236), Destructive/ Explosive Devices (579), and Loitering / Trespassing (1,853).

County, School District/Name	Drug/Alcohol Offenses	Crimes Against Persons				Possession of a Weapon	Property Crimes	Dollar Loss to District/COE per Student
		Battery	Assault with a Deadly Weapon	Robbery/Extortion	Sex Offenses			
Susanville Elementary								
1995-96	0.00	0.72	0.72	0.00	0.00	0.72	2.16	\$0.43
1996-97	2.03	2.03	0.68	0.00	0.00	0.68	0.00	0.00
1997-98	0.68	5.42	2.03	0.00	0.00	0.00	2.03	1.86
Los Angeles County								
1995-96	2.85	1.53	0.35	0.39	0.15	0.91	5.98	\$7.87
1996-97	2.65	1.60	0.35	0.33	0.16	0.87	5.43	5.28
1997-98	2.71	1.58	0.36	0.33	0.14	0.95	5.17	4.23
ABC Unified								
1995-96	2.89	0.27	0.18	0.14	0.00	1.42	1.70	\$3.29
1996-97	1.46	0.32	0.18	0.00	0.14	0.87	1.60	0.62
1997-98	2.17	0.27	0.18	0.00	0.00	0.86	1.99	0.45
Acton-Agua Dulce Unified								
1995-96	6.63	0.00	0.00	0.00	0.00	0.00	1.42	\$0.51
1996-97	4.92	0.00	0.00	0.00	0.00	1.79	0.00	0.00
1997-98	1.86	3.72	0.47	0.00	0.00	0.93	1.86	2.40
Alhambra City Elementary								
1995-96	0.18	0.35	0.09	0.18	0.00	0.18	0.96	\$0.46
1996-97	0.60	0.17	0.43	0.09	0.17	0.35	0.78	0.28
1997-98	0.35	7.40	0.00	0.09	0.09	1.39	0.52	0.25
Alhambra City High								
1995-96	6.70	3.67	0.28	0.18	0.00	1.38	1.29	\$0.54
1996-97	7.805	2.88	0.12	0.48	0.36	3.48	1.80	0.24
1997-98	16.69	5.81	0.62	0.12	0.25	2.72	2.72	1.19
Antelope Valley Union High								
1995-96	11.75	2.66	0.61	0.27	0.41	1.98	2.05	\$1.01
1996-97	12.63	4.75	0.72	0.13	0.39	2.93	3.45	3.72
1997-98	15.68	3.27	1.05	0.19	0.31	4.01	2.53	1.48
Arcadia Unified								
1995-96	0.56	0.11	0.22	0.00	0.00	0.34	2.79	\$1.78
1996-97	0.00	0.00	0.00	0.11	0.00	0.00	3.87	2.52
1997-98	1.52	0.65	0.11	0.11	0.00	0.11	2.82	2.84
Azusa Unified								
1995-96	2.52	3.90	0.26	0.09	0.26	1.91	1.74	\$0.98
1996-97	2.58	0.86	0.26	0.00	0.09	0.60	3.18	1.84
1997-98	2.14	1.03	0.43	0.09	0.09	0.86	2.23	1.22
Baldwin Park Unified								
1995-96	2.15	1.53	0.55	0.18	0.25	1.29	8.22	\$2.04
1996-97	3.03	1.33	0.42	0.12	0.12	1.45	7.09	1.97
1997-98	3.77	2.21	0.48	0.06	0.18	1.55	11.42	4.00
Bassett Unified								
1995-96	3.23	1.87	1.19	0.00	0.00	1.36	5.96	\$1.75
1996-97	3.92	3.24	0.85	0.17	0.17	0.51	4.60	1.25
1997-98	5.47	1.37	1.54	0.00	0.00	3.25	2.74	1.23

Notes:

- Counties, school districts, and county offices of education with fewer than 1,000 students enrolled are not included on this table. See Appendix D for data on all local educational agencies.
- Because of space constraints, the following crimes, constituting less than 3.5 percent of the total crimes reported, are not included on this table: Bomb Threat (236), Destructive/Explosive Devices (579), Loitering/Trespassing (1,853), and Homicide (3).
- When drawing conclusions from individual rate changes, remember that improved reporting practices by some local educational agencies may have resulted in increases in their crime rates, which may not represent actual increases in crime.



Information on Public Schools and School Districts in the United States



National Public School District Locator

For schools in the school district, please click here: [Schools](#)

School District Name: LOS ANGELES UNIFIED NCES ID: 0622710

Location/Contact

Address: 450 N GRAND AVE
LOS ANGELES, CA 90012-2123

County Name: LOS ANGELES County FIPS Code: 06037

Phone: 213-625-6251

District Detail

Locale: Large City

Type: Independent local school district

Metro Status: MSA - Central city

CMSA/PMSA/MSA Code: 494480

Supervisory Union Number: 000

District Characteristics

Total Students: 667305

Total FTE Teachers: 28492

Student/Teacher Ratio: 23.42

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1996: Center on Juvenile & Criminal Justice/National Center on Institutions & Alternatives
An Analysis of Juvenile Homicides: Where They Occur and the Effectiveness of Adult Court Intervention
Vincent Schiraldi, 2208 Martin Luther King Jr. Ave., Washington, DC 20020; 301/565-2009
Eric Lotke, SE 635 Slaters Lane, G-100, Alexandria, VA 22314; 703/684-0373

This study examines where juvenile homicides occur and finds that juvenile homicide is highly site-specific.

- Six states (California, Texas, Illinois, New York, Michigan, Florida) account for 56% of the country's juvenile homicide arrests.

- Four cities (Chicago, Los Angeles, New York, Detroit) account for 30% of the country's juvenile homicide arrests. These cities contain only 5.3% of the nation's juvenile population.

The authors found no statistical correlation between rates of transferring violent juvenile offenders to adult court and rates of juvenile homicide.

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National School Safety Center
141 Duesenberg Drive, Suite 11, Westlake Village, CA 91362
Phone: 805-373-9977 Fax: 805-373-9277
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Last modified: June 11, 1999

**1997: U.S. Department of Justice
Juvenile Offenders and Victims: 1997 Update on Violence
Office of Juvenile Justice and Delinquency Prevention, Washington, DC**

This report is a compilation from numerous data sources.

- One-third of all murders of juveniles in the United States in 1995 occurred in 10 counties. The major cities in these counties are: Los Angeles; Chicago; New York; Detroit; Dallas; Houston; Phoenix; San Bernardino, Calif.; Philadelphia; and St. Louis.
- For every two youths (ages 0 to 19) murdered in 1994, one youth committed suicide.
- In 1994, the rate of violent victimization of juveniles (ages 12 through 17) was nearly three times that of adults.
- In 1995, 10% of high school students said they had carried a weapon (knife, gun or club) to school in the past 30 days. In the year prior to the survey, 8% of high school students reported being threatened or injured with a weapon on school property. In the month prior to the survey, 5% of high school students said that they had stayed home from school at least one day due to because of feeling unsafe at school or traveling to and from school.
- Juveniles, even juvenile gang members, are most likely to commit violent crimes after school.

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Creating Safe and Drug-Free Schools: An Action Guide - September 1996

Alternative Education Programs for Expelled Students

A defining feature of life in America's schools today is the increasing incidence of violence. Nearly 3 million crimes take place in or near schools annually--one every 6 seconds of the school day.¹ These increases are occurring nationwide. Eighty-two percent of school districts surveyed by the National School Boards Association (NSBA) reported increasing violence within their schools during the past 5 years. Increasingly, incidents of violence reported in schools involve deadly weapons. More than 60 percent of school districts have reported weapon violations among their students.²

One prominent legislative and policy measure to ensure a safe school environment has been to require removal of disruptive and dangerous students. Typically this is accomplished through expulsions and long-term suspensions. For example, the Federal Gun-Free Schools Act of 1994 requires a minimum 1-year expulsion for any student found to have carried a firearm on school grounds (See Preventing Juvenile Gun Violence in Schools).

School districts across the country report experiencing significant increases in both the number of students expelled and the length of time they are excluded from their schools. The consensus among educators and others concerned with at-risk youth is that it is vital for expelled students to receive educational counseling or other services to help modify their behavior and possibly other support services while they are away from their regular school. Without such services, students generally return to school no better disciplined and no better able to manage their anger or peaceably resolve disputes. They will also have fallen behind in their education, and any underlying causes of their violent behavior may be unresolved. Research has shown a link between suspension/expulsion and later dropping out of school, with resulting personal and social costs.

One reservation about providing services to expelled students has been the cost. However, data show it is less costly to address the problem behavior and its underlying causes as quickly as possible than to wait until the student becomes involved with the criminal justice or welfare systems later in life. The American Federation of Teachers has estimated that "for the [\$1,750] additional dollars spent on each [disruptive] student attending an alternative school, the public annually gains \$14,000 in student learning time that would have been lost, \$2,800 in reduced grade repetition costs, \$1,750 in reduced welfare costs, and \$1,500 in reduced prison costs."³ This is a total savings of \$18,300 per student.

Promising Practices

School systems across the country are turning to alternative education programs to deliver educational and other services to expelled students. Some school systems are modifying existing programs to accommodate the larger numbers of students expelled for disruptive behaviors, while others are creating new programs, often in collaboration with social agencies or nonprofit service organizations.

he programs typically differ from the expelled students' regular schools in these dimensions: the ratio of students to teachers, the way academic subject matter is presented, the setting of the program, the linkage of the school to the community or workplaces, the emphasis on behavior modification, the emphasis on counseling for conflict resolution and anger management, and the availability of comprehensive support services. Programs have been created for students as young as elementary age. Some seek to prepare students to return to their regular schools, and others prepare students to graduate from high school and enter the workforce or postsecondary education directly from the alternative program.

Components of Effective Alternative Education Programs

The components of effective alternative programs are:

- Lower student-to-staff ratio.
- Strong and stable leadership.
- Highly trained and carefully selected staff.
- A vision and set of objectives for the program that are shared by all staff and integrated into how staff and administrators interact with the program.
- Districtwide support of programs.
- Innovative presentation of instructional materials with an emphasis on real-life learning.
- Working relations with all parts of the school system and with other collaborating agencies that provide critical services to youth.
- Linkages between schools and workplaces.
- Intensive counseling and monitoring.

Examples of Alternative Education Programs

The following programs provide some examples of the varied alternative education programs that have been created for expelled students.

City-As-School Program, Buffalo, New York

The City-As-School (CAS) program in Buffalo, New York, places students as interns in dozens of sites across the city. Students earn academic credits for the work they perform--an English credit for work involving the theater, a newspaper, or other type of communication; a social studies credit for work at the local courts or community action agency. Students rotate through three or four internships each semester, becoming familiar with a variety of work environments and being exposed to a variety of role models. Throughout the program, each student also works on his or her Learning Experience Activity Packet (LEAP), a set of goals and activities customized for each student and each internship. The LEAP includes weekly assignments as well as a semester-long final product. The student's progress is monitored by his onsite supervisors and program teachers. Students attend weekly seminars at CAS offices. The program elected to locate its offices on a college campus to expose the students to the possibilities of postsecondary education.

The CAS program has developed extensive support within the community. Because many businesses and agencies have volunteered to sponsor interns, the program has been able to serve more students. Program staff feel the experience produces major changes in the students. The students become more motivated and their negative behaviors are reduced. Sixty-five percent of the students are able to maintain 100 percent attendance for as long as 2 years, complete all their internships, and earn their high school diplomas. The staff point out that this graduation rate is considerably higher than that of comparable students who remain in the regular school program.

Community Academy, Boston, Massachusetts

The Community Academy (CA) is located in the Roxbury neighborhood of Boston, Massachusetts. CA is designed to provide students with a safe and challenging academic learning environment in order to help them become successful and productive citizens. CA is housed in leased space in the Roxbury Boys and Girls Club. In working with students, CA uses a cognitive approach that focuses on modifying inappropriate behavior and enhancing academic potential. CA emphasizes small class size, low student-teacher ratios, and parental involvement. In addition to academic instruction, the program provides a vocational component and an advanced placement program, and students are eligible to earn dual enrollment credits at area colleges and universities. CA has also established community partnerships with several area businesses, civic organizations, and social service agencies for providing services to students.

The academic component of the program assigns students to small classes to work intensively with highly skilled and experienced teachers on core academic subjects. Teaching is individualized to each

student's abilities and learning style, with the goal of bringing the student up to grade-level performance. Students are required to participate in a counseling program conducted by the program's staff psychologist that focuses on personal growth and development. The psychologist is also available to meet with students individually on an as-needed basis. However, students who may need intensive counseling are referred to area community health centers. Additionally, assessments, counseling, and drug awareness education are provided by the substance abuse clinicians. These staff meet with students on both an individual and group basis, but those students needing intensive/long-term treatment are also referred to the local community health center. Students are encouraged to participate in community service activities, work with a mentor, complete job-training classes, and explore advanced academic course work and post-secondary education.

Staff closely monitor student progress. Ratings for each student are based upon attendance, academic performance, disciplinary incidents, and clinical assessments. Although the program was designed under the assumption that the average student would require 2 years of service before returning to the regular school, nearly 45 percent are judged ready after 1 year. Fewer than 15 percent of students entering the program are unable to complete it. More than 25 percent are able to complete some college-level work before leaving the CA program.

Borough Academies, New York, New York

The Borough Academies, located in New York City, serve students from the entire metropolitan area. The Borough Academies are designed primarily to help students develop positive behavior skills and secondarily to prepare students for entrance into college or a job. Students are provided with the opportunity to earn credits through vocational internships with employers throughout New York City. The key concept at the Borough Academies is behavior change through positive reinforcement and flexibility. Faculty are instructed to always use positive incentives and to present students with attainable goals. Students are told only what they can do, not what they cannot. The Borough Academies encourage flexibility not only from students but also from faculty and administrators. The program's three campuses are located in nontraditional settings--offices or apartment buildings.

The program provides students with a combination of academic and behavior management skills. The model initially focuses on teaching students how to manage their behavior positively. The principal feels that once students are able to manage their behavior they will be better prepared to reach their potential both as students and as citizens in the workplace. Students earn credits toward a New York City High School degree through the three components of the program: academic, guidance, and internship/vocational. Students choose their schedule each day under a program called "free options" whereby they can change the set of classes they attend every day. Students can earn credits as quickly as they want to and work at their own pace.

Since the inception of the Borough Academies, two classes have graduated. The Academies have an 86-percent graduation rate, and the majority of the students have gone on to college.

Resources

Alternative Schools for Disruptive Youth. National School Safety Center (NSSC) Resource Paper, 1987. This research paper presents background information on reasons some youth are disruptive, approaches to alternative education, and alternative schools as a way to provide services to suspended or expelled students.

Joy G. Dryfoos, *Adolescents at Risk: Prevalence and Prevention*, New York: Oxford University Press, 1990. *Adolescents at Risk* provides an overview of prevention programs, practices, and components that appear critical to success regardless of the high-risk behavior the program strives to prevent.

Alternative Schools for Disruptive Youth, School Safety, NSSC (winter 1991), pp. 8-11.

School Safety, NSSC (winter 1995). This special issue is devoted entirely to alternative education and

provides several articles on a range of issues including early identification of problems, State initiatives, adult mentoring, and apprenticeship learning.

More information is available from:

Safe and Drug-Free Schools Program
U.S. Department of Education
600 Independence Avenue, SW.
Washington, DC 20202-6123

National School Safety Center
4165 Thousand Oaks Boulevard
Suite 290
Westlake Village, California 91362
805-373-9977

National School Boards Association
1680 Duke Street
Alexandria, Virginia 22314
703-838-6722

National Association of State Boards of Education
1012 Cameron Street
Alexandria, Virginia, 22314
800-220-5183

Endnotes

1. National School Safety Center. 1993 (September). "School Safety Update." National School Safety Center News Service, p.1.
2. National School Boards Association, 1993. "Violence in the Schools: How America's School Boards Are Safeguarding Our Children." Alexandria, Virginia.
3. "Tiny Knife Sets Off Big Debate Over Right To Attend School." *Education Daily* 28, August 8, 1995 (166): 1-3.

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[Uniforms]    [Conflict Resolution]

*Violence and Discipline Problems in U.S. Public Schools: 1996-97***Table 14.—Percent of public school principals reporting that certain discipline issues were serious or moderate problems in their schools, by type of issue and size of school: 1990-91 and 1996-97**

Discipline issue	School size							
	1990-91				1996-97			
	Total	<300	300-999	1,000 or more	Total	<300	300-999	1,000 or more
Student tardiness	34	26	34	62	40	29	42	64
Student absenteeism/class cutting	25	18	25	44	25	19	24	53
Physical conflicts among students	23	16	25	30	21	13	22	31
Robbery or theft of items over \$10	7	5	7	16	5	2	6	12
Vandalism of school property	12	12	10	24	8	7	7	20
Student alcohol use	10	13	7	25	7	7	6	18
Student drug use	6	6	3	19	9	8	7	29
Sale of drugs on school grounds	1	0	1	4	2	1	1	11
Student tobacco use	13	11	10	33	14	13	11	40
Student possession of weapons	3	1	3	9	2	1	2	3
Trespassing	7	3	8	12	4	2	4	12
Verbal abuse of teachers	11	4	14	17	12	7	12	26
Physical abuse of teachers	1	1	1	2	2	3	1	1
Teacher absenteeism	14	9	15	26	10	5	11	25
Teacher alcohol or drug use	1	1	1	2	(+)	0	(+)	1
Racial tensions	5	3	5	11	3	(+)	4	7
Gangs	†	†	†	†	5	2	5	16

† Data not available because this item was not asked in the 1991 survey.

(+) Less than 0.5 percent.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, "Principal/School Disciplinarian Survey on School Violence," FRSS 63, 1997; "Public School Principal Survey on Safe, Disciplined and Drug-Free Schools," FRSS 41, 1991.



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THE WHITE HOUSE

Office of the Vice President

For Immediate Release

June 16, 1997

VICE PRESIDENT RELEASES DATA SHOWING 6,276 EXPELLED FROM SCHOOLS FOR CARRYING GUNS, OTHER WEAPONS

Highlights Success of Administration's Gun Free School Act and Safe and Drug-Free Schools Program

Vice President Gore announced today that 6,276 students were expelled for bringing weapons to schools in 1995-96, showing that President Clinton's efforts to make schools safer are working.

The announcement, at a Department of Education conference on safe and drug-free schools, was based on preliminary data from 29 states and the District of Columbia. The figure of 6,276 expulsions -- the vast majority of them involving guns -- will grow when the other 21 states report later this month.

"Our schools must be places where kids aren't bullied, where guns and other weapons do not get through the door, where teachers aren't threatened, and where drugs are not used, sold or distributed," the Vice President told an audience of state and local officials, educators, and parents. "These numbers are irrefutable proof that President Clinton's plan to make our schools safe and drug-free is working."

The Administration's efforts, and the focus of the conference, are the Gun Free Schools Act and the Safe and Drug-Free Schools Program, both of which were part of the 1994 Improving America's Schools Act. The two programs are designed to work hand-in-hand with one another.

The Gun Free Schools Act created a zero-tolerance policy against guns in schools, requiring each State to pass a law to expel students who bring guns to school; those failing to do so could lose Federal education funds. The Safe and Drug-Free Schools Program provides funds to 97 percent of school districts in America, covering 40 million students, to develop violence prevention and drug prevention programs.

Despite Republican efforts to terminate the Safe and Drug-Free Schools Program, the President has fought successfully to maintain and expand it. Annual funding has risen from \$466 million in 1995 and 1996 to \$556 million in 1997 -- the current fiscal year. For 1998, the President has proposed \$620 million.

"Today, the numbers are in and message is clear: There's no place for guns or violence in America's schools, the Vice President said.

-###-



``PART F--GUN POSSESSION

``SEC. 14601. GUN-FREE REQUIREMENTS.

``(a) Short Title.--This section may be cited as the 'Gun-Free Schools Act of 1994'.

``(b) Requirements.--

``(1) In general.--Except as provided in paragraph (3), each State receiving Federal funds under this Act shall have in effect a State law requiring local educational agencies to expel from school for a period of not less than one year a student who is determined to have brought a weapon to a school under the jurisdiction of local educational agencies in that State, except that such State law shall allow the chief administering officer of such local educational agency to modify such expulsion requirement for a student on a case-by-case basis.

``(2) Construction.--Nothing in this title shall be construed to prevent a State from allowing a local educational agency that has expelled a student from such a student's regular school setting from providing educational services to such student in an alternative setting.

``(3) Special rule.--

``(A) Any State that has a law in effect prior to the date of enactment of the Improving America's Schools Act of 1994 which is in conflict with the not less than one year expulsion requirement described in paragraph (1) shall have the period of time described in subparagraph (B) to comply with such requirement.

``(B) The period of time shall be the period beginning on the date of enactment of the Improving America's Schools Act and ending one year after such date.

``(4) Definition.--For the purpose of this section, the term 'weapon' means a firearm as such term is defined in section 921 of title 18, United States Code.

``(c) Special Rule.--The provisions of this section shall be construed in a manner consistent with the Individuals with Disabilities Education Act.

``(d) Report to State.--Each local educational agency requesting assistance from the State educational agency that is to be provided from funds made available to the State under this Act shall provide to the State, in the application requesting such assistance--

``(1) an assurance that such local educational agency is in compliance with the State law required by subsection (b); and

``(2) a description of the circumstances surrounding any expulsions imposed under the State law required by subsection (b), including--

``(A) the name of the school concerned;

``(B) the number of students expelled from such school; and

``(C) the type of weapons concerned.

``(e) Reporting.--Each State shall report the information described in subsection (c) to the Secretary on an annual basis.

``(f) Report to Congress.--Two years after the date of enactment of the Improving America's Schools Act of 1994, the Secretary shall report to Congress if any State is not in compliance with the requirements of this title.

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SEC. 14514. REQUIRED PARTICIPATION PROHIBITED.
REGARDING CRIMINAL JUSTICE SYSTEM REFERRAL.



SEC. 14602. POLICY



Report on State Implementation of the Gun-Free Schools Act - School Year 1996-97

(NOTE: The tables referred to in this document are available in the PDF version.)

Introduction

The Gun-Free Schools Act (GFSA) states that each state receiving federal funds under the Elementary and Secondary Education Act (ESEA) must have a state law that requires all local educational agencies (LEAs) in the state to expel from school for at least one year any student found bringing a firearm to school. (See Appendix A for a copy of the GFSA.) State laws must also authorize the LEA chief administering officer to modify any such expulsion on a case-by-case basis. In addition, the GFSA states that it must be construed to be consistent with the Individuals with Disabilities Education Act (IDEA).

The GFSA requires states to report information about the implementation of the act annually to the Secretary of Education. In order to meet this requirement and to monitor compliance with the GFSA, the Department of Education (ED) requires each state^[1] to submit an annual report that provides the number of students expelled (by type of firearm and school level), the number of expulsions that were modified on a case-by-case basis, the number of modified cases that were not for students with disabilities, and the number of expelled students who were referred to an alternative school or program. Two additional items regarding specific LEA compliance with the GFSA were reported but are not included in this report.

Data Collection and Verification

Westat, under contract to ED, collected the data from each state department of education for 1995-96 and from all but one state for 1996-97^[2].

- As each survey was received, it was reviewed for accuracy and entered into a database.
- In approximately 50 cases (over both years), Westat contacted the state to obtain a correction or clarification of the submitted data. For example, the data provider was contacted if the submitted forms were not internally consistent or if rows or columns did not add to printed totals.
- Once all of the data was received at Westat, all states were contacted and asked to provide a final verification of their data by fax. To date, 53 states have verified their data in this manner^[3].

Organization of the Report

This report is divided into three sections and summarizes 1996-97 data submitted by the states. The 1995-96 data are not included in this report

because, as it was the first year of the GFSA data collection, there were many problems with the quality of the data collected. The first section is a brief summary of the overall findings. The second section presents a summary of the 1996-97 data in both tabular and graphic form. The tables in this section contain data notes that are critical to the correct interpretation of the data. The third section presents a page for each state. Each page contains the data submitted by the state as well as any caveats or data notes accompanying the data. Finally, a copy of the GFSA state data collection instrument can be found in Appendix B of this report.

Data Quality and Interpretation of Findings

All of the information contained in this report should be interpreted with caution. First, as noted on the summary tables and on the individual state pages, some states attached caveats and data notes to their data that should be considered. This is of particular importance when examining national totals, as they are not made up of data that are comparable from state to state in all cases (for example, some states submitted data on all weapons, not firearms). Second, some states submitted aggregate data that was not broken out by school level and/or type of weapon. The expulsions for these states are included in the overall summary totals but are not included in the figures by type of firearm or school level. This means that the total number of reported expulsions differs for each questionnaire item summarized in this report.

As with all new reporting efforts, we expect the quality of the data submitted under the GFSA will continue to improve. ED will work to assist the states in their data reporting to ensure this improvement.

Finally, this report is not designed to provide information to the reader regarding the rate at which students carry firearms to school. The data reported by the states concern disciplinary actions only.

Summary

- Overall, 55 states reported data under the GFSA for the 1996-97 school year. These states reported that they expelled an estimated total of 6,093 students from school for bringing a firearm^[4] to school out of a total 5- to 17-year-old population of slightly over 51 million in 1996. However, not all states reported data for all of their districts and some states reported total expulsions for all weapons, not just firearms. Therefore, the figures reported by some states may either over- or underestimate the actual expulsions under the GFSA. Refer to Table 1 for more detailed information regarding these over- and underestimates as well as other data caveats.
- Fifty-six percent of the expulsions reported by school level were students in high school, 34 percent were in junior high, and 9 percent were in elementary school. These data were reported by school level by 49 states. (See Table 2).
- Fifty-eight percent of the expulsions reported by type of firearm

were for bringing a handgun to school. Seven percent of these expulsions were for bringing a rifle or shotgun to school and 35 percent were for some other type of firearm (such as bombs, grenades, or starter pistols). The data were reported by type of weapon by 47 states. (See Table 3).

- Forty-three states reported on expulsions that were shortened to less than one year. In these states, 34 percent of expulsions were shortened to less than one year. (See Table 4).
- Thirty-nine states reported on the disability status of students receiving shortened expulsions. In these states, 63 percent of shortened expulsions were for students who were not considered disabled. (See Table 5).
- In the 41 states reporting data on alternative placements, 56 percent of the expelled students in these states were referred to an alternate school or placement. (See Table 6)

Expulsions for Bringing a Firearm to School - Overview

Overall, 55 states provided data on the number of students expelled for bringing a firearm to school, for a total of 6,093 expulsions. California^[5], Ohio^[6], and Texas were the only states with greater than 500 expulsions, and the District of Columbia, Hawaii, Oklahoma, Wyoming, Guam, and Puerto Rico reported that they had none during the 1996-97 school year. When viewed as the number of expulsions per 1,000 enrolled students, Colorado^[7], Ohio^[6], and Missouri^[8] had the highest number of expulsions per 1,000 students. However, not all states reported data for all of their districts and some states reported total expulsions for all weapons, not just firearms. Refer to Table 1 for more detailed information on these caveats.

School Level

Forty-nine states provided data on their expulsions by school level. Over two-thirds of all reported expulsions were reported by school level (4,125 of 6,093)^[9]. Of these 4,125 expulsions, over half (2,317 or 56 percent) were students in senior high schools, 34 percent (1,416) were students in junior high, and 9 percent (391) were elementary school students. Note that the percentages may not add to 100 due to rounding. (See [Figure 1](#) and Table 2)

Type of Firearm

Forty-seven states provided data differentiating the type of firearm brought to school by students. Almost 60 percent of all reported

expulsions were reported by type of firearm (3,497 of 6,093).

Of these 3,497 expulsions, 58 percent (2,043) involved handguns, 7 percent (247) involved rifles or shotguns, and the remaining 35 percent (1,207) involved other types of firearms (such as bombs, grenades, starter pistols, and rockets). Note that the percentages may not add to 100 due to rounding. (See [Figure 2](#) and Table 3)

Shortened Expulsions and Students with Disabilities

The GFSA allows the LEA chief administering officer to modify any expulsion for firearm violations on a case-by-case basis (for example, by shortening the expulsion to less than one year). The purpose of this provision is to allow the chief administering officer in a school district to take unique circumstances into account as well as to ensure that the IDEA and GFSA requirements are implemented consistently. In order to capture these modifications, states are asked to report the number of students who had their period of expulsion shortened, as well as the number of these cases that were not for students with disabilities.

Shortened Expulsions

Forty-three states reported the number of students whose expulsions were shortened to less than one year as part of the case-by-case review process.

Of the 3,155 expulsions in these states, 1,059 (or 34 percent) were shortened to less than one year. Note that the percentages may not add to 100 due to rounding. (See [Figure 3](#) and Table 4)

Disability Status of Students with Shortened Expulsions

Thirty-nine states reported on the disability status of the students with shortened expulsions. Among these 39 states, the overall number of shortened expulsions was 699 (compared to 1,059 for the 43 states shown in Table 4).

Of these 699 students, 441 (63 percent) were not considered disabled under section 602(a)(1) of IDEA. Note that the percentages may not add to 100 due to rounding. (See [Figure 4](#) and Table 5)

Referrals

The GFSA has in place provisions that allow local officials to refer

expelled students to an alternative school or program. Forty-one states reported information for this data item and among these states, 1,901 students (56 percent) were referred for an alternative placement. Note that the percentages may not add to 100 due to rounding. (See [Figure 5](#) and [Table 6](#))

Footnotes:

1. For the remainder of this report, the term "states" refers to all 56 of the jurisdictions (states and territories) covered under the Gun-Free Schools Act. [\[Return to text\]](#)
2. The state that has yet to submit 1996-97 GFSA information is American Samoa. Westat continues to work to obtain a completed survey instrument from this state. [\[Return to text\]](#)
3. The states that have yet to verify their data are Puerto Rico and the Virgin Islands. [\[Return to text\]](#)
4. Please see Appendices A and B for a detailed definition. [\[Return to text\]](#)
5. The expulsions reported by California represent the total number of school crime incidents that involved a gun. [\[Return to text\]](#)
6. The data submitted by Ohio are for expulsions for the use/possession of weapons, rather than just firearms. [\[Return to text\]](#)
7. Colorado reported figures that represent expulsions for all weapons, not just firearms. [\[Return to text\]](#)
8. The expulsions reported by Missouri may include expulsions for other weapons such as knives, air guns, or brass knuckles. [\[Return to text\]](#)
9. One expulsion was from a non-graded school. [\[Return to text\]](#)

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ED HOME

Last Updated -- May 11, 1998, ([pjk](#))

ALTERNATIVE EDUCATION:



CHOICE AS A WAY OF LEARNING

History of Alternative School Legislation

Prior to 1975, California statutes authorized school districts to initiate and conduct any type of educational program that was not in conflict with law or with the purposes for which school districts are established. The statutes did not, however, contain specific references to alternative schools.

In 1971 and 1972 Senator John Dunlap introduced legislation designed to provide for alternatives in education, but neither bill was successful. Senator Dunlap's third attempt, Senate Bill 445/1975, was passed by the Legislature and was signed by the Governor on August 29, 1975. That bill, which added sections 58500-58514 to the Education Code, provided a definition of alternative schools, declared the purposes of alternative schools, and authorized the governing board of any school district to establish and maintain such schools. The bill became operative on July 1, 1976.

Alternative Education Goals

The goals of alternative schools and programs, as stated in Education Code Section 58500, are the following:

- Maximize the opportunity for students to develop the positive values of self-reliance, initiative, kindness, spontaneity, resourcefulness, courage, creativity, responsibility, and joy.
- Recognize that the best learning takes place when the student learns because of his or her desire to learn.
- Maintain a learning situation in which maximum use is made of student self-motivation and in which students are encouraged to use their own time to follow their own interests. These interests may be conceived totally and independently by the student, or as a result of a presentation by the student's teacher(s) of choice.
- Maximize the opportunity for teachers, parents, and students to develop the learning process and its subject matter. This opportunity shall be a continuous, permanent process cooperatively.
- Maximize the opportunity for students, teachers, and parents to react continuously to the changing world, including, but not limited to, the community in which the school is located.

The Need for Change

The findings of the California Commission for Reform of Intermediate and Secondary Education (RISE Commission, 1975) indicated the need for and desirability of full-scale reform of the state's intermediate and secondary schools.¹ In its report the Commission pointed out that California's schools, like schools everywhere, have evolved out of the needs of society and the individual within society.

Alternative education provides a way of adapting an educational program to meet the individual needs of students, and, more importantly perhaps, it provides a vehicle for examining new methods of teaching and new ways of learning in a changing society. As individuals, educators may favor different instructional methods and different course and program content. But as professionals, educators must be committed to supporting educational environments that are suited to student's varied developmental needs, both academic and personal.

The RISE Commission was asked to determine ways of making schools more effective, more enjoyable, and more conducive to a continued interest in learning. Among the commission's recommendations were the following:

- Recognize and accept each learner as the principal client of the school.
- Provide a system of learning options in terms of time, place, programs, and formats to give learners a wide choice of ways to achieve their learning goals.
- Plan continued experiences that enable learners and staff to be in contact with people whose racial, ethnic, socioeconomic, or cultural backgrounds are different from their own.

¹ Report of the California Commission for Reform of Intermediate and Secondary Education. Sacramento California State Department of Education, 1975.

Definitions

For a school to be classified as an alternative school, it must meet at least the following criteria:

- The organizational entity (for example, a complete school or a separate class group within a school) must be within the state public education system.
- Students and teachers must be selected from among volunteers.
- The educational program must be a total program or essentially a total program that is significantly different from the standard programs offered in the district.
- The learning environment must be such that it allows students to achieve their maximum potential.
- Alternatives must be offered in addition to, rather than in place of, the traditional program.

An *alternative program* is a special program that a student may elect to take as a part of his or her regular program. **An alternative program does not meet the criteria of an alternative school** because it does not comprise the student's total programs or the major portion of it.

Questions and Answers

What are the basic statutory provisions pertaining to alternative schools and programs?

- Students and teachers are to be selected on a voluntary basis only.
- A school district must maintain and fund an alternative program(s) at the same level of support as other district educational programs for children of the same age level.
- A district's state apportionment for transportation costs may not be increased because of the operation of an alternative school or program.
- Education Code Section 58501 contains a "Notice of Alternative Schools," which includes (1) a definition of alternative schools; (2) a list of the goals of alternative schools; (3) instructions

regarding how to obtain additional information about alternative schools; and (4) a statement of the rights of interested persons to request the district governing board to establish such a school. During the entire month of March, the districts must post copies in each attendance unit in at least two places normally visible to students, teachers, and visiting parents. This notice must also be sent to all parents at the beginning of the first semester or quarter of the regular school term.

- Upon application by a school district, the Superintendent of Public Instruction can waive any provision of the Education Code except those pertaining to earthquake safety and those contained in sections 58500-58514.

If a district does not have an alternative school or program, can it establish one?

Yes. Education Code Section 58501 authorizes all school districts to provide for alternative schools. Interested persons may request the school district governing board to establish an alternative school in the district.

Must a student be failing or having difficulty in school to be considered for admission to an alternative school or program?

No. Students volunteer for alternative programs, and previous classroom performance may **NOT** be used as a criterion for limiting a student's opportunity to attend an alternative school.

Do alternative schools offer instruction in the basic skill areas?

Yes. In fact, pretesting and post-testing in basic skills areas are required. Fundamental schools, which stress a return to the "basics," may be classified as alternative schools if participation by students and staff is voluntary.

Can an alternative school program be located at a museum, park, or nature preserve, for example, rather than in a regular school building?

Yes. Programs can be conducted in any location that is conducive to learning. The nature of a school program can be a determining factor with regard to its location.

Is the quality of teaching in alternative schools and programs as good as that in regular programs?

It should be. Since teachers volunteer for the assignment, selection of staff is based on those qualified teachers who are interested and willing to become a part of an innovative venture.

Can a child who is in a program for gifted students volunteer for an alternative school or program?

Yes. A district may even have an alternative program that is designed primarily for students who excel in academic areas.

Can a bilingual-bicultural alternative school qualify for early childhood education funds and/or categorical funds?

Yes.

Are diplomas and credits from alternative schools and programs equivalent to those granted in a district's other schools and programs?

Yes. Alternative schools are part of a district's regular educational program.

Are continuation schools considered to be alternative schools?

Not necessarily. For a continuation school to be considered an alternative school, students and teachers must be selected on a volunteer basis; and the school must meet the other criteria for an alternative school. However, many continuation schools have developed their own alternative programs for students who want more flexibility, have parttime jobs, wish to accelerate their learning for early graduation, or want help in academic areas in which they are weak.

What should a district do in processing a request from parents for the establishment of an alternative school or program?

Districts should be prepared for such requests before parents make them. Having a plan ready for the implementation of at least one alternative program is a good indication of interest at the district level. Districts should consider organizing an alternative program committee, comprised of parents, staff, and community members, to process requests and to make recommendations to the district governing board.

What is a good starting point for implementing an alternative program?

Districts should consider beginning with a program that has positive overtones, such as an alternative program for students who excel in specific areas or subjects (an expanded program for the mentally gifted, for example). A program within a continuation school would be a good second choice. A close look at the "turned-off" students in the district may be quite beneficial. An alternative program could serve to stimulate habitually truant students, students with behavior problems, and failing students.

Examples of Alternative Schools and Programs

The following are a few examples of alternative schools and programs. The lists are not exhaustive.

Alternative schools:

- *Free school* -- The emphasis is on increased freedom for students and teachers.
- *Magnet school* -- Learning resources are concentrated in a single learning center and made available to all students in the community. Magnet schools are often oriented around a special interest area, career education, or vocational skills training.
- *Multicultural, bilingual, or ethnic school* -- The emphasis is on cultural pluralism and ethnic and social awareness.
- *Open school* -- Learning activities are individualized and organized around interest and learning resource centers in the classroom or building.
- *School without walls* -- Community facilities and resources are utilized for learning activities.
- *School within a school* -- The focus is on a special interest area or learning style. Such a school is a minischool or identified unit within a conventional school.
- *Street academy, dropout center, and pregnancy-maternity center* -- Optional programs are

provided for target populations.

Alternative programs:

- Regional occupational programs
- Intern programs

Basic Do's and Don'ts

Persons involved in planning, implementing, and maintaining alternative schools and programs should bear in mind the following:

Do's:

- Do organize your support, know your resources, and set realistic goals.
- Do provide for ongoing planning and program monitoring.
- Do maintain communication with personnel in the regular programs.
- Do share information with others.
- Do seek help and ask questions.
- Do select staff members who are enthusiastic and who have credibility with their colleagues.
- Do remember that all students do not learn in the same way -- even in alternative programs.

Don'ts:

- Don't expect too much too soon.
- Don't be afraid to make mistakes.

For Further Information

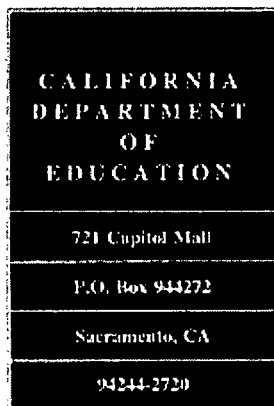
Further information about alternative schools and programs can be obtained from:

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DELAINE EASTIN
State Superintendent of Public Instruction

January 15, 1999

Dear: County and District Superintendents of Schools
County and District Chief Business Officials
Alternative Education Directors
Community Day School Administrators

RE: Update on Community Day Schools

Assembly Bill 922 (Chapter 974, Statutes of 1995) provided for Community Day Schools as an educational placement option for expelled and other at-risk students (*Education Code* sections 48660-48666). Subsequent key amendments were enacted by AB 2834 (Chapter 937) in the 1996 session. During the last legislative session the laws governing Community Day Schools were further amended by AB 1845 (Chapter 847, Statutes of 1998).

This letter summarizes the changes made by AB 1845. It also summarizes other key sections of law related to Community Day Schools that remain unchanged and presents several issues to be considered by districts that are interested in establishing one or more Community Day Schools.

For other information about Community Day Schools, please contact Dan Sackheim, Consultant, in the Educational Options Office by calling (916) 445-5595, or by sending e-mail to "dsackhei@cde.ca.gov". You can also find information about Community Day Schools on the Educational Options Office Home Page at <http://www.cde.ca.gov/spbranch/essdiv/edoptshome.html>.

Establishment of a Community Day School

Existing law authorizes the governing board of a school district to establish one or more Community Day Schools (*Education Code* section 48660). AB 1845 provides that county offices of education may be considered to be school districts for purposes of establishing and operating Community Day Schools.

A district establishing a Community Day School should apply for a County-District-School (CDS) Code. Forms and information about this process can be obtained from the CDS Coordinator, California Department of Education, Information Systems and Services, by calling (916) 327-4014, or by sending e-mail to "afong@cde.ca.gov".

Assignment of Students to a Community Day School

As amended by AB 1845, *Education Code* section 48662 provides that the only students who may be assigned to a Community Day School are those who have been:

- expelled for any reason;

- probation-referred pursuant to *Welfare and Institutions Code* sections 300 or 602; or
- referred to a Community Day School by a School Attendance Review Board (SARB) or other district level referral process. (AB 1845 amended the law to provide increased flexibility to districts in assigning students to Community Day Schools by allowing the use of "other" district level referral processes, whether or not the district operates a SARB (§48662 (b) (3)).

Section 48662 (b) (4) further specifies that assignment of students to Community Day Schools shall be made in the following **priority order**:

1. students expelled for mandatory expulsion offenses (§48915 (d));
2. students expelled for any other reasons; and
3. all other students.

Districts that establish Community Day Schools must adopt policies that provide procedures for the involuntary transfer of students to those schools (§48662). Such policies necessarily have to provide for appropriate "due process."

Education Code section 48916.1 (a) provides that, at the time an expulsion of a student is ordered, the governing board of the school district shall ensure that an education program is provided to the student for the period of the expulsion. Community Day Schools were created to provide districts with an educational placement option for expelled students who previously could not be served within the district (those students expelled for any of the offenses listed in subdivision (a) or (c) of (§48915).

The California Department of Education strongly encourages school districts to establish and operate schools and programs, including Community Day Schools, that provide appropriate services to those students who have histories of negative behavior. Doing so allows greater continuity with both previous and subsequent educational placements.

Program Components

Students served in Community Day Schools are often a challenge to school administrators and teachers. Many of these children and youth exhibit an array of behavior problems and need intensive assistance in their psychological, social, and academic development. Some of them may have learning disabilities, either diagnosed or undiagnosed, that require specific learning strategies. Some may be gifted.

The legislative intent (§48660.1) is that school districts operating Community Day Schools should, to the extent possible, include the following program components:

- low student-teacher ratio;
- individualized instruction and assessment;
- maximum collaboration with school district support service providers, including, but not limited to, school counselors and psychologists, academic counselors, and student discipline personnel; and
- school district cooperation with the county office of education, law enforcement, probation, and human services agencies personnel who work with at-risk youth.

Minimum School day

The minimum school day for Community Day Schools is 360 minutes of instructional time (§48663 (a)). There is no option for a shorter day. Administrators should be aware of three key points:

- The minimum day requirement applies to **every student** enrolled in the Community Day School unless otherwise specified in a Special Education Individualized Education Program (see below).
- The minimum day requirement applies to **every school day**.
- Since **breaks, recess, and lunch** are not instructional time, they **do not count** toward the minimum day.

Minimum Instructional Day Must be Within the Community Day School

AB 922 provided that "the minimum school day **for pupils enrolled in Community Day Schools** is 360 minutes of classroom instruction ..." (§48663 (a), emphasis added). This language could have been interpreted as stating the minimum length of day for a student enrolled in a Community Day School, but not where that day had to be spent.

AB 1845 has amended this provision to read that "the minimum school day **in a Community Day School** is 360 minutes of classroom instruction..." (emphasis added). The new language clarifies that the entire minimum school day must be provided within the Community Day School.

Minimum Instructional Day Provided by a Certificated District Employee

AB 922 provided that "the minimum school day for pupils enrolled in Community Day Schools is 360 minutes of classroom instruction **provided by a certificated employee of the district or of a consortium of school districts**" (§48663 (a), emphasis added). AB 1845 amended this provision to read that "the minimum school day in a Community Day School is 360 minutes of classroom instruction **provided by a certificated employee of the district reporting the attendance of the pupils for apportionment funding**" (emphasis added). This revision means instruction for the minimum school day is to be provided by (that is, under the immediate supervision and control of, per (§46300 (a)) **a certificated employee of the district**. A district cannot "contract out" this role.

AB 1845 also eliminated the phrase "a consortium of school districts" from Section 48663 (a). This legislative change will require some districts to revise their current operations. For example, several districts have been operating Community Day Schools in consortia with neighboring districts. In some cases, a single district has operated a Community Day School with some of the students coming from partner districts. In other cases, two or more districts have operated Community Day Schools at a common site, with each serving students from other districts as well as their own within a specified grade span. Under AB 1845, the certificated employee in the classroom and the student must be from the same district. This requirement may necessitate interdistrict transfers for some students while they are enrolled in a Community Day School.

Minimum Day for Students with Exceptional Needs

Consistent with the provisions of Section 46307, if a student with exceptional needs enrolls in a Community Day School and has an Individualized Education Program (IEP) that specifies a school day for the student of less than six hours, the day-length specified in the student's IEP shall also be the student's "minimum day" for purposes of calculating the student's ADA for basic funding—but **not** for purpose of claiming the supplemental funding described below. To generate credit for the supplemental funding, a student with exceptional needs must attend the same amount of time as any other student enrolled in a Community Day School.

No Instruction through the Independent Study Strategy

Independent study may not be utilized as a means of providing any part of the minimum instructional day in a Community Day School (§48663 (d)).

Funding

Funding for Community Day Schools is based on actual attendance and supports a minimum day and extended program offerings.

Basic Funding for Community Day Schools

Section 48663 (a) provides that the minimum school day in Community Day Schools is 360 minutes of instructional time. Accordingly, if a district requires a student to attend a Community Day School for at least 360 minutes of instructional time per day and on any given school day the student does attend the

Community Day School for any part of that required day, the student generates one day of attendance credit for the school district. There is no cap on the number of students who may be counted for basic funding.

AB 1845 adds the provision that, in the case of a Community Day School operated by a county office of education, the State Superintendent of Public Instruction shall use the statewide average juvenile court school revenue limit for basic funding per unit of ADA (§48667 (b)).

Supplemental Funding for Community Day Schools

The Legislature has provided supplemental funding for Community Day Schools to offset costs of operating a longer instructional day and to provide support services for students. AB 1845 significantly increased the supplemental apportionment for the required school day for school districts operating Community Day Schools, from \$1,500 per ADA to \$4,187 per ADA (\$4,000 per ADA as provided by (§48664 (a), plus an additional \$187 per ADA pursuant to (§48664 (g)). AB 1845 also provides that the supplemental apportionment for county-operated Community Day Schools will be \$3,000 per ADA (plus a small adjustment pursuant to §48664 (g)).

Effective Date of Funding Increase

AB 1845 provides that the supplemental funding is to be paid "at the annual apportionment," (§48664 (a)) which comprises the period July 1 through June 30. Therefore, even though

AB 1845 has an operative date of January 1, 1999, the increase applies to attendance in Community Day Schools beginning July 1, 1998.

Calculation of Supplemental Funding for Community Day Schools

Education Code section 48663 (c) provides that, for the purpose of calculating the supplemental funding provided pursuant to Section 48664 only, Community Day School attendance shall be reported in clock hours for each day. When a student's requirement is to attend a specific period of 60 minutes in Community Day School and the student in fact attends for at least some part of that period, the student thereby generates one clock hour of attendance for that school day. Section 48663 (c) further provides that:

- attendance of less than five clock hours in a school day shall generate no attendance credit for the additional funding;
- attendance of five clock hours of the required school day shall generate one-half day of attendance credit for the additional funding; and
- attendance of six or more clock hours of the required school day shall generate one whole day of attendance credit for the additional funding.

It is important to remember that the minimum required school day at a Community Day School is a full 360 minutes of instruction. While absences may reduce funding, there is no option for a planned shorter day.

Limitation on Supplemental Funding for School Districts

School districts that operate Community Day Schools may receive basic funding for every appropriately enrolled student. There are, however, caps on the supplemental apportionments that will be paid for the required school day.

AB 1845 did **not** change the rules governing caps on supplemental apportionments for school districts, and therefore, the rules remain as follows:

1. Supplemental apportionments for the attendance of mandatorily expelled (§48915 (d)) in a Community Day School are not subject to a cap (§48664 (a) (2)). A "continuous appropriation"

provision (§48664 (f)) assures that all such claims will be fully funded.

2. Attendance claims for the \$4,187 supplemental funding for all other Community Day School students are subject to a "cap" or limit as follows (§48664 (a)):
 - 0.375 percent of the district's prior year P2 ADA in an elementary school district;
 - 0.5 percent of the district's prior year P2 ADA in a unified school district; and
 - 0.625 percent of the district's prior year P2 ADA in a high school district.
1. Section 48664 provides that the State Superintendent of Public Instruction may annually reallocate among districts any unexpended balance of the total state appropriations for Community Day Schools. This reallocation of funds is allowed for up to 50 percent more ADA than permitted by each district's cap.

Limitation on Supplemental Funding for County Offices of Education

County offices of education that operate Community Day Schools are eligible to receive **basic** funding for the attendance of all students appropriately enrolled in their Community Day Schools. There is, however, a cap on the \$3,000 per ADA **supplemental** apportionments for county Community Day Schools.

AB 1845 limits the ADA for the \$3,000 supplemental funding for the unused units of ADA of Community Day Schools operated by the school districts within the jurisdiction of that county office of education (§48664 (a)). The key points of this cap are as follows:

- The cap is based on the attendance of students in Community Day Schools operated by local school districts in the county during the **current** school year. Since actual ADA cannot be known until after the school year is concluded, county offices of education will need to communicate with local districts in order to estimate how much ADA will be left over.
- A local school district's ADA for mandatorily expelled students enrolled in its Community Day School **does not count** against that district's funding cap. It is the attendance of all other students in the district's Community Day School that determines how much (if any) of that district's cap is unused and therefore available to the county office of education.
- The cap is based on the unused ADA of Community Day Schools **operated** by the local school districts. As AB 1845 was written, a county office of education may **not** claim supplemental funding based on the unused potential caps of school districts within its jurisdiction that do **not** operate Community Day Schools.

The following illustration may clarify how the cap for supplemental funding is computed for a county Community Day School:

- District "A" operates a Community Day School and has 3 units of ADA for students who were mandatorily expelled and 10 units of ADA for students who were appropriately assigned to the Community Day School for other reasons. District A's cap is 25 units of ADA. The ADA available from District A for supplemental funding for the county office education therefore would be 15 units of ADA.
- District "B" operates a Community Day School and has 8 units of ADA for students who were mandatorily expelled and 25 units of ADA for students who were appropriately assigned to the Community Day School for other reasons. District A's cap is 75 units of ADA. The ADA available from District A for supplemental funding for the county office education would be therefore 50 units of ADA.
- District "C" does not operate a Community Day School. Therefore, even though District C's cap is 45 units of ADA, no units of ADA from District C are available for supplemental funding for the county office of education.
- The county office of education operates a Community Day School and serves students from all of the districts within its jurisdiction, with a total ADA of 90.
- The county would receive **basic** funding for the attendance of every student appropriately enrolled in the Community Day School that it operates (regardless of whether or not the school district that

referred the student operated a Community Day School). However, it would be eligible to receive **supplemental funding** for a total of only 65 units of ADA.

Supplemental Funding for Longer Supervised Day

Districts and county offices of education operating Community Day Schools are eligible to receive **supplemental funding** of \$4 per hour (AB 1845 increased this amount from \$1.50) for a longer supervised day beyond the 360 minute required instructional day, subject to the following guidelines:

- This funding is determined by multiplying \$4 by the total of the number of hours each school day (up to a maximum of two hours) that each student remains at the Community Day School following the completion of the full 360 minutes of instruction (§48664 (c)).
- The students must be under the supervision of an employee of the district/county office of education that reports the attendance for apportionment funding (AB 1845 added the provision regarding the entity reporting the attendance).
- The supervising employee may be an aide or other uncredentialed person, in contrast to the requirement that a certified employee must provide instruction for the required Community Day School day.

Note: In contrast to the cap on apportionments for the required school day, funding for the longer supervised day may be claimed for every student who completes the required school day **and** attends during the extended day, without any cap or limitation.

Small District Waivers

The Legislature recognized that smaller school districts may have difficulty operating Community Day Schools within the funding limitations provided in Section 48664 (a). To address this concern, Section 48664 (d) provides that districts with fewer than 2,501 ADA may apply to the State Superintendent of Public Instruction for a waiver of the Section 48664 (a) funding limitations in order to permit the operation of a Community Day School of "reasonably comparable quality" to those offered by larger districts. The amount of funding allocated, pursuant to such a waiver, is the amount provided for one teacher under the "necessary small school" funding formulas found in Section 42284 (based on a school year of 180 days, as described below). These waivers cover a single fiscal year and may be renewed.

Length of School Year and Funding

The *Education Code* does not specify a minimum or maximum number of days Community Day Schools may operate within a school year. Section 48664 (b) instead provides that the average daily attendance of a Community Day School is to be determined by dividing the total number of days of attendance in all full school months by a divisor of 70 in the first period of each fiscal (school) year, by a divisor of 135 in the second period of each fiscal year, and by a divisor of 180 at the annual attendance reporting time for each fiscal year.

Section 48666 permits school districts to establish Community Day School attendance policies that require students to attend school for up to seven days each week. Such requirements may be implemented when this action is taken as part of a directed program designed to provide the students with the skills and attitudes necessary for success when they return to a regular school environment. School districts also have the option of operating Community Day Schools longer than the districts' normal school year, including year-round.

ADA is usually calculated by dividing the total number of student days of attendance in a specified period of months by the number of days school was in session during those months. Specified "fixed divisors," which are substituted in ADA calculations for the number of days schools were in session, automatically increase funding credit proportionally for each additional day of instruction beyond the number in the divisor or, conversely, automatically reduce funding credit proportionally for each day by which the number of days of instruction is smaller than the divisor.

Fiscal Reporting

AB 1845 added Section 48660.2, which requires that districts spend at least 90 percent of all funds received "on behalf of pupils while enrolled in Community Day Schools" in allowable Community Day School expenditure categories. Funds received on behalf of Community Day School students include **basic** revenue limit funds, the **supplemental funding** for Community Day School students, **and any other (state) funds allocated exclusively on the basis of ADA or enrollment**. The Education Finance Division will determine the specific revenues to be included in this calculation. Questions regarding the revenue calculation should be directed to Marcia Davey, Manager, School Apportionments, in the Education Finance Division at (916) 322-5906.

For Local Education Agencies (LEAs) reporting in the standardized account code structure (SACS), allowable expenditures include the direct costs of the Community Day School program. LEAs must, however, maintain documentation for all noninstructional costs charged to the program. (Please refer to Part II of the *California School Accounting Manual*). For LEAs not reporting in SACS, allowable expenditures include direct instructional costs and documented support costs, as defined in Part I of the *California School Accounting Manual*, except that documented support costs may include the rents and leases, and the maintenance and operation costs of facilities used by Community Day Schools.

The School Business Services Division is developing forms for LEAs to report their Community Day School expenditures which, when approved by the State Board of Education, will be incorporated into the software used to report 1998-99 unaudited actual financial statements (J-200/400/600 and SACS). Once the program expenditures are reported by LEAs, the allowable expenditures will be compared with Community Day School revenues. If program expenditures are less than 90 percent of the revenues received on behalf of Community Day School students, an LEA's next apportionment will be reduced by that same amount. Questions about this matter should be directed to the Office of Financial Accountability and Information Services at (916) 322-1770.

Grade Spans of Community Day Schools

Current law governing the educational placements of expelled students (§48916.1 (d)) prohibits the combining of educational programs for students expelled from any of kindergarten or grades 1-6, inclusive, with programs for students in any of grades 7-12. If a district wishes to establish a Community Day School that would combine students in any of kindergarten or grades 1-6 with any of grades 7-12 (e.g., a middle school), it must apply for a waiver from the State Board of Education. Application forms and information about the State Board waiver process can be obtained from the California Department of Education's Waiver Office by calling (916) 654-6853.

Location of School Site

Community Day Schools are intended to be **separate schools**, not merely separate programs within schools, and are further intended to be **located apart from other schools**. The principal reason for this separation is that students assigned to Community Day Schools may have histories of negative behaviors that threaten the safety of other students. *Education Code* section 48661 provides that a Community Day School may **not** be situated on the same site as an elementary, middle, junior high, comprehensive senior high, opportunity, or continuation school, **except**:

- when the governing board of a school district, maintaining kindergarten or any of grades 1 to 6, inclusive, certifies by a two-thirds vote of its membership that **no** satisfactory alternative facilities are available for a community day school in those grades;
- when the governing board of a school district, with 2,500 or fewer units of ADA reported for the most recent second principal apportionment and maintaining any of grades 7 to 12, inclusive, certifies by a two-thirds vote of its membership that **no** satisfactory alternative facilities are available for a community day school in those grades; or
- when the governing board of a school district, with more than 2,500 units of ADA reported for the most recent second principal apportionment, is granted a waiver by the State Board of Education to permit such location of a Community Day School serving any of grades 7 to 12, inclusive.

The findings justifying a local governing board's certification or request for a State Board waiver necessarily require a search of available facilities (see following section on Facilities). This search should encompass both district-owned properties and other locations. The foregoing governing board certifications are valid for not more than one school year, but may be renewed annually by two-thirds votes of the governing board following an updated search.

Consistent with the foregoing discussion, if a district establishes a Community Day School on the same site as another school, the district should make diligent efforts toward achieving maximum separation of the Community Day School under these circumstances.

Facilities

Section 17292.5 provides that the governing board of a school district that operates a program for expelled students shall do one or more of the following:

- Use available school facilities that conform to Field Act requirements;
- Apply for emergency portable classrooms; and
- Certify to the State Allocation Board that all reasonable efforts have been made to locate the program in facilities that conform to the Field Act, and then enter into a lease agreement for facilities for which a structural engineer has submitted a report stating that no substantial structural hazards exist.

Every three years, each school district must report to the State Allocation Board on the facilities utilized for the operation of these programs and efforts to place the programs in facilities that conform with the Field Act. Information about State Allocation Board reporting requirements can be obtained by calling the Department of General Services, Office of Public School Construction, Non-conforming Waivers, at (916) 323-0139.

Under provisions included in Senate Bill 50 (Chapter 407, Statutes of 1998), school districts and county offices of education may be eligible to apply to the Office of Public School Construction for funds for the acquisition of land and construction of new facilities for Community Day Schools. For information about these funds, contact the Department of General Services, Office of Public School Construction, New School Facility Program, at (916) 445-2704.

Countywide Plans

The decision to establish Community Day Schools should be made within the larger context of the need to serve all expelled and other at-risk students in the school district and county.

Community Day Schools are an appropriate placement option for some, but not necessarily all, expelled students. They can also provide a structured and supervised environment for other students who have not been expelled but who would benefit from the preventive and rehabilitative emphases in these programs.

Each county superintendent of schools in a county that operates one or more county community schools, in conjunction with superintendents of the school districts within the county, must develop a plan for providing education services to all expelled students in that county (§48926). The required plans must, at a minimum, identify the following:

- existing educational alternatives for expelled students;
- gaps in educational services to expelled students;
- strategies for filling those service gaps; and
- alternative placements for students who are expelled and placed in Community Day School programs, but who fail to meet the terms and conditions of their rehabilitation plan or who pose a danger to other district students, as determined by their governing boards.

The first set of plans was required to be submitted to the State Superintendent of Public Instruction by

June 1997. The next set of plans is not required to be submitted until June 2000. However, district and county representatives are strongly encouraged to collaborate on amending their plan annually in an effort to ensure that it is comprehensive, up-to-date, and addresses educational placement options and support services for all expelled students. District and county personnel are also encouraged to collaborate in staff training and the identification of educational materials and service providers.

Sincerely,

DELAINE EASTIN
State Superintendent of Public Instruction

DE:dsd

Los Angeles School Police School Crime Search Form

This form allows you to search the schools of the Los Angeles Unified School District for crime statistics for the last 4 fiscal years, 1995/1996, 1996/1996, 1997/1998, 1998/1999. Fiscal years are from (July 01 to June 30). The listed crime statistics are based on the California Safe Schools Assessment reporting criteria which does not include Child Care Centers, Special/Charter Schools, Adult Schools, etc. **The 1998/1999 crime statistics are for 6 months only.**

High Schools:
Middle Schools:
Elementary Schools:
Special / Magnet Schools:
Start Search Clear Form

Search Tips
Please choose only one school then press the search button for expected results.

BOARD OF EDUCATION LOS ANGELES UNIFIED SCHOOL DISTRICT

THIS IS THE LOS ANGELES UNIFIED SCHOOL DISTRICT ...

Schoolhouse No. 1 opened in 1855 at Second and Spring streets in downtown Los Angeles. It's no longer there. But 140 years later, the Los Angeles Unified School District has grown into a galaxy of 901 schools and centers.

SECOND- LARGEST

When formal education was first offered in Los Angeles, this city of farmers and frontiersmen had a population of barely 3,000. Today, the area served by the school district has a population of more than 4 million.

The school district has thus expanded to serve an area of 708 square miles, including several other cities -- Bell, Carson, Cudahy, Gardena, Huntington Park, Lomita, Maywood, San Fernando, South Gate, Vernon and West Hollywood. Within the district boundaries, there are also portions of 18 other cities as well as unincorporated Los Angeles County areas.

Next to New York City, the district has the second-largest student population in the country. The total enrollment in the fall of 1994 was 795,494. Kindergarten through 12th-grade enrollment was 636,416, with the remainder attending community adult schools, occupational centers and children's centers. To serve those students, there are 32,000 certificated employees at all levels that include teachers, counselors, librarians, nurses, school psychologists and school and central office administrators. They are assisted by a support staff of 24,000 classified, or nonteaching, employees and 25,000 part-time, substitute and relief employees.

Serving educational needs are 419 elementary schools, 71 middle schools, 50 senior high schools, 17 opportunity schools and centers, 44 continuation high schools, 18 schools for the handicapped, 132 magnet schools and centers, 26 community adult schools, 98 children's centers and 11 employment preparation centers.

THE BOARD OF EDUCATION

The district's seven-member school board has the overall responsibility for making policy, establishing and reviewing educational programs and deciding budget matters for the district as a whole. The board is the elected governing body of the district.

Board members serve four year terms. Beginning in 1979, the system for electing board members was changed from at large (entire school district) to geographic districts. Each of the seven board members is elected by voters of the geographic district he or she serves. The board annually selects one of its members to serve as board president. Regular board meetings are held twice monthly on the first and third Mondays at the district's central offices (450 N. Grand Ave., Los Angeles), starting at 1 p.m. Special meetings are scheduled as needed.

Committee meetings are held regularly on the first and third Thursdays to review items prior to their coming before the full board. All meetings, except closed sessions permitted by law, are open to the public.

THE BUDGET

Operating a school district as large as Los Angeles Unified and providing a diversity of educational services require a substantial amount of money. The total 1995-96 budget is \$4.2 billion, 84.6 percent of which comes from the state's general fund and state-controlled property taxes. Federal income is 12.1 percent, and other local income accounts for 3.3 percent.

Of the total budget, 70 percent is spent for employee salaries and benefits. The remainder pays for instructional materials, utilities, land and buildings.

According to the Los Angeles County Office of Education, administrative costs per student in Los Angeles Unified in 1993-94 were only 40 percent of the average for administrative costs per student of the county's 45 other unified school districts.

A DECENTRALIZED SYSTEM

Although large, the district has been able to operate more economically, offer a greater diversity of programs and services, and maintain a decentralized administration. Decentralization reached a new level in July 1994, when, as a result of an unprecedented management efficiency study, a far-reaching school reform

plan and recommendations of a special school/community task force, the district's schools were, in the words of Superintendent of Schools Ruben Zacarias, "returned to the people of this community."

The district's schools have been reorganized into 27 community clusters, each comprising one or more high school complexes. A complex is defined as a senior high school, plus all the neighboring "feeder" schools, i.e., the elementary and middle schools from which the high school receives most of its students. Clusters also include area magnet and options schools.

The new structure empowers students, parents, teachers, administrators, support staff and community members to operate their schools, set educational goals, develop standards for student achievement, behavior, safety and parent and community involvement as joint "stakeholders." This process is facilitated through the guidance and assistance of a cluster leader, and experienced administrator appointed by the superintendent, who is responsible for clusterwide standards of student achievement and attendance, parent participation and collaboration, evaluation of principals and implementation of state-required reforms and instructional guidelines.

THE LEARN PROGRAM

The community cluster reorganization complements the changes being wrought by the comprehensive school reform program developed by LEARN, the Los Angeles Education Alliance for Restructuring Now.

In 1991, this group of 600 Los Angeles educators, parents, business, labor and civic leaders launched a two year effort that culminated in a package of proposals covering seven key areas of school governance, accountability and assessment, professional development, parental involvement, social services, school-to-work transition and school facilities -- all focused on the single goal of improving student learning. Many of the proposals are based on existing successful educational practices across the country and provide ample room for local customization.

But the LEARN plan is revolutionary in that virtually all decision making is moved to the school level and central administration shifts from the traditional role of command and control to one of advice and support.

Borrowing a page from successful business practices, the plan gives school

principals, teachers and parents much more freedom, responsibility and accountability in realizing the plan's main goal.

Unanimously adopted by the Board of Education, the reorganization, when fully implemented in all district schools by 1998, will be the most thoroughgoing and far reaching of any ever attempted in the country. One hundred ninety-two schools participate in the program's third year. The increase of 103 participating schools during 1995-96 was made possible through a matching \$5 million grant from the Los Angeles Metropolitan Project (LAMP), which is funded by philanthropist Walter H. Annenberg.

A NEW COLLABORATION

The reform plan calls for a new collaborative relationship between teachers and administrators at the school level in order to make the decisions necessary to improve student achievement. To that end and to bring reform to the areas of professional training and classroom instruction, the Quality Education Design-Collaborative has been created.

A major project of the collaborative is the development of new standards as to what students should know and be able to accomplish in various subjects such as mathematics, language arts, science and social studies.

In addition, the project will collect, review and disseminate the most effective methods of teaching the subjects, as well as develop more informative tests of students.

LOS ANGELES SYSTEMIC INITIATIVE

In early 1995, the district received a \$15 million grant from the National Science Foundation to fund a five-year effort to improve the quality of education in the district -- especially in math, science and technology instruction.

The project has set some ambitious goals in realizing improved student achievement, increasing the number of students taking math and science courses, changing the scope, sequence and delivery of math and science instruction, improving the abilities of teachers and paraprofessionals to bring challenging math and science lessons into the classroom, and increasing the role of parents and community leaders as partners in teaching math and science classes.

SCHOOL INTEGRATION

The school district, with court approval, offers the nation's largest, all-voluntary program to integrate its schools and to increase educational opportunities for predominantly Hispanic, Black, Asian and other non-Anglo students.

The program features 132 magnet schools and centers that offer instruction with special curriculum emphasis such as business, art, fundamental education, languages, computers, mathematics and communications.

In addition, minority students from all parts of the district may elect to attend integrated schools through the Permits With Transportation Program.

A majority of the district's schools are classified as "predominantly non- Anglo" because of the comparatively few White students available to provide racial balance in all schools. (White students make up only 11.6 percent of the district's total enrollment. Other ethnic groups include American Indian/Alaskan Native-0.3 percent, Asian-4.8 percent, Black-14.4 percent, Filipino-1.9 percent, Hispanic-66.6 percent and Pacific Islander-0.4 percent).

Schools where enrollment is at least 70 percent minority students benefit from smaller class size, additional special programs and an emphasis on multiethnic education.

MULTIETHNIC DISTRICT

Los Angeles has become a major port of entry for immigrants in recent years, and the district's schools reflect a great diversity of ethnicities.

Many of the immigrants are from the Philippines, Korea, Taiwan, Southeast Asian countries, Middle Eastern countries, South American nations and Mexico. The Hispanic student enrollment in the district is 66.6 percent, with this ethnic group accounting for 70.8 percent of regular elementary enrollment.

Many students from immigrant families initially are limited- or non-English speaking. While unable to accommodate all immigrant students, two special "newcomer" centers created in 1988 give some of these students an organized orientation to American life and intensive instruction in English-language reading,

writing and speaking. When they move into their regular schools, the district's comprehensive bilingual educational program helps them perfect their English skills. During 1994-95, 295,001 students participated in bilingual programs.

MULTICULTURAL AND HUMAN RELATIONS EDUCATION

The district recognizes its responsibility to ensure that all students are treated with respect and dignity, and that they leave the district with a sense of the value of diversity. The district's plan for carrying out these responsibilities is contained in the document, "Educating for Diversity: A Framework for Multicultural and Human Relations Education."

Two years in the making and adopted by the Board of Education in 1992, the document offers a blueprint that includes guidelines, strategies and resources for incorporating multicultural and human relations in the district's instructional program and operations.

In support of the plan, the Board of Education established the Office of Intergroup Relations. The major goal of this office is to assist in and oversee the implementation of multicultural and human relations educational practices in five areas of school operations: positive school climate, curriculum and instruction, parent and community involvement, professional growth, and assessment and evaluation.

OTHER PROGRAMS

The greater part of the school district's operation focuses on regular schooling in kindergarten through the 12th grade. In addition, the district operates many types of special schools and centers to meet other needs.

Among these are the community adult schools, which offer courses in general education, parenting, leisure-time activities and career-related subjects.

Employment preparation centers provide another avenue of training and education for those seeking to learn a trade or upgrade their present job skills.

Because of the heavy influx of immigrants to the Los Angeles area in recent years, citizenship education classes have been considerably expanded. In addition to

some 62 preparation classes, 15 Citizenship Preparation Centers, offering citizenship education and a variety of other services, currently serve more than 6,000 students.

Children with special physical or health problems are served by the Special Education Division, which operates 18 schools. At these facilities, instructors with special training work with children who are deaf, blind, mentally retarded, orthopedically handicapped or possess some other physical impairment. Other programs, serving many more disabled youngsters, are conducted in the district's regular schools.

The district's 98 children's centers provide day care programs for preschool and school-age of eligible working parents.

ACADEMIC EXCELLENCE

The district, while always working to improve its instructional program, is proud of the many schools whose students have won frequent recognition for their accomplishments in a variety of academic competitions.

The best example is the district's participation in the Academic Decathlon program. Teams from Los Angeles high schools have participated in the U.S. Academic Decathlon finals seven times in the past 14 years, winning the national championship four times.

In 1995, a team from Van Nuys High School became the district's first to win the prestigious national Science Bowl competition, sponsored by the Department of Energy.

District students have also been winners in mathematics, mock trial, debate, speech, drama, musical, vocational arts and other competitions, where they have distinguished themselves among the best and the brightest students in Los Angeles County, the state of California and the nation.

OPEN ENROLLMENT

Thanks to recent state legislation, the district offers an open enrollment transfer policy that allows parents and students to apply annually to enroll in any regular school where space is available and legally mandated integration guidelines are met,

regardless of where in the district they live.

Previously, students were obliged to enroll at the school nearest their home address, unless they had been accepted into a voluntary integration program or met certain other criteria for transfers.

PARTNERSHIPS AND ADOPT -A- SCHOOL

As society continues to become more complex and the demands upon schools grow, the needs of young people can only be fully met through greater community support. Businesses and organizations concerned about their future have recognized the need to be actively concerned about the future of the children attending local schools.

The Adopt-A-School program was initiated in 1979 to link schools with local businesses and organizations which are willing to offer their human and other resources to enrich school programs.

The response to the Adopt-A-School program and other types of partnerships has been exceptional. Currently, more than 1,000 partnerships exist among district schools and a variety of companies, groups and public agencies.

Benefits provided to adopted schools include one-on-one and group tutoring, mini-course lectures, career counseling, field trips, club sponsorships, equipment donations, student employment opportunities and many other unique activities.

This, then, is the Los Angeles Unified School District -- a school district of many facets, serving a multitude of educational interests and needs.

Prepared by the Office of Communications, Los Angeles Unified School District,
(213) 625-6766 --7/95

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L.A. SCHOOLS CRISIS TEAM LEADER AND POLICE CHIEF WILL PARTICIPATE IN WHITE HOUSE CONFERENCE ON SCHOOL SAFETY AND VIOLENCE PREVENTION

Oct. 14, 1998

Two officials of the Los Angeles Unified School District will participate in a "White House Conference on School Safety: Causes and Prevention of Youth Violence" in Washington, D.C. on Oct. 15.

The invitation to School Mental Health Director Marleen Wong and School Police Department Chief Wesley Mitchell came from First Lady Hillary Rodham Clinton and the White House Policy Office as a result of the reputation LAUSD has earned as a national model for effective school safety, conflict resolution and violence prevention programs.

Wong was specifically asked by Mrs. Clinton to be one of the presenters for a morning panel focusing on the effects of violence on childhood development. She and Mitchell are among 100 school safety professionals, students, parents, teachers, principals and community leaders from around the country who have been invited to participate in the all-day (7:30 a.m.-3:30 p.m.) event.

For the past five years, Wong has headed a districtwide crisis team that provides follow-up counseling, assistance and other social services needed in the aftermath of a traumatic event or a serious incident of violence - whether occurring on- or off-campus - that may impact on students or schools in the days, weeks or months after an incident.

The team, comprised of counselors, psychologists, conflict resolution experts and gang prevention specialists, as well as emergency services personnel when necessary, has dealt so capably with both man-made crises and natural disasters affecting Los Angeles schools that Wong and other team members have been called on by Secretary of Education Richard Riley and the National Organization for Victim Assistance to help other school districts recover from particularly traumatic events in their communities.

The team's broad experience with situations ranging from earthquakes to brush fires to shootings to suicides to fatal traffic accidents is among the reasons cited by Riley in asking them to assist in the aftermath of such tragic incidents as the bombing of the Federal Building in Oklahoma City and the recent school shootings in Arkansas and Oregon.

As part of an overall operational response, the districtwide team in Los Angeles either takes the lead or provides back-up and support to individual school crisis teams and the 27 cluster (area) crisis teams that work to help students, faculty, administrators, parents and community members regain the feeling of normalcy and safety that is needed for a school to resume its regular educational programs.

The crisis teams may also assist school staff in their interactions with law enforcement and emergency personnel, news media and local officials.

Wong, in her role as crisis team leader, met last February with Vice President Al Gore and Tipper Gore to discuss violence prevention efforts in Los Angeles schools. She also spoke at a conference last May in San Francisco at the invitation of the Vice President.

The focus that LAUSD has given to safe schools planning and violence prevention - a requirement for every school - has paid off, according to Chief Mitchell. The district continues its downward trend in overall crime incidents over the past five years. Mitchell reported recently to the School Safety and Campus Environment Committee of the Los Angeles City Board of Education that 47 percent fewer crime incidents occurred in 1997-98 on local campuses than five years earlier, while enrollment increased by 40,000 students - more than six percent - during the same period.

Mitchell, in charge of the police department for nearly 10 years, supervises a force of 307 officers who first go through an intensive interview process and then, if selected, receive regular peace officer

training. Before they are assigned to schools under the guidance of training officers, they also are provided with extra hours of instruction in how to deal most effectively with young people in a school setting without compromising the safety of students, staff and others on campus or in the immediate vicinity of a school.

School police officers, in full uniform and armed in their assignments as "resident officers" at all high school and most middle school sites, are a visible deterrent to crime for would-be on-campus and off-campus trouble-makers. They also serve as a visible assurance to school staff and a reminder to parents and neighbors that school campuses are, in fact, the safest places in the community for a young person to be.

The 24-hour-a-day police force also maintains back-up officers in vehicles within minutes of any school and conducts evening, night and weekend patrols of campuses throughout the 708-square-mile Los Angeles school district.

As part of the district's emergency preparation plan, all principals and other key school personnel receive periodic "refresher" training in how to handle various types of emergency situations at schools. This information is then imparted to other school staff, and practiced with students through drills that stress the importance of being prepared.

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FOCUS ON SAFETY AT LAUSD CAMPUSES MAKES SCHOOLS THE SAFEST PLACE FOR YOUNG PEOPLE

Oct. 1, 1998

The Los Angeles Unified School District's ongoing emphasis on maintaining the safest possible school environments has resulted in a 47 percent decrease in overall crime incidents over the past five years when district enrollment over the same period increased by 6.2 percent.

Supt. of Schools Ruben Zacarias said that given the numbers of students, teachers, other staff, parents and visitors who are on school campuses districtwide on any given day - perhaps as many as three quarters of a million, the size of a large city - schools are among the safest places in the community for young people.

District officials who have reviewed recent crime incident summaries as part of the activities of national School Safety Month in October said the beneficiaries of the lower crime rate are not only students and staff at school sites but also nearby neighborhoods and local businesses.

Statistical comparisons show decreases or only modest increases in the numbers of crime incidents from 1996-97 to 1997-98 during a period when the district's kindergarten through 12th grade enrollment grew by almost 14,000 students. Incidents involving violence and firearms - the crimes of greatest concern to parents and the public - are still in an overall downward trend in the school district from five years ago despite an enrollment gain of about 40,000 in that time period.

The statistics come from reports compiled by the school district's Police Department for the California Safe Schools Assessment office.

"Just as a strong focus on achievement and better classroom instruction is the key to improving our students' academic performance, the key to school safety has been to address ourselves to specific safety issues, to develop remedies for those problems and to keep constantly before us the important nurturing role a safe school environment plays in a student's academic development," Zacarias said.

LAUSD police say LAUSD campuses show a "victimization rate" - how often someone is the victim of a crime - as low as 1.46 per thousand students enrolled. By way of comparison, the FBI reports a general "victimization rate" in the U.S.A. of 72 per thousand residents of all ages in all types of communities.

Zacarias and LAUSD School Police Chief Wesley Mitchell attribute the general school crime decrease to several factors:

- A "safe schools" planning process and checklist that every school must follow, with revisions made annually as needed. This process, which LAUSD initiated three years ago, has served as a model for the state and the nation and is now a legislated requirement for all California public schools.
- Increased collaboration and communication between school police and city and county law enforcement agencies, with a goal of concentrating crime prevention and deterrence efforts where needed and keeping local school officials informed about potential problems.
- Greater participation and vigilance by local businesses, community groups, parents and neighbors around school sites in reporting crimes or potential crimes.
- A well-publicized and widely disseminated "zero tolerance" policy on guns and replica firearms adopted in 1993 by the Los Angeles City Board of Education, with expulsion being the result in virtually every case.
- Making school sites a "harder target" for after-hours burglars and vandals, with enhancements such as security grille screens outside classroom and office windows, pick-proof plates on door locks, improved

alarm systems and installation of video cameras for surveillance of specific problem areas. Many of the improvements were promised and funded by the Proposition BB bond measure passed by Los Angeles school district voters in April 1997.

The number of guns recovered on campus last year dropped to 52 - 20 fewer than 1996-97 and about a third of the 151 recovered five years ago. Fifteen non-usable "replica" guns were also found last year, with the student offenders drawing the same expulsion penalties as in the case of real guns.

Police Chief Mitchell reported, however, that an increase in knives and other weapons found on campus in recent years - up to 565 last year from 460 the previous year - reveals an area of school safety that needs to be addressed.

"The idea is to do what we can so youngsters don't feel the need to arm themselves for 'protection,'" Mitchell said. "Our schools are essentially safe places, but the fear of violence and the perception of violence must be addressed in parallel with actual violence, especially for youngsters traveling to and from school.

"As a district, we need to extend our counseling programs, our mental health services, our after-school programs, our intervention programs for kids with special needs. We need to continue to find effective ways of educating parents about what signs of gang activity or criminal activity to watch for at home or on local neighborhood streets."

Through conflict resolution and anger management programs already in operation in some schools, counselors show young people that there are feasible alternatives that will help keep them out of danger and lessen the need to react violently to resolve arguments or perceived insults.

The school district's 307-member police force deserves a large share of credit in helping to maintain safe schools, Zacarias noted. "These officers are total professionals who have the additional desire, training and ability to work with young people in an educational environment," he said.

Mitchell said school police officers try to stay as tuned in to what occurs outside of school hours and on weekends as they are about on-campus incidents. "If a fight or a serious injury involving a student happens on Saturday night, even miles away from a campus, we want to be alert and to have school administrators be alert to any possible retaliation." He said police officers' good relationships with students often result in tips about potential incidents, giving administrators, counselors or police a chance to talk participants out of any "payback" intentions.

If serious incidents occur on or off campus, crisis teams - school, cluster and/or district - often swing into action to help a school bring about a return to the regular classroom program as soon as possible and allow parents to feel confident about returning their children to the site. The crisis team professionals are experts in mental health, inter-group relationships and school safety whose calming influence on students, staff and community members can help restore an aura of normalcy to a campus that has experienced a traumatic event, whether a man-made crisis or a natural disaster.

Informal statistics kept for the first time last year by School Mental Health director Marleen Wong show that of the 70 incidents that were serious enough to require district crisis team intervention, only 16 occurred on campus or on the streets immediately around a school. Of the 16, most involved incidents like students being injured in traffic accidents or suspects in other crimes running onto a school campus to escape from police.

LAUSD's crisis teams, in fact, have been recognized and used by the National Organization of Victim's Assistance and the U.S. Dept. of Education to assist districts in other cities and states in the aftermath of a crisis such as recent on-campus shootings with multiple victims in Arkansas and Oregon. They also helped prepare school staffs in Oklahoma City to deal with students' reactions and concerns when they returned to school after the bombing of the Federal Building.

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1ST STORY of Level 1 printed in FULL format.

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Los Angeles Times

June 14, 1999, Monday, Home Edition

SECTION: Metro; Part B; Page 1; Metro Desk

LENGTH: 747 words

HEADLINE: STUDENTS TURN TO SWEET TRADITION TO HELP GET GUNS OFF THEIR STREETS

BYLINE: JOE MOZINGO, TIMES STAFF WRITER

BODY:

School's out on a breezy afternoon in El Sereno, and a giggling, bouncing mass of 13-year-old saleswomen are honing their skills at an all-American tradition.

They are selling World's Finest chocolate bars door-to-door, using such tried-and-true sales pitches as: Pleeese and It's for a good cause, Mister.

But for Ernie Delgado's history classes, the timeworn tradition of selling candy for charity comes with a twist of an unfortunate modern-day reality. They are raising money to buy guns that are wreaking havoc in their northeast Los Angeles community.

More than 100 students at El Sereno Middle School have taken up the effort to get weapons off the streets, and most say the campaign is desperately needed.

"Sometimes when you're sleeping, you hear gunshots," said Jennie Morelos, 13. "If you've lived in this neighborhood long enough, you don't even wake up anymore."

The classes will pay \$ 100 for any gun voluntarily relinquished by its legal owner. Under the supervision of officers from the Los Angeles Police Department, the buybacks are expected to start this week at a local church. The students hope to raise enough money to buy 20 guns, which authorities will destroy.

The effort is one of many in recent years to disarm America by offering such inducements as cash, car washes, dry cleaning, concert tickets, even psychotherapy. However, Luis Tolley, western director of the nonprofit organization Handgun Control, said the El Sereno effort was the first such campaign by students he could recall in California.

"There aren't huge numbers of weapons confiscated in these buybacks," he said. "But they do educate people. It's about getting people to talk about whether they want deadly weapons in the home."

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Officers from LAPD's Hollenbeck station are trying to solve some potential glitches in the plan. Sgt. Mike Peterson said police would have to do an ownership check of each gun and would confiscate without payment any guns found to have been used in a crime. Such investigations can take time and preclude paying money on the spot.

"Ideally it would be good to have gang members bring them in," Peterson said, adding that the weapons must be operable. "Bringing an old rusty gun that you couldn't fire if you wanted to would defeat the purpose."

Delgado, the history teacher and organizer, said some parents and students opted out of the chocolate-for-money-for-guns project because it was too sensitive in an area with many gangs.

A former legislative aide to Los Angeles City Councilwoman Rita Walters, Delgado said the fund-raiser is a way to show students they can improve their community. He tries daily to come up with activities to stimulate their interest in the world--from giving after-school fishing lessons to helping students stage local candidates' debates and voter drives. In April, he took a group to Washington, D.C.

The buyback is a history lesson, he said. "People who make history are people who go out and take a risk doing something different," he said.

The students say they appreciate his encouragement and creativity. "He's the best teacher we've ever had," said Lina Rodas, 13.

The students first hit the streets with their chocolate and nut bars on a recent afternoon.

They headed down Eastern Avenue, which is the heart of El Sereno, a predominantly Latino working-class community. They swarmed potential customers on sidewalks, shrieked across quiet, shady lanes and smiled sweetly through steel screen doors.

While they flooded the sidewalks, only an occasional cholo walked by, and there were few gang graffiti tags to be seen on walls and fences.

At night, it's a different world, students said. Many parts of El Sereno become the feudal battlegrounds of one of the city's more notorious gang neighborhoods.

"I had a neighbor who was a drug dealer," said Jennie, as she walked on her sales mission. "One day I saw his gun and I had nightmares for a week. I thought he'd shoot my dad or something."

She approached a bus stop as her friends strategically moved toward a street of well-kept homes they considered good sales territory. "Wanna buy a chocolate?" Jennie said--five times--once to each person on the bench. The simple pitch was fruitless until she explained the gun buyback. One woman took the bait and forked over a dollar for a candy bar.

"I think it's a good deal," said customer Sherry Jones. The gang members

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"sure aren't going to give them up on their own."

GRAPHIC: PHOTO: Students Samantha Lopez and Beatrice Hunt thank motorist for
buying their candy. PHOTOGRAPHER: ANNIE WELLS / Los Angeles Times

LANGUAGE: English

LOAD-DATE: June 14, 1999

4TH STORY of Level 1 printed in FULL format.

Copyright 1999 Times Mirror Company
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June 13, 1999, Sunday, Ventura County Edition

SECTION: Metro; Part B; Page 21; Zones Desk

LENGTH: 639 words

HEADLINE: VENTURA COUNTY PERSPECTIVE;
REFUSING TO TALK WILL ONLY WORSEN PROBLEM OF YOUTH VIOLENCE;
ADMINISTRATORS AND TEACHERS HAVE A CRUCIAL ROLE TO PLAY IN KEEPING KIDS SAFE AND
HELPING THEM COME TO TERMS WITH THEIR FEARS.

BYLINE: KRISTINA RICHTER, Kristina Richter of Camarillo is a sophomore at Rio
Mesa High, School

BODY:

The Colorado school shooting has been on TV, in the newspapers and everyone has been talking about it. Everyone, it seems, except the people who should be talking the most: the teachers and administrations of our schools.

What is going on with that? Where did the Colorado shooting take place? It took place at a high school, and it could easily have taken place right here in Ventura County. With rival gangs and a stabbing at my very own school last year, you'd think that school officials would take action by at least talking to students about what happened. So far I haven't heard one thing from any teacher about why it happened, how it could have been prevented, what the warning signs are, or what to do about them.

Frankly, I'm scared. This shooting caused havoc, with heated discussions on the news and rallies at some schools. But at Rio Mesa High School, everything is business as usual.

Therefore, I direct this question to everyone who doesn't want to lie down in denial: What are we doing to prevent a massacre from occurring at Rio Mesa or some other Ventura County high school?

One thing students can do is demand to be informed. How many students know where to go if they know or even suspect that something could be about to go down? How many students know what to do if someone comes on campus with a weapon? How many know what the administration is doing to keep them safe? How many even know where the peer helpers are?

We students are uninformed. We practice fire drills and earthquake drills. During the Cold War, schools practiced bombing drills. After the recent violent incidents in Colorado and Georgia, shouldn't some sort of action or drill be

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taught to protect us from fights and terrorists?

I encourage every student to ask the administrators at their school what to do. Make them aware of your concerns. Let them know that you want to be informed. If enough students speak up, then the administration will have to pay attention.

Besides just dealing with violence as it comes, what can be done to prevent it?

A lot of teenagers act out in violence because they are alienated. So what should we do if we notice an alienated person or group? Should we push them around and kick them away and make them even more alienated, or should we find ways to discipline their incorrect behavior and help them instead of hurt them?

It is a big and difficult job, but it is up to the administration to do it and do it thoughtfully. Then it is the students' job to help the administration in any way they can. Students can tell administrators about problems that need to be dealt with. There are some things students see that adults may not. They also can talk to peer helpers or even become one. This can help people learn to interact with others in a more positive way.

The emotional needs of the students must be met, and right now that is not happening. When something like the Colorado shooting takes place, it can cause a lot of frustration, confusion and anger.

The most important way to deal with these feelings is by talking, and my teachers and administration didn't do that. Is the school too busy to take the time? The shooting was a big deal. Considering our standing as a safe school, I'm sure many people are worried.

Schools that fail to meet their students' emotional needs are adding to the fear and alienation that can lead to violent outbreaks. We must do all we can to keep that from happening.

What is the point of coming to school to prepare for our futures if our futures are in danger? Please, do not lie down and wait for a Ventura County school massacre. Stand up and take action. Every student must work together with their administration to make their school safe. If the administration is not going to take the first step, then the students must.

GRAPHIC: PHOTO: Kristina Richter

LANGUAGE: English

LOAD-DATE: June 13, 1999

6TH STORY of Level 1 printed in FULL format.

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Los Angeles Times

June 13, 1999, Sunday, Orange County Edition

SECTION: Metro; Part B; Page 1; Metro Desk

LENGTH: 2370 words

HEADLINE: MANY SCHOOLS PLAGUED BY CRIME RATES WELL ABOVE STATE AVERAGE;
EDUCATION: THOUGH COUNTY CAMPUSES ARE SAFER THAN MOST OVERALL, ANALYSIS SHOWS
WIDE DISPARITIES. SOME QUESTION CONSISTENCY OF REPORTING.

BYLINE: RAY HERNDON and KATE FOLMAR, TIMES STAFF WRITERS

BODY:

Although most Orange County campuses are safe, scores of public schools here report crime rates far worse than the state averages for alcohol and drug use, thefts, vandalism and battery, a Times analysis has found.

At Tuffree Middle School in Placentia, for example, students were busted for drug and alcohol offenses 17 times last year--a rate five times the state average.

The confiscation of six weapons--mostly pocket knives--at Buena Park Junior High gave that campus the highest weapons possession rate among Orange County middle schools, three times the state average. The offending students, all boys, were caught at the rate of one a month during fall and winter.

Matters were even worse at an Anaheim elementary school. Benjamin Franklin Elementary reported seven knives confiscated during two months last spring, giving the school a weapons possession rate higher than the statewide average for high schools.

Orange County's public schools are generally safe, statistics show. The Times analysis of 1997-98 school crime figures shows that elementary, middle and high schools in Orange County for the most part have lower crime rates than those statewide.

But the data reveal wide disparities from school to school and from crime to crime. Fifty-eight of the county's elementary schools, seven middle schools and six high schools had crime rates above the state averages.

The findings startled Orange County Supt. of Schools John F. Dean, who wondered whether some "schools are being too meticulous about what they report."

"If these are actual, factual reports for all the schools, I'd be concerned,"

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he said. "If I were principal of some of these more crime-affected schools, I'd look very carefully and say, 'What's going on? What's our problem?' "

A safe school that diligently reports all incidents can appear more dangerous than a crime-plagued school with looser record-keeping. The statistics can also depend on how educators interpret state law. Schoolyard fisticuffs might be viewed as battery at one school and not at another.

Even so, the numbers offer the best snapshot available of school safety in California. They could take on new significance in the wake of recent school shootings in Colorado and Georgia.

With public and legislative attention focused on school safety like seldom before, California's school crime reporting system--one of only a handful nationwide--provides officials a road map to crime-troubled schools and districts.

Since July 1995, school principals across the state have been required by law to report every instance of 20 different crimes that occur at their schools, at school-sponsored events off-campus or involving their students going to or from school.

The crimes are the same as those defined in the state Penal Code. They range from battery, the most frequently reported infraction, to vandalism cases involving damage of more than \$ 100, the second most frequently reported crime.

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The Orange County campus-by-campus findings are the result of a two-month effort by The Times to collect and tabulate crime data for each of the area's roughly 500 elementary, middle and high schools. It is the first such compilation of campus crime data in the state.

The data reveal that:

* Some of the Orange County schools reporting the most crime sit in middle-class, suburban areas--such as Huntington Beach and Laguna Beach--rather than in urban neighborhoods of modest means.

* A few of Orange County's 58 comprehensive high schools posted more crimes than the state average. But the number of schools coming in above the state average was higher among the county's 75 middle schools.

* Elementary schools showed the biggest differences in crime rates. One-third of the county's 366 elementaries reported no crimes at all. Dozens of others reported crime rates that were double or triple state averages.

The overall crime rate at Las Palmas Elementary School in San Clemente, for example, was close to six times the state average. In fact, it was nearly 50% higher than the average crime rate for high schools. Contributing to its high crime rate were 16 separate instances of battery in which students attacked other students during school hours on campus.

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School administrators at Las Palmas couldn't put a finger on why their crime rate was so much higher than average, other than different styles of reporting.

The school's two sexual battery offenses were likely little more than teasing, said Capistrano Unified School District administrator Ron Dempsey, because they were not serious enough to merit expulsions.

"I think the school is reporting crime consistently," said Dempsey, the director of child welfare and attendance. "I suppose it's analogous to when the Highway Patrol puts up an alcohol checkpoint and they write more citations because that area is targeted for enforcement. So is that stretch of road more dangerous because it has more citations? Probably not."

Ken Lorge, who is in charge of both crime reporting and student discipline at the Placentia-Yorba Linda School District, said he was painfully aware of the incidents that gave Tuffree Middle School the worst rate in the county for drug and alcohol incidents during 1997-98 and the second worst for theft and vandalism.

In one instance, four boys were arrested for taking what they said was methamphetamine. In another incident, five students were caught sharing hard liquor smuggled onto campus in a bottle for iced tea. All were suspended.

The property crimes, Lorge believes, stem from the campus' easy access, next to a public park. After a burglary involving nearly \$ 3,000 worth of computers from a portable classroom at the school, the district instituted some new security measures that should reduce thefts and vandalism, he said.

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Phyllis Reed, director of pupil services at the Anaheim City School District where Franklin is located, said some of the school's poor ranking for weapons infractions might have to do with reporting. The district went above and beyond in reporting knife incidents, she said.

"Was there a knife? Yes, there were knives," she said, adding that state law required the schools to make a report "any time there's a blade that's a locking blade, or has a blade that's at least 2 1/2 inches long. Many of our principals reported knives that were under that."

Still, she said, knives at school are clearly a problem. "We don't know why our kids are bringing that many knives to school," Reed said. "I think it reflects what may be going on in some of our neighborhoods. But we certainly are addressing the problem. We're working with our conflict management program on our campuses and stressing that heavily."

The Times' data clearly show that poverty and crime were not necessarily related on Orange County's campuses. Among high schools, eight of the 10 schools with the highest crime rates have mostly middle-class or affluent students.

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An expert in school safety, UC Santa Barbara education professor Michael Furlong, was unsurprised by those statistics. Stereotypes about school crime often prove inaccurate, he said.

Some campuses in inner-city Los Angeles, he said, are virtually indistinguishable from those in Simi Valley and Thousand Oaks, two cities that consistently rank among the nation's safest.

A strong academic focus may be what helps keep some schools safe.

One of the two schools reporting the fewest crimes last year was Sunny Hills High, known for its rigorous International Baccalaureate program.

Sunny Hills Principal Loring Davies said the concentration on achievement and the presence of a police officer on campus, who can avert trouble before it escalates, helped his school report a mere three crimes.

To help students at the ethnically diverse school break down racial stereotypes and get to know each other, Sunny Hills also halts class one day each fall for an all-student gathering dedicated to team-building and conflict-resolution training.

"I can't pinpoint any one thing that makes a safe school," Davies said. "We have great students from a relatively affluent community who come to school very focused on academic achievement."

Some of the biggest disparities in the data were in reports of battery, in part because of differences between two state laws.

Under the California Safe Schools Act, battery is defined as "the willful and unlawful use of force or violence upon the person of another" and merits suspension--if not expulsion--in most schools.

But the state Education Code says that if a school does not determine which student is the aggressor and which is the victim, the incident may not be reported at all and shrugged off as "mutual combat."

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This plays a role in explaining why the Santa Ana Unified School District, with a student population of 53,805, reported only 21 instances of battery during the 1997-98 school year while the Anaheim City School District, with fewer than half the students, reported 121 incidents--a rate 15 times greater than Santa Ana's.

"You have to report battery when there's a clear victim and a clear aggressor," said Reed of the Anaheim district. "When your district comes out with the highest battery rate, you begin ask yourself, 'What are the other people not reporting?' Or maybe we are highest in that area. I don't know; it's a tough call. But we are aware of it, we are addressing it, and it's something we take very seriously."

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Jim Miyashiro, in charge of security on Santa Ana's school campuses, said, "We do have a very low assault rate on campus, and it has to do with the definition of what constitutes battery."

Miyashiro, who readily acknowledges that there's a lot of schoolyard fighting in Santa Ana, said he would not consider it a case of battery if the attacked student fights back. "If it's something where one guy just whales another guy, and he's not really fighting back, then that would generate something" in the way of a crime report.

Santa Ana's battery figures show its schools to be the least violence-prone among all the unified school districts in the county except one, Los Alamitos Unified.

The district, however, was targeted for a state Education Department audit because it initially did not comply with a request for information that would allow the state to verify the crime reports. The state is auditing four additional Orange County school systems that either declined or failed to submit all of their disciplinary data to the state. Those are: the Orange County Department of Education, the Savanna School District, and the unified school districts of Irvine and Laguna Beach.

State auditors could check to see whether a district's suspensions for drug or alcohol use, for example, were in line with the reported number of drug and alcohol cases.

Jean Scott, who heads the California Safe Schools Assessment program in Sacramento, said three Orange County districts already had been visited, but she declined to reveal the inspectors' findings. "They're still works in progress," she said.

State auditors who visited Santa Ana last year concluded that the district's reports were 98% accurate, Miyashiro said.

*

Some Orange County educators are already putting their crime reports to use. Edison High School in Huntington Beach is a case in point.

Known for scholarship-earning students and winning sports teams, Edison had the highest crime rate for high schools in the county, twice the statewide average.

Assistant Principal Brian Garland said his school's figures--including 23 batteries and robberies and 67 acts of theft and vandalism--are accurate. But, he added, the battery numbers come in part from a group of students who are prone to fighting.

"Edison is a good school, a safe school," Garland said. "Ninety-nine percent of the students here are wonderful. We're used to being No. 1 academically and No. 1 in sports, not No. 1 in reported crime. Anyone who sees those numbers and thinks, 'It must be a den of iniquity there,' have them stop by and see that

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this is a good place for kids."

The school safety data underscored one of Edison's most easily remedied safety problems, Garland said: the theft of graphing calculators, sneakers, backpacks and books from 30-year-old lockers.

The lockers "can't be fixed, they're so out of date," Garland said. "We tell the kids, 'Don't leave anything in the lockers over the weekend; they're not safe,' but a lot of them still do."

School safety data in hand, Edison plans to end its locker woes this summer, spending \$ 50,000 in state grant money to purchase and install newer lockers.

Edison is one of five Huntington Beach Union campuses that landed in the top 10 when Orange County schools are ranked by the overall crime rate per thousand students.

"We very consistently report what happens in our district," said Huntington Beach Union High School District Supt. Susan Roper. "If we make the assumption that everyone else does that, then our schools are high in crime . I have to assume what you see is true."

Laguna Beach High School had the second-highest crime rate.

Dr. Theresa Daem, superintendent of the Laguna Beach Unified School District, said that Laguna Beach High's poor ranking rests on the assumption "that everybody was reporting equally, and that's not a good assumption.

"When this whole crime reporting program came about, I was in another district in the Bay Area. It was a sweet little elementary school district, and I told every principal to report every crime. Well, the result was that our little school district had a crime rate that was vastly higher than the crime rate of San Francisco Unified."

Complete school crime statistics accompany this story on The Times' Internet site. The address is <http://www.timesoc.com/schoolcrime>.

* THE NUMBERS

Crime rates at O.C.'s high, middle and worst-off elementary schools. B3,8,9

(BEGIN TEXT OF INFOBOX / INFOGRAPHIC)

Schools With Highest Crime Rates

(table)

Crime Rates at Orange County High and Middle Schools

(table)

Elementary Schools With Above Average Crime Rates

(table)

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Schools With Highest Crime Rates

(table)

GRAPHIC: GRAPHIC-TABLE: Schools With Highest Crime Rates GRAPHIC-TABLE: Crime Rates at Orange County High and Middle Schools GRAPHIC-TABLE: Elementary Schools With Above Average Crime Rates GRAPHIC-TABLE: Schools With Highest Crime Rates

LANGUAGE: English

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June 10, 1999, Thursday, Home Edition

SECTION: Metro; Part B; Page 4; Metro Desk

LENGTH: 221 words

HEADLINE: SOUTHERN CALIFORNIA / A NEWS SUMMARY;
THE REGIONAL REVIEW / DEVELOPMENTS IN ORANGE, RIVERSIDE, SAN BERNARDINO AND
VENTURA COUNTIES;
SCHOOLS LAX ON CAMPUS WEAPONS, REPORT SAYS

DATELINE: VENTURA

BODY:

Ventura County schools aren't doing enough to reduce the number of weapons on campus or to increase school safety, the grand jury reported Wednesday.

During the 1997-98 school year, 130 incidents of weapons possession and 13 assaults involving weapons occurred on campuses throughout the county, according to the report. In addition, 30% of students from six randomly chosen schools said they had seen a weapon on campus or heard comments about students bringing them to school.

Although the number of weapons possessions in the county dropped 11% over the last three school years, there was no change in the number of weapons assaults.

In addition to criticizing schools for having inadequate safety plans, the grand jury recommended that schools increase the number of psychologists and counselors to help identify troubled students. And they urged districts to evaluate their day and nighttime security.

The highest number of weapons possessions, 38, took place in the Oxnard Union High School District, followed by 24 in Ventura Unified.

The report did not give details about the incidents. But several districts said very few involved guns. In Conejo Valley, 15 of 16 incidents were with knives, and one was with a BB gun off campus. In Ventura, 23 incidents involved knives and one involved a gun.

LANGUAGE: English

LOAD-DATE: June 10, 1999

14TH STORY of Level 1 printed in FULL format.

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June 10, 1999, Thursday, Ventura County Edition

SECTION: Metro; Part B; Page 1; Zones Desk

LENGTH: 929 words

HEADLINE: VENTURA COUNTY NEWS;
GRAND JURY REPORT ASSAILS SCHOOLS' SAFETY PROCEDURES;
EDUCATION: RECOMMENDATIONS INCLUDE WEAPONS CHECKS, INCREASED LAW ENFORCEMENT
PRESENCE AND HIRING OF MORE COUNSELORS.

BYLINE: ANNA GORMAN and TINA DIRMAN, TIMES STAFF WRITERS

BODY:

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Though the number of weapons possessions in the county dropped 11% over the last three school years, there was no change in the number of weapons assaults.

The grand jury criticized schools for having inadequate safety plans, and recommended that all campuses reevaluate their "safe school" procedures to ensure compliance with federal legislation. It also recommended that schools increase the number of psychologists and counselors to help identify troubled students. And it urged districts to evaluate their day and nighttime security, offer more preventive programs and forge partnerships with law enforcement agencies.

"It is imperative that all Ventura County public school districts accept the responsibility and challenge of providing the charges left in their care with the highest level of school security possible," the report said. "They cannot afford to wait until circumstances compel them to act."

The highest number of weapons possessions, 38, took place in the Oxnard Union High School District, followed by 24 in Ventura Unified and 16 in Simi Valley Unified and Conejo Valley Unified school districts.

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Though the numbers seem high, they are representative of student populations in the individual districts, said Conejo Valley Supt. Jerry Gross. Each of the four districts has a student population of more than 10,000.

"We're one of the largest districts, so it doesn't surprise me that we have more incidents," said Dennis Carter, director of student support services for Simi Valley Unified.

Oxnard Union High School District officials criticized the study, saying that it was not fair to compare the number of weapons recovered in their district, which has only high schools, with some of the other 19 districts, many of which include only middle and elementary schools.

The report did not give details about the incidents. But several districts said very few involved guns. For example, in Conejo Valley, 15 of 16 incidents were with knives, and one was with a BB gun--off campus. In Ventura, 23 incidents involved knives and one a gun.

To conduct the study, the grand jury randomly chose six campuses within three districts--Pleasant Valley Elementary, Fillmore Unified and Oxnard Union High School--to serve as case-study schools. At each school, members of the grand jury reviewed safe school plans, observed school security procedures, interviewed staff about programs for troubled youths and asked students their thoughts about school safety.

The report commended schools for existing safety programs, and made recommendations for improving them, including using metal detectors, increasing security staff and installing phones in classrooms. At Fillmore High School, for example, the grand jury made 10 suggestions, including offering training for custodians in how to identify pipe bombs, instituting a daily weapon monitoring program and building a fence around the campus.

Principal John Wilber said he plans to consider all the recommendations, but is apprehensive about a regular weapons check. "I'm not sure we're ready to do that at Fillmore High School," he said. "We haven't had any gun incidents here, and our students clearly know that it is not permissible."

He said the high school did, however, recently install cameras and begin using dogs to check for drugs. The school also applied for a grant to hire a police officer for the campus.

That's already the case at high schools in Ventura and Oxnard. This year the Ventura Police Department assigned two full-time officers to the city's high school campuses.

"They'll make a difference for a variety of reasons," said Lt. Gary McCaskill, spokesman for the department. "The children will get to see them on a regular basis, talk to them, interact with them, and that's a good thing. But they are also there to do a job, and they are doing an excellent job."

Oxnard Union High School District also conducts random metal detector searches on students. Officials insist their students are no more likely than any others to bring weapons. Rather, administrators and police officers are just more diligent in searching for them.

Los Angeles Times June 10, 1999, Thursday,

"The more aggressive you are the more it's going to be reported," said Karl Dyer, school resource officer for Channel Islands High School.

But, Dyer added, the district's aggressive stance on finding weapons does seem to be having an effect. As proof, he pointed out that it is June and he has discovered only three weapons this year.

Most districts have a zero-tolerance policy when it comes to weapons on campus. Conejo Valley, Ventura and Simi Valley recommend expulsion, and several other districts suspend students who come to school with any weapon.

Ventura Unified Assistant Supt. Jerry Dannenberg said he plans to consider carefully the grand jury's recommendations. But he said it won't be a cursory review.

"School safety is something we have to be ever vigilant about," he said. "It's not an event. It's an ongoing process to make sure that all students are safe. And we're constantly looking for ways to improve."

GRAPHIC: PHOTO: Supervisor checks Channel Islands High School student for weapons. PHOTOGRAPHER: MEL MELCON / Los Angeles Times

LANGUAGE: English

LOAD-DATE: June 10, 1999

18TH STORY of Level 1 printed in FULL format.

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June 09, 1999, Wednesday

SECTION: News; Pg. B01

LENGTH: 504 words

HEADLINE: Search dogs receive rave review
SNIFFING OUT CONTRABAND: OUHSD might be employing company with skilled canines.

BYLINE: Liz Neely
Staff writer

BODY:

Pounce looks more like an average pup who lives for the throw of a tennis ball than a drug, alcohol and ammunition-detecting canine.

But when trainer Joe Austin says, "Hey Pounce, where is it?" the dog is all business, furtively sniffing the walls and a trash can before he finds two small firecrackers hidden beneath two layers of tarp on the Oxnard High School gymnasium floor.

The nearly 3-year-old Labrador retriever is employed by Interquest Detection Canines, a Houston-based company that provides random searches at schools and industrial companies nationwide.

Pounce displayed his skills Tuesday night for administrators, parents and students, winning many over with his eagerness to find contraband and his puppy-dog demeanor.

"I have to admit it's basically changed my mind about what the dogs are like -- they're not German shepherds or pit bulls," said Trustee Irene Pinkard after the demonstration. "The dogs seem very docile E I would have to support it."

The Oxnard Union High School District is thinking about hiring Interquest to perform random searches for illegal and prescription drugs, ammunition, guns and alcohol. The move comes in response to a state report issued in February that showed drug- and alcohol-related incidents in the OUHSD are twice the state average.

Superintendent Bill Studt said the numbers have been steadily climbing for three years, but officials have been hard-pressed to find the root of the problem.

And with the recent school shootings in Colorado and Georgia, the idea seems to hold more sway, he said.

"It's probably even more important now with those kinds of issues at the forefront in schools," Studt said.

Candace Bryant has one daughter attending Channel Islands High School and said she would have no objections to the searches.

"I've always thought anything that helps prevent something from happening at a school is a good idea," Bryant said.

About 14,000 students are enrolled in the district, which operates high schools in Oxnard, Port Hueneme and Camarillo.

If the plan gets the school board's OK, Labradors and golden retrievers would be brought in unannounced to search parking lots, common areas, gyms, lockers and classrooms. The dogs would not smell people, but would sniff teachers' and students' backpacks and jackets, said Austin, Interquest's Los Angeles district manager.

"We don't promote or preach to be the end of a school's problems," Austin said. "We're just an effective tool."

No one would be in the classrooms during the walk-throughs, but if contraband were found in a student's jacket or book bag, the student would be subject to a search.

Although Ventura Unified and Simi Valley Unified school districts have periodically allowed drug-detecting dogs at their campuses on a trial basis, Oxnard Union would be the first to contract with a private company for routine searches. The company charges \$300 a day or \$150 for a half day.

The matter is expected to go before the school board in mid-July.

LANGUAGE: English

LOAD-DATE: June 9, 1999

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