“No significant learning occurs without a significant relationship”
James Comer

Gangs In Our Schools

Hector J. Molina
Woodland Joint Unified
hector.molina@wjusd.org
I am an EXPERT

IN WHAT “I” KNOW
DOWN FOR THE VARRIO
HOMIES

GANGSTER
Pantera
DIA BIBLIO
Chacal
CHACAL

CITY NOW
Shadow
Shadow
Hasta

NINJAS
SMILE

Teneras
Speedy

LADDER
Toledo
NINJAS

WICKED
Teneras

18 BANG Ace

RIP
Son Tanque 1 Paid

40

RIP
SALVADOR MARAVI

XO

80
Who makes it through high school on time?

Estimated percentage of the freshman class of 2002 that graduated in 2006

<table>
<thead>
<tr>
<th></th>
<th>Four-Year High School Grad Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>African American</td>
<td>59%</td>
</tr>
<tr>
<td>Asian</td>
<td>90%</td>
</tr>
<tr>
<td>Latino</td>
<td>59%</td>
</tr>
<tr>
<td>Native American</td>
<td>62%</td>
</tr>
<tr>
<td>White</td>
<td>79%</td>
</tr>
<tr>
<td>Overall</td>
<td>70%</td>
</tr>
</tbody>
</table>
Figure 8.1. Percentage of students ages 12–18 who reported that gangs were present at school during the school year, by urbanicity: Selected years, 2001 through 2015
Gangs vs. School/Family

- **Surrogate Family.** Perception that affection, affirmation, and/or understanding are lacking at home. Gangs provide structure and camaraderie, a tremendous sense of bonding and “family.”
- **Support.** A place to turn in times of need and crisis.
- **Failing at life’s challenges.** Able to experience success in the gang versus failure in other areas of life, e.g., school, peer relationships, sports, etc.
- **Identity, Recognition and Respect.** Compensate for social/personality deficits or lack of self-esteem; gain power.
- **Protection.** “Do or be done to” by other gangs/individuals.
- **Intimidation or peer pressure.** Pressured by friends to join.
- **Money.** Bleak employment prospects, lack of legal alternatives.
- **Glamour.** Media images have made gang lifestyle appealing.
- **Family History.** Siblings, parents, grandparents are/were in gangs.
- **Role Models.** Who’s got the reputation, money, etc. Who are the youth’s media role models?
- **Excitement.** More interesting and exciting than other options.
Initiation

Beat or Jumped in: Endure a beating by fists, kicks, stomps, or even bats or clubs

Armed Robbery: Rob and shoot victim for no reason

Drive-by shooting: Shooting victim(s) from a vehicle

Assault: On an innocent victim

Rape: An innocent victim

Blessed in: Family member or reputation vouch for worthiness and loyalty

Sexed in: Female have intercourse with multiple member who are sometimes HIV positive

Murder: Required to kill an innocent victim, rival gang member, or even a police officer
School/Community Identifiers

- Turf Areas (wings)
  - Lunch
- Tagging in restrooms, desks, and chairs
- Clothing (49ers, LA, Sacramento, Southpole)
- Belts
- Hair style
- Music/CD
- Cliques(Clika)

- Shoe laces
- Gloves (cloth)
- Eye brows ( / ) ( /// )
- Baseball caps
- Student notebooks
- Student writing
- Family members
- Backpacks.
- Photos
Nortenos Updates

- Green and Purple Colors
- Have GREEN Light on all Surenos
- Infighting because Nuestra Familia has imposed higher taxes (Sets are fighting to gain NF respect)
- Losing gang/drug territory to Hispanic gangs
- Willing to work with Black Gangs in community and schools (same as prison)
SURENO Update

- Pittsburgh Steelers colors
- Bald head, black t-shirts (less blue)
- Grooming a must
- Rosary Beads (modified)
- Whistling (48900 K)
  - Identify Neighborhood
  - Alert (someone is coming)
  - Profanity/Insult one’s mother
  - Join Us(fight in progress or will be taking place)
5 Domains of Risk Factors

- Individual Risk Factors
- Family Risk Factors
- School Risk Factors
- Peer Risk Factors
- Community Risk Factors

- Each domain has multiple risk factors
Individual Risk Factors

- Prior delinquency
- Deviant attitudes
- Street smartness; toughness
- Defiant, individualistic character
- Fatalistic view of world
- Aggression
- Proclivity for excitement and trouble
- Locura
Family Risk Factors

- Family disorganization
  - broken homes
  - parental drug/alcohol abuse
- Troubled families
  - Incest
  - Family violence
  - Drug addiction
- Family gang members
Family Risk Factors

- Lack of male adult role models
- Lack of parental role models
- Low socioeconomic status
- Extreme economic deprivation
- Family management programs
- Parents with violent attitudes
- Sibling anti-social behaviors
School Risk Factors

- Academic failure
- Low educational aspirations
- Negative labeling by teachers
- School discipline history
- Few teacher role models
- Educational frustration
School Risk Factors

- Low commitment to school
- Low school attachment
- Antisocial behavior in school
- Low achievement test scores
- Identification as learning disabled
Peer Risk Factors

- High commitment to delinquent peers
- Low commitment to positive peers
- Street socialization
- Gang members in class
- Friends who use/sell drugs
- Friends who are gang members
- Interaction with delinquent peers
Community Risk Factors

- Social disorganization
- Poverty
- Residential Mobility
- Organized lowerclass communities
- Presence of gangs in neighborhood
- Availability of drugs
- Availability of firearms
- Barriers and lack of social and economic opportunities
Community Risk Factors

- Barriers and lack of social and economic opportunities
- Lack of social capital
- Cultural norms supporting gang behavior
- Feeling unsafe in neighborhood
- High crime rates
- Conflict with social control institutions
Summary

Five domains:
- Individual
- Family
- Peer
- School
- Community

The greater the number of risk factors, the greater the likelihood of gang involvement.
Parents & Community
Little Connection to Home/Family

- Unsupervised youths
- use alcohol, drugs, and tobacco
- receive poor grades and skip or drop out of school
- engage in risky sexual activity
- carry and use weapons
- get arrested
- Sexually active (Adults)
Impact of After-School Programs

- Decrease juvenile crime
- Decrease the likelihood that teens will be victims of violent crime
- Decrease teen participation in risky behaviors, such as drug, alcohol, sex and tobacco use
- Lead teens to develop new skills and interests
- Improve teens' grades and academic achievement
- Encourage teens to reach higher in planning their futures
- Increase teens' self-confidence and social skills.
Interventions

- Lunch/PM Intramural games
- Lunch/PM Tutoring
- Open Computer Lab
- Lunch/PM school clubs
- Lunch/PM Peer Tutoring
- Lunch/PM Art Room
- Lunch/PM Auto/Bike Repair Club
- Lunch Discussion Groups (Gangs, Drugs, Family)
Funding Sources

- ASB
- Athletic Department
- Central Office
- ADA (Saturday School)
- Mandated Costs
- Community
- Fundraiser (dinner, BB game raffle, etc.)
Natural Mentors
Parent

- Home visits (School, law enforcement)
- Parent conference
- Parenting Classes
  - Parent Project (Reno)
  - Cara y Corazon (Los Angeles-Latino/Latinas)
- Mental Health Services
- Job Trainings (student also)
- Social Services Contact
- Parents On Campus
- Middle and HS Orientations
Student

- Staff Relationships
- Transition from 6-7 and 8-9
- Tutoring (A.M., Lunch and PM)
- Natural Mentors (HS, College, Community)
- Alternative Programs
  - Continuation High School, Ind. Learning, etc.
- County Office Programs
  - (Probation and Court)
- High School Proficiency Programs
  - (CHSPE)
  - GED (Those we know since 8th grade will not graduate)
Central Office

• Staff training (k-12)

• School
  (no gang areas, dress code, SARB, enforce rules)

• Frequent communication with parents
  – SSC/ELAC/PTA
  – Newsletter
  – Orientations

• Work with parents/probation/police

• After-school programs
  – Clubs
  – Sports
  – College mentors
Hector Molina
hmolina@wjusd.org

Web Resources
www.knowgangs.com
www.cgiaonline.org
www.safestate.org