



Congressman Mike Honda's

**15th Congressional District
Student Advisory Committee**

Inaugural Presentation and Report

**Diversity and Tolerance in 15th
Congressional District High Schools**

Saturday, May 18th, 2002
Santa Clara City Council Chambers

15th Congressional District Student Advisory Committee Inaugural Presentation & Report

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Introduction

Congressman Honda's 15th Congressional District Student Advisory Committee was established in the fall of 2001 and currently consists of twenty energetic and public service-minded high school students representing twelve public and private schools throughout the 15th District. Originally intended to be a forum where members could increase their awareness of and involvement in government affairs, research a specific issue or problem of importance to youth, and author a report on this issue delineating relevant concerns and offering possible solutions, the SAC has since evolved into a dynamic body that accomplishes all these goals and even more. The 2001-02 members range in age from 15 to 18 and enjoy a wide variety of personal and extracurricular interests, including athletics, speech and debate, musical performance, and drama. Through various activities such as regular meetings, small group discussions, leisure activities like a Movie Night, and attendance at public events like the Santa Clara County Network for a Hate-Free Community Appetizer Crawl, the members have forged new friendships as they discovered the qualities of open-mindedness and curiosity that they all have in common.

The SAC has devoted a large portion of its time since its first meeting in October 2001 to studying a particular current issue in greater depth. For their inaugural report, the SAC members have chosen to research the pressing issues of diversity and tolerance here in 15th Congressional District high schools. Specifically, they attempted to address the question: How does promotion of diversity and tolerance, or lack thereof, affect relationships and education in 15th Congressional District high school communities? The remainder of this report details their findings and conclusions in their own words.

To answer our focus question, we surveyed high school students from 20 district high schools and interviewed superintendents from the school districts within the 15th Congressional District.

Our report includes:

- A review of our survey and our findings
- Analysis of our findings
- The results of our superintendent interviews
- School rankings based on telephone interviews about diversity programs
- An examination of the responsibilities of students, parents, teachers, and administrators for fostering an environment that welcomes diversity
- Our recommendations

Because the California Bay Area is very diverse culturally, we might be tempted to assume these concerns are only relevant to our own environment. However, the importance of school diversity as a national issue is reinforced by a national study in which 76 percent of those responding said they believe that racial and ethnic tolerance should receive more emphasis in schools.

Our Survey

The SAC surveyed high school students from 20 district high schools to examine how well local schools promote tolerance and diversity and to identify the most effective existing programs.

We distributed the survey at 20 schools, all of which are in the 15th Congressional district. Initially, each school received 60 surveys. However, some schools completed fewer or more surveys depending on class sizes. The schools that participated in the survey include: Los Gatos, Cupertino, Pioneer, Lynbrook, Harker, Leland, Saratoga, Leigh, Prospect, Santa Teresa, Del Mar, Bellarmine, Willow Glen, New Valley, Monta Vista, Presentation, Gunderson, Westmont, Santa Clara, and Branham.

The survey was composed of a variety of questions designed to provide insight into the environment within different schools and how they address the issues of diversity on a day-to-day basis. We asked respondents to answer the questions honestly and to include additional comments where necessary.

Following is a list of the questions and answer choices:

1) Does your school provide programs that promote diversity (e.g. curriculum, clubs, and activities)? If yes, please list a few of them and/or describe them.

Yes No

2) How effective are the above-named programs in your school if they exist? Do students participate fully?

3) Do you feel that your school adequately addresses diversity (in terms of classes, clubs, and activities)? If not, how could your school improve?

Yes No

4) Are you interested in learning about "differences," for lack of a better word, i.e. different cultures, belief systems, sexual orientations, and generations?

Yes Somewhat Not at all

5) If your school were to offer classes or programs that focused on different cultures or belief systems, i.e. Asian literature, Eastern thought, world history from non-Western perspectives, or issues of diversity, i.e. hate crime or genocide studies, would you be interested in taking them? (Regardless of whether or not they could fit in your schedule)

Yes Undecided No

6) Who do you feel most promotes diversity and tolerance in your school?

Students Teachers Coaches Administration Other

7) Which group do you feel has been the most influential in forming your perception of diversity?

Parent/Family Members Teachers Peers/Friends Student Organizations
Other

8) Do you feel that there are tensions between you and your parents regarding diversity issues?

Always Sometimes Rarely Never

9) With whom do you feel you have the closest personal relationship?

Teachers Friends Parents Siblings Other

10) Who do you feel is most responsible for setting the tone for diversity and tolerance in your school?

Students Teachers Administration School Board/District Other

11) Have you ever participated in programs that are interactive and participant-driven to increase awareness about diversity and prejudice (e.g., Camp Anytown, New Bridges, church groups, etc.)? If yes, please specify which one(s).

Yes No

12) If you had the opportunity, would you participate in an out-of-school activity (similar to the ones described above) that promotes interaction and understanding between different and diverse groups, i.e. different ethnicities, belief systems, etc.?

Yes Maybe No

13) Do you find that most of the students at your school are ethnically segregated?

Yes No

14) Do you prefer to be around others of the same ethnic background?

Yes No

15) Have you ever been a victim of racial intolerance?

Yes No

Survey Findings

We received widely varying responses to our questions and we invited students throughout the survey to comment further on their answers. All respondents participated freely in the survey.

Availability of Programs and Clubs to Promote Diversity

When asked if their school provided programs that promoted diversity, the responses we received indicated Oak Grove and Wilcox High Schools offered the widest variety of clubs and events. This is not surprising because these schools are in ethnically diverse areas. Oak Grove offered some of the most interesting clubs, including: Indian Club, Amine Club, German Club, Pacific Islander Club, Japanese/Latino/Asian/Vietnamese Student Unions, and the Filipino Club. The clubs offered at Wilcox include Mecha/Woman of Value Club, Surf Club, Chinese Club, and Interact Club. While other schools offered some of these programs, Oak Grove and Wilcox offered the most extensive.

We then asked if the programs mentioned were effective. The responses were both positive and negative. Students at Wilcox High School had the most positive responses, whereas Santa Clara High School students feel as if their clubs are not as effective as they should be. Santa Clara High School also appeared to have the fewest clubs; i.e. the fewest mentioned by survey respondents.

We also asked for information about the different types of programs students participated in to promote awareness of diversity and tolerance. Some of these activities include: Tzu-Chi Organization (Harker), New Bridges (Leland), Camp Anytown, Day of Silence (observed by most high schools during April), Church groups (all schools), and a mission trip to South America (Westmont).

As a follow-up question, we asked respondents if they were interested in learning more about different cultures. Only two schools responded to this question, Los Gatos and Oak Grove. While students at both schools were interested, Oak Grove students expressed more enthusiasm.

Based on responses to the previous question, we asked respondents about their interest in a class on diversity and different cultures (regardless of the limitations of their academic schedules). Every school that responded indicated a definite interest. Harker was the only school that already offers this type of class.

Responsibility for Promoting Tolerance

In our survey we asked students where they believed the responsibility for promoting tolerance lies. Students from all the high schools indicated the student body shares in the responsibility for promoting tolerance within the schools. Oak Grove students indicated everyone was responsible; including staff, students, administration, parents, and friends. In addition, several Oak Grove students mentioned a specific teacher, Mr. Schnieder, should be commended for his efforts at promoting diversity and tolerance.

Los Gatos students believed the English department was mostly responsible, whereas Wilcox students thought friends were the most influential. Westmont students, on the other hand, believe the administration is responsible as well as teachers.

Critical Influences on Attitudes Toward Diversity

As part of our study, we wanted to identify what institutions and factors influence attitudes toward diversity. The majority of those surveyed named church groups as key influencers. Some Westmont students also said that growing up in a diverse community helped shape their views.

As portrayed by movies and TV shows, high school is a cliquy place: the jocks hang out in one area, the drama kids in another, etc. We wanted to know if this is an accurate representation of local schools. Both Los Gatos and Westmont students felt that there was some truth in this stereotype of high school life, but only by a few students at the schools felt this way. In general, the students at the schools we surveyed seemed to integrate both racially and socially.

As a follow up to the previous question, we asked respondents if they preferred the company of racially similar students. Most said race was not a determining factor in their friendships rather, they chose friends based on factors like shared interests. Their friends may or may not share their ethnic background. Students also stated that a person's character matters more than the color of his or her skin.

In our final question, we asked students whether they had personally been victims of racial intolerance. Respondents answered negatively or did not respond to the question. Students indicated if the topic of racial intolerance ever came up, it was only in a joking manner between friends.

Survey Data Analysis

In response to question 1, 4 out of 5 students in the schools surveyed said that their school provides programs to promote diversity. The same 80 percent also felt that their school adequately addresses diversity. This shows that in order to promote diversity, schools must offer programs to help. Examples included the Culture Crew, Club Jesus, the Muslim Club, the Indian Club, or the Gay-Straight Alliance. The fact that 4 out of 5 students feel their school is adequately addressing this problem shows we are well on our way towards a tolerant and hate-free community.

For question 5, students were asked if they were interested in learning about other cultures. Out of 10 students, 3 are interested, 6 are somewhat interested, and 1 student honestly does not care. These results illustrate most students are interested in learning this material. The hard part is to convince the huge majority of the “somewhat interested” to show that interest. Our theory is over-booked schedules are largely to blame for this hedged expression of interest. In other words some students say, “I would put in the effort to learn about other cultures, but I’m too busy.”

The next part of the question specifically addresses this point. The students were asked if they would take a class on different cultures if it presented no scheduling conflict. At this point, the “somewhat interested” students slid over to either yes or no answers. Half of the students would take diversity classes, provided there was no scheduling conflict. Thirty percent were still undecided, and 20 percent of the students would not take the class.

It is significant half of the students in our district wanted to take diversity / tolerance classes, but that ratio would probably drop drastically if the clause about no scheduling conflicts was removed. The big problem we face is high school students are already so busy with academics, speech and debate, music, sports, ASB, journalism, and other extracurricular and personal obligations, that they do not feel they have the time or energy to put into the effort of learning about other cultures to become more open-minded and tolerant of others.

One of the most interesting questions to us was “Have you ever been a victim of racial intolerance?” Seventy percent said no, but 30 percent of students in the survey reported being victims of intolerance. When we compare this result to the first question results, we find at least 10 percent of students in this district have been victims of racial intolerance but still feel that their school adequately addresses diversity. “Racial intolerance” could cover everything from ethnic slurs to a hate crime. A student could be referring to an instance of intolerance that was in his or her past that he or she perceives the school as adequately addressing now; another sign that we are making progress. Nevertheless, these reported instances of racial intolerance made enough impact on the inflicted student where he or she could still remember them and feel the pain of the incidences.

To conclude, we are well on our way towards a safe, diverse, tolerant school environment conducive to learning. However, we must continue to make attempts to teach the busy and/or lazy students about tolerance and diversity so there will no longer be any instances of racial intolerance.

Superintendent Interviews

At the beginning of April, we invited superintendents of the school districts within the 15th Congressional District to discuss their perspectives on the state of diversity and tolerance in their high schools with members of the SAC. Due to the busy schedules of the superintendents, response to these interview requests was limited to just one superintendent and school district—Paul Perotti of the Santa Clara Unified School District. We authored and distributed the following letter and interview questions to the superintendents:

Letter to Superintendents

Dear Superintendent,

We are writing to you on behalf of the **Student Advisory Committee for Congressman Mike Honda** of the 15th Congressional District. The committee is made up of 22 highly dedicated high school students interested in the community around them. As a group we have chosen the topic of Diversity and Tolerance in Schools as a focus for our discussions as well as a research project that will be presented to the community as a whole on May 18th.

As part of our attempt to improve the conditions of tolerance and diversity in schools, we have been gathering a large amount of information. It is for this reason that we are contacting you in request of half an hour of your time, in which we wish to ask you several questions as part of a survey of several superintendents. We understand that your schedule is very busy and have included a copy of the questions we plan on asking as a method of minimizing the time. Thank you in advance for your support and much needed help. We will get in touch with your office by phone in the near future.

Sincerely,
The Student Advisory Committee

Interview Questions

- What role do you play in creating diversity in your school district? (ex. Policies, regulations, personal involvement, etc.)
- Do you have any exemplary programs at any of your schools? If so, where and how are they working?
- What problems of prejudice (if any) have you dealt with, and at which schools?
- What current programs exist to promote racial/religious diversity/tolerance?
- What programs are working and which ones have failed in the past? Why?
- Have there been any instances of hate crimes/intolerance since September 11th?
- Have you noticed if there are specific ethnic groups who are frequent targets of discrimination?

- What kinds of funding are there for programs that support diversity and tolerance? Are there any out of school funding? Who pays for programs such as "Camp Any Town"? Does every school have equal funding? What kind of grants/scholarships can schools apply for to earn money?
- What kind of obstacles have you faced in promoting diversity and tolerance? (e.g. Money shortage, lack of student involvement/enthusiasm)

Interview Results

Superintendent Perotti made the following comments regarding diversity programs within schools:

- The superintendent and district office play a role in setting district policy based on state and district standards. Individual schools interpret these policies to meet their own needs.
- More co-operative planning is needed among the sources of policies and regulations—city council, school district, and state government. The 1970's witnessed discrimination against African Americans and the 1980's witnessed the targeting of Hispanics. Today, the group most frequently encountering intolerance may be homosexuals.
- Time and a lack of government funding are the biggest obstacles to further promote diversity and tolerance.

School Rankings

We conducted telephone interviews with each of the schools in the congressional district using the following script. We ranked the schools from high to low by the degree to which they addressed diversity and tolerance.

School Interview Script

Hi my name is _____, and I am a member of the Student Advisory Committee of Congressman Mike Honda. May I please speak to the diversity director, activities director, or anyone who would be familiar with diversification at your high school? We are addressing the status of diversity and tolerance in the 15th congressional district and are interested in learning about what your school is doing or has done in this matter. Examples are: clubs, classes, fairs, bulletin boards, posters, Saturday activities, or diversity nights. If you have not implemented any of these activities, is it because you do not see a need for them in your school or is it because of simply funding matters? Have you had surveys about diversity in the past? If so, what were the results, if not, would you be opposed to having one? Could you please tell me the demographics of your school? Thank you very much for your help.

Interview Findings

One of the highest scoring schools was a private school that promotes diversity and tolerance education across a diverse student population by offering a diverse curriculum. For example, this school offers an Asian literature class that will satisfy an English literature requirement. In this way, students can learn about another culture while earning the credits they need to graduate. While an identical program may not be feasible for public schools, the goal of a wide-ranging cultural education could be served by incorporating literature from other cultures. This school also offers a wide array of clubs and cultural activities that extend to offering a variety of different ethnic foods in the cafeteria. This school reported no problems.

Public schools are well represented at the high end of the spectrum as well. One high-scoring public school features high student involvement in diversity clubs. These clubs sponsor school activities such as multi-ethnic speakers and a cultural diversity week. Rather than waiting for an occasion to celebrate and learn other cultures, this school actively promoted it. In addition, this school sent students to Camp Anytown, a program that promotes tolerance. When they returned, these students underwent further training to become diversity councilors, a significant measure because peer-to-peer teaching has the greatest potential impact among high school students.

On the opposite end of the spectrum there are schools who offer few programs to promote tolerance. In fact, in a school offering no diversity and tolerance programs, a significantly greater number of students reported being victims of racial intolerance. Another low ranking school claimed that because 95 percent of the school was of a single ethnicity—Caucasian—diversity and tolerance education was not needed. We felt this to

be an incorrect viewpoint because the demographics of this school do not reflect the reality of the American population and our national life going forward in the 21st century. Citizens need to be aware of the world outside their own neighborhoods and this includes learning about other cultures.

Responsibility for School Politics

School Politics involves many groups within the school community. Each group shares in the responsibility to build an environment suitable for learning and developing character. We identified the following groups as central in school politics: the District School Board, the school administration, the school staff, the Associated Student Body, and the clubs on the campus. While each separate group has unique goals, they work collectively toward a common goal, creating a safe haven for all students and a productive learning atmosphere. Here is our analysis of the roles and responsibilities of each group within the community.

The Common Goal

Everybody shares in the common goal of creating an environment that fosters learning, where all share the equal opportunity to grow and improve as individuals without the hindrance of bias based on race, color, gender, culture, religion, sexual orientation, or other categorical umbrellas. In addition, we all participate in this job by providing each student with opportunities to learn more about the world they live in and to develop the qualities and character that fosters good citizenship. Finally, we all have a responsibility to promote a safe campus that is free from discrimination and a just community where all are treated equally and are judged based on their individual actions.

The District School Board

The District School Board provides direction for schools within the district; for example, the Saratoga-Los Gatos Joint School District adopted a resolution “to vigorously promote an atmosphere of mutual respect and dignity for all students, staff, parents, and community members” as one of its district goals. The District School Board also has the potential to operate as a bridge between the schools, helping them to develop programs and share knowledge.

The School Administration

The school administration’s primary responsibility is to ensure the school runs smoothly; but, as it is so often said in Boy Scouts, there is a fundamental need to go “above and beyond”. Thus, the administration should provide direction for teachers and other staff members in building a school environment where students feel safe to express themselves without the pressure to conform to others around them. Further, the school administration should encourage students to learn about other cultures by creating opportunities to share cultural events, literature, and arts.

The Associated Student Body

The Associated Student Body is in the central position to create programs that actively promote acceptance and diversity. Thus, they should capitalize on this opportunity and offer a vision for students to create the “color-blind” environment. Because the foundation of acceptance is a shared personal experience, the Associate Student Body can foster this experience with activities that build upon assemblies or diversity rallies, such as small follow-up discussion groups among students. Further, the Associated Student Body should present a role model for the entire school by accepting all students who want to participate in student government. In addition, this group can provide additional opportunities for shared experiences by promoting organizations like New Bridges or Camp Anytown.

School Clubs

Clubs should work together to provide opportunities for experiencing new cultures, religions, and other groups. Santa Clara High School offers an excellent example. This school developed a diversity week where the students were exposed to many different groups. Each day of the week featured a different culture ranging from Vietnamese to Hispanics. Clubs should also embrace all students who are interested in becoming part of the club, without discrimination.

Conclusions and Recommendations

Summary

We believe that the information uncovered by our research and surveys presents certain issues that must be addressed in any concrete action plan. While all schools had some sort of program, it is obvious from the results that these programs are not completely effective. While intolerant behavior is dealt with harshly and generally not supported, we believe that **any truly effective effort must address root causes**. These root causes are not attributable to any single cause or source. This is why diversity and tolerance must be built into scholastic activities as well as extra-curricular events. A broad approach is required to confront the problems of intolerance, and by attacking the root causes, we are better able to address the problem.

While the surveys indicated that students are strongly influenced by the views of their parents and friends, in many cases it is these groups that also propagate intolerant behavior. There must be a community-wide effort in which parents are also educated about other cultures and have opportunities for personal contact with a diverse range of people. America is a melting pot of different cultures and religions, yet since the dawn of the nation, cultural groups tend to be parochial. Merely the opportunity to come in contact with people from different cultures on common ground like schools and the workplace is often enough effort to break down many prejudices. In the Bay Area community, many parents are first generation immigrants. In this situation, many parents are not accustomed

to living in a heterogeneous community and are striving to preserve their own culture. We believe that **contact between different cultural groups can help eliminate intolerance without obliterating cultural identity.**

A close link between the school activities and the family is integral to fostering an atmosphere of tolerance. The survey showed that most schools already provide a wide array of opportunities for student involvement. These programs should be extended to include families. By inviting parents to participate, the effects of these programs can further extend into the community.

The **programs that exist today must also be expanded.** The survey again showed that 50 percent of individuals would take classes about other cultures if they had the time. We don't believe time should be an issue. These courses could very well be included into the school curriculum. Whether it is an Asian literature class or a Middle Eastern history class, schools could easily offer courses that supply both academic education and tolerance for diversity. In addition, schools could serve ethnic foods in the cafeteria and offer other activities during students' free periods. These forms of **integration would foster tolerance and should be included in any school action plan.**

The survey also made it obvious that not all programs work. For that reason, schools should exchange information to identify the most effective—and least effective—programs; eliminating those that are simply not working and using those resources in more productive ways.

Diversity and tolerance will not magically appear in any school system. Efforts must be constantly made to address the evolving challenge of a dynamic and diverse society. Coordination between parents and schools, as well as communication between different schools and districts, play an essential role in achieving a tolerant society.

A Plan for Action

Although intolerance is often present in the educational environment, cooperation among families, schools, and the neighboring community can encourage diversity and tolerance. Our goal is to help these groups work together to prevent the development of prejudicial attitudes and violent behavior by instilling an appreciation and respect for others.

These three groups are interdependent; they rely on each other. Like a three-legged stool, each point keeps the weight of diversity balanced; without one, harmony is lost.

Below, we list responsibilities that belong to each group. When each group does their part, we achieve the most promising results.

Families

- Teach children to be tolerant of other cultures and beliefs.
- Be involved in school and diversity programs.
- Encourage family discussions that allow children to express their feelings.

- Prepare foods of other cultures and teach children about the beliefs of a given culture.
- Give children opportunities to foster their own beliefs.

Schools

- Make a school-wide pledge to abolish intolerance through action.
- Establish a diversity club to serve as an Umbrella Club for all diversity and tolerance groups within school. From the student surveys we found many students were uninformed about clubs and activities that promote tolerance and diversity. The diversity club would try to outreach these poorly informed students.
- Organize activities like an international night to teach students about other cultures.
- Invite guest speakers to motivate students to accept diversity.
- Form a student-faculty committee to establish diversity principles that teach students to respect one another.
- Establish a school exchange to give students a better perspective of other cultures and beliefs.
- Instruct teachers on dealing with diversity and intolerance.
- Organize out-of-school activities like Camp Anytown to promote acceptance of cultural differences.
- Provide the links among all three groups (families, schools, and the community). Encourage group activism by making all necessary arrangements to carry out projects that promote diversity.
- Involve all school personnel in creating a school climate in which prejudice and hate-motivated behavior are not acceptable but which also permits the expression of diverse viewpoints.
- Initiate classroom discussions to allow students to express their feelings or beliefs in an acceptable way.
- Provide classes that promote cultural education.
- Establish clubs that promote tolerance and diversity such as the Gay Straight Alliance and language-based clubs.
- Survey teachers about their ethnic backgrounds and ask them to share experiences involving prejudice with their students.
- Increase faculty awareness of the manifestations of hate and ensure they are competent and prepared to address intolerance issues.

Community

- Sponsor school cultural days. Ask neighboring businesses to support school efforts to promote tolerance through sponsorship of these events.
- Promote civic cultural diversity events like parades and cultural education days.
- Promote the education of different cultures within the local community.
- Support school campaigns for the promotion of tolerance through donations.

In conclusion, tolerance in an educational environment is supported through the cooperation between parents, schools, and the community. Like a three-legged stool, each point balances the weight of diversity; without one, progress is impossible.

Appendix I: Survey Data Tabulation

Question	1	2	3	4	5	6	7	8	9	10
1	Y	VE		SW	Y	T	PF	R	F	A
2	Y	E	Y	SW	U	O	PFM	N	P	S
3	Y	E	Y	Y	Y	S	PF	N	F	S
4	Y	E	Y	SW	Y	S	PF	N	F	S
5	Y	E	Y	Y	Y	A	PF	N	F	T
6	Y	NE	N	Y	Y	T	PF	A	F	S
7	Y	VE	Y	SW	N	A	T	N	F	S
8	Y		Y	SW	U		PF	S		
9	Y	E	Y	SW	U	A	T	N	P	A
10	Y	VE	Y	Y	Y		PFM	S	P	
11	Y	VE	Y	SW	U	T	PF	N	F	S
12	Y	NE	Y	SW	U	S	PF	R	S	S
13	Y	E	Y	SW	U	A	PF	N	P	A
14	Y	E	Y	SW	Y		PF	N	F	T
15	Y	VE	Y	SW	U	T	PFM	R	P	S
16	Y	VE	Y	SW	U	S	PFM	N	F	T
17	Y	VE	Y	Y	Y	A	PF	N	P	A
18	Y	VE	Y	SW	Y	T	PFM	S	P	A
19	Y	VE	Y	SW	U	T	PFM	N	P	A
20	Y	E	Y	SW	Y	A	PF	S	P	A
21	Y	VE	Y	Y	Y	S	SO	S	F	S
22	Y	NE	Y	U	U	A	PF	N	P	A
23	Y	E	Y	SW	Y		PFM	R	S	
24	Y	VE	Y	Y	Y	T	SO	N	P	A
25	Y	E	Y	Y	Y	S	PF	N	F	S
26	Y	E	N	Y	Y	S	PF	R	F	S
27	Y	E	Y	SW	Y	A	PFM	N	F	SBD
28	Y	VE	Y	SW	Y	T	PFM	S	P	A
29	Y	E	Y	SW	N	S	PF	R	P	A
30	Y	E	Y	Y	Y	S	PF	R	F	SBD
31	Y	E	Y	SW	U	S	PFM	N	P	S
32	Y	E	Y	SW	Y	S	PFM	R	S	S
33	Y	VE	Y	SW	Y	S	PF	R	F	S
34	Y	E	Y	SW	N	T	PF	N	F	SBD
35	Y	E	Y	SW	Y	T	PF	N	F	S
36	Y	E	Y	N	N	S	PFM	N	P	A
37	Y	VE	Y	Y	Y	A	PF	N	F	S
38	Y	VE	Y	Y	Y	A	PF	N	F	S
39	Y	VE	N	SW	U	T	PF	A	T	S
40	N	E	N	SW	Y	C	SO	N	S	A
41	N	NE	Y	N	N	A	PFM	S	O	S
42	N	-	Y	SW	Y	T	PF	N	P	A
43	Y	E	Y	Y	U	T	PF	R	F	O
44	Y	DNR	Y	SW	Y	T	PFM	N	F	T
45	Y	VE	Y	Y	U	T	SO	R	S	A
46	Y	DNR	Y	N	N	S	T	N	P	A
47	Y	E	Y	Y	N	T	PFM	N	F	T
48	N	NE	Y	SW	U	S	T	R	S	T
49	Y	VE	Y	SW	U	S	PF	S	S	S
50	Y	E	Y	SW	Y	DNR	PF	S	F	T
51	Y	NE	Y	N	U	S	PF	N	F	S
52	Y	E	Y	Y	Y	S	PF	A	F	SBD
53	Y	NE	N	SW	U	S	T	N	F	SBD
54	Y	VE	Y	N	N	A	PFM	S	F	A

55	Y	VE	Y	SW	U	T	O	N	F	T
56	N	DNR	Y	Y	N	S	PFM	N	P	S
57	Y	DNR	N	N	N	S	O	S	S	O
58	Y	DNR	Y	SW	U	T	SO	N	P	A
59	Y	VE	N	Y	U	A	PF	N	F	T
60	Y	E	Y	Y	Y	S	T	N	P	T
61	Y	VE	Y	SW	U	T	PFM	N	P	T
62	Y	VE	Y	Y	Y	S	T	R	F	A
63	Y	NE	Y	N	N	S	SO	N	P	A
64	Y	VE	Y	SW	U	T	SO	N	F	A
65	Y	NE	N	N	N	T	SO	N	F	A
66	c	DNR	Y	Y	DNR	O	O	DNR	O	O
67	Y	E	Y	SW	Y	S	PFM	R	P	SBD
68	N	NE	Y	SW	N	T	PFM	R	F	T
69	Y	DNR	Y	SW	U	T	T	S	S	T
70	Y	E	Y	N	N	S	PF	N	O	S
71	Y	E	Y	SW	U	S	PFM	R	P	A
72	Y	DNR	DNR	N	N	DNR	DNR	N	F	S
73	Y	NE	Y	N	Y	A	PFM	N	S	O
74	N	DNR	DNR	N	N	DNR	DNR	N	DNR	N
75	DNR	DNR	DNR	Y	DNR	S	T	A	F	DNR
76	Y	E	Y	Y	Y	S	PF	R	F	S
77	Y	VE	Y	Y	U	C	T	R	F	T
78	Y	VE	Y	Y	Y	S	PFM	N	P	T
79	Y	E	Y	SW	U	S	SO	N	F	DNR
80	Y	NE	N	SW	N	S	PFM	R	P	T
81	Y	VE	Y	SW	N	T	T	N	S	T
82	Y	E	Y	Y	Y	S/O	PFM	S	F	SBD
83	Y	E	Y	SW	Y	S	T	A	F	T
84	Y	DNR	N	SW	Y	O	PFM	A	S	O
85	Y	E	Y	SW	U	T	PF	S	S	T
86	Y	E	Y	SW	U	A	PF	S	F	T
87	Y	don't know	Y	SW	U	T	PF	S	DNR	T
88	Y	E	Y	SW	Y	A	PF	S	P	S
89	Y	E	Y	SW	U	A	PF	S	F	S
90	Y	E	Y	SW	U	T	PFM	R	F	T
91	Y	E	Y	Y	Y	S	PF	R	F	S
92	Y	DNR	Y	SW	Y	S	PF	R	P	S
93	Y	E	Y	SW	Y	S	SO	N	P	T
94	Y	E	Y	SW	U	S	PF	N	F	S
95	Y	E	Y	SW	Y	S	PF	N	F	S
96	Y	VE	Y	SW	Y	T	SO	N	S	T
97	Y	SWE	N	N	N	T	PFM/PF	S	O	T
98	Y	E	N	SW	U	T	PFM	S	F	T
99	N	NE	Y	SW	U	T	T	N	F	S
100	Y	E	Y	SW	N	S	PF	R	F/P	S
101	Y	VE	Y	Y	Y	A	PF	R	F	A
102	Y	SW	Y	SW	Y	S	PF	R	S	S
103	Y	NVE	Y	SW	Y	S	PF	N	P	S
104	Y	E	Y	Y	U	C	T	N	P	T
105	Y	VE	Y	SW	Y	O	PF	N	F	SBD
106	Y	SWE	Y	Y	Y	S	T/PF/SO	S	F	S/T
107	Y	SWE	N	Y	Y	S	PF	R	F	O
108	Y	E	Y	Y	Y	S	T	R	F	T
109	Y	E	Y	Y	Y	O	SO	R	S	O

110	Y	E	Y	SW	Y	S/T/C	PFM/PF	N	P	A
111	Y	VE	Y	Y	Y	T	T	S	F	T
112	Y	E	Y	Y	Y	S	PFM	N	O	T
113	Y	VE	Y	SW	Y	S	PF	S	P	T
114	Y	VE	Y	Y	Y	S	T	S	S	SBD
115	Y	NVE	Y	SW	U	S	PF	S	F	S
116	n	N/A	y	saw	y	a	pa	n	p	t
117	n		y	saw	u	t	t	s	f	a
118	n	y	y	saw	u	a	pa	n	f	t
119	n			n	n	s	pf	n	boyfriend	a
120	n		n	s	y	t	pf	r	f	s
121	y		y	s	n	t	pa	s	p	
122	n		y	y	y	t	pa	s	f	t
123	y	y	y	s	y	s	pf	s	boyfriend	s
124	n		n	s	u	s	pa/pf	s	p	s
125	n		y	s	n	t	pa	r	f	t
126	y		y	n	u	t	pf/t	n	none	t
127	y		y	y	y	s	pa	r	s	s
128	n		y	s	n	s	pa	r	f	t
129	n		n	s	y	t	pf	n	p	movies
130	n		y	s	u	t	t	a	p	s
131	y	y	y	n	n	s	pf	r	f	s
132	y		y	s	y	t	s	r	s	s
133	y	y	y	y	y	t	pa	n	p	t
134	n		y	y	y	t	husband	a	f	a
135	n		y	y	y	t	pa/pf	n	f	s
136	y		y	y	y	t	pa/pf	s	o	s
137	y		y	s	y	t	pa	n	s	s
138	y	y	y	s	u	c	pa	n	f	o
139	y			s	y	t	people	s	boyfriend/ pa	s
140	y	y	y	s	y	s/t	pa	n	s	s
141	y	y	y	y	u	t	pa	n		s
142	n		y	n	y	all	all	r	p	all
143				s	y	t	pa	n	boyfriend	s
144	y	y	y	s	y	t	pf	s	f	s
145	y		y	n	n	t	pf	n	f	t
146	y	y	y	s	u	s	pf	s	girlfriend	t
147	y		y	n	n	t	pf	n	girlfriend	t
148	y		y	n	u	t	pa	n	p	t
149	y		y	y	y	s/t	pa	a	f	t
150	y		y	n	u	t	pa	n	p	t
151	y		n	s	u	t	pf	r	f	s
152	n			s	u	all	pa	r	o	all
153	y	y	y	s	u	t	pf	r	f/p	t
154	n		n	n	u	pf	r	s		y
155	y	y	y	s	n	t	t	n	t	t
156	Y		Y	NAA	U	TCA	T	S	F	S
157	Y		Y	SW	N	T	PFM	R	F	S
158	Y		N	SW	Y	S	PF	S	O	A
159	Y		N	SW	U	S	PFM	R	F	A
160	Y		Y	SW	Y	A	PFM	N	F/P	A
161	Y		Y	SW	U	T	PFM	R	S	O
162	Y		Y	NAA	N	A	PFM	R	F	A
163	Y		Y	Y	Y	S	PFM	N	P/S	S
164	Y		Y	SW	Y	T	PFM	N	F	T
165	Y		Y	Y	Y	S	PF	S	F	S

166	Y		Y	Y	Y	S	PF	S	F	S
167	Y		Y	NAA	U	O	O	N	F	O
168	Y		Y	SW	N	T	PF	A	F	S
169	Y		N	Y	Y	T	PFM	R	S	T/A
170	Y		N	SW	Y	A	PF	N	O	SBD
171	Y		Y	SW	N	T	T	R	S	T/S/SBD
172	Y		N	SW	Y	O	O	R	F	O
173				SW	U	A	PF	N	P/S	S
174	Y		Y	SW	U		PF	R	F	
175	Y		Y	Y	Y	T	PFM	N	F	S
176	N		Y	SW	Y	O	PFM	R	S	S
177	Y		N	Y	Y	S	PFM	N	F	S
178	Y		N	Y	Y	T	PF	N	F	A
179	N		Y	NAA	N	O	PF	N	P/S	S
180	Y		Y	Y	Y	T	PFM	R	F	T/A
181	Y		Y	SW	N	T	PF	R		SBD
182	N		N	SW	Y	T	PFM	N	F	S
183	Y		Y	Y	Y	T	PF	R	F	S
184	Y		Y	SW	N	T	PFM	R	P/S	A
185	Y		Y	SW	Y	S	SO	R	P/S	T
186	Y		Y	Y	Y	T	PFM	N	P/S	T
187	Y		Y	Y	U	S	PFM	N	S	T
188	Y		Y	SW	Y	A	PFM	R	S	T
189	N		Y	SW	N	O	PF		S	S
190	Y		N	SW	Y	A	PFM	R	S	T
191	Y		Y	Y	U	S	O	R	F	S
192	Y		N	Y	Y	T/C/A/O	PFM	R	F/S	T
193	N		N	SW	N	T	PF	A	P/S	SBD
194	Y		Y	SW	N	S	PF		F	A
195	Y		Y	Y	Y	C	PFM	R	F	SBD
196	Y		Y	SW	Y	S	PFM	R	P/S	S
197	Y		Y	Y	Y	S/C/O	PFM/T/PF	S	F	S/T
198	Y		Y	SW	N	A	PFM	N	F	SBD
199	Y		Y	NAA	N	O	O	N	O	S
200	Y		Y	SW	Y	S	PF	N	F	S
201	Y		Y	SW	Y	A	PFM	N	F	A
202	Y		N	SW	Y	T	PF	N	F	A
203	Y		Y	SW	N	S	PFM	R	O	S
204	Y	E	Y	SW	Y	S	SO	N	F	T
205	Y	VE	Y	Y	N	A	PF	N	p	s
206	N	E	n	saw	y	t	pf	S	s	s
207	y	y	y	saw	y	o	pfm	n	f	s
208	n	ne	y	na	y	c	pfm	n	p	t
209	y	e	y	saw	y	t	pf	saw	s	a
210	y	ne	y	saw	y	s	pf	r	s	a
211	y	ne	y	saw	n	s	pf	r	f	a
212	n	ne	y	saw	y	s	pf	s	f	s
213	y	ne	y	y	y	s	t	s	f	t
214	y	e	y	SW	u	s	pf	r	s	sbds
215	n	ne	y	y	y	s	pfm	s	p	s
216	y	ne	y	SW	y	a	pfm	r	p	t
217	y	ne	y	y	y	t	pfm	n	f	t
218	y	e	y	y	y	s	pfm	s	p	s
219	n	ne	n	s	y	a	o	n	f	t
220	y	e	y	y	y	t	pfm	n	s	t
221	n	ne	n	y	y	o	pf	r	o	s
222	y	ve	y	y	u	c	t	s	f	a

223	y	ne	n	s	y	s	pfm	s	p	s
224	y	ve	dnr	s	u	s	pf	r	f	sbd
225	y	y	y	s	y	o	pf	r	f	s
226	y	n	y	na	u	a	pf	n	f	s
227	y	e	y	y	y	s	pf	s	f	s
228	y	ne	y	s	u	dnr	pfm	s	f	a
229	y	ve	y	s	y	s	pfm	r	s	t
230	n	e	n	y	u	a	pfm	s	p	s
231	y	ve	n	y	y	t	pfm	s	s	t
232	y	e	n	y	y	s	pfm	s	s	s
233	y	ve	y	s	n	t	pf	n	f	s
234	y	ne	n	s	y	t	pfm	r	p	a
235	n		n	s	u	c	pfm	r	p	s
236	y	e	y	s	n	a	pf	r	s	a
237	y	e	n	s	y	s	so	r	s	t
238	y	e	y	s	u	s	so	n	p	a
239	y	ne	y	s	u	t	t	r	f	sbd
240	y	e	y	y	y	t	pf	n	p	s
241	y	e	y	s	n	a	pfm	n	f	s
242	y	ne	n	s	u	s	pf	s	s	s
243	y	e	n	s	u	a	t	n	f	t
244	n	ne	y	s	y	t	pf	s	s	t
245	y	e	y	y	u	s	pf	n	s	t
246	n	ne	n	s	n	s	pf	n	s	t
247	y	ne	y	y	y	s	pfm	n	f	s
248	y	e	y	s	n	t	pf	a	f	a
249	y	e	y	s	u		pf	r	f	s
250	y	e	y	y	u	s	pf	m	s	s
251	n	ne	y	y	y	s	pf	n	f	t
252	n	ne	y	y	y	t	pf	s	s	t
253	y	e	y	s	u	s	o	r	p	s
254	y	e	y	y	y	s	pfm	s	f	a
255	n	ne	n	s	y	c	pf	r	s	t
256	n	ne		y	n	t	pfm	n	f	s
257	n	ne	n	y	y	t	pfm	n	p	s
258	y	e	y	s	y	s	pf	r	o	sbd
259	y	e	y	s	y	s	pf	s	f	
260	n	ne	y	s	u	s	pf	s	p	a
261	Y	?	Y	Y	U	P	PF	S	O	?
262	Y	NE	N	SW	U	T	PFM	R	P	SBD
263	Y	?	N	SW	Y	T	PF/SO	R	F/P/O	O
264	Y	E	Y	Y	U	S	PF	N	P	S
265	Y	E	Y	Y	Y	S	PF	R	F/S	A
266	Y	SWE	Y	SW	U	T	T	R	F	SBD
267	Y	VE	N	SW	U	T	PFM	S	P	S
268	Y	SWE	Y	Y	Y	S	PF	S	S	S
269	Y	SWE	Y	Y	Y	A	PF	S	F	S
270	Y	?	Y	Y	U	T	PF	N	S	T
271	Y	?	Y	SW	Y	C	PFM	N	S	S
272	Y	E	N	Y	Y	S	PFM/PF/ O	N	F	T/A/SB
273	Y	?	Y	SW	U	S	PF/SO	S	F	S
274	Y	?	Y	Y	Y	T	T	A	F	S
275	Y	NE	N	SW	Y	A	PFM	N	T	S
276	Y	?	Y	Y	U	A	PF	A	F	SBD
277	Y	?	Y	SW	U	S	SO	R	F	SBD
278	Y	?	Y	SW	N	T	PFM	N	F	A

279	Y	E	Y	SW	U	T	T/PF	N	O	A
280	Y	NE	N	SW	U	S	PF	S	O	SBD
281	Y	?	Y	N	N	S	PF	N	S	S
282	Y	SWE	Y	SW	U	S/T	PF	R	F	S/T
283	Y	?	Y	N	N	T/C	PF	N	F/P/O	S
284	Y	?	Y	SW	Y	S	PF	N	F	T
285	Y	NE	N	Y	U	A	PFM/O	S	S/O	S
286	Y	E	s	SW	Y	T	O	N	F	S
287	Y	NE	N	SW	U	T	T	?	F	A
288	N	E	Y	Y	Y	T/O	PFM/T	N	P	S/T
289	N	?	N	SW	Y	T	PF	S	F	S
290	Y	?	Y	?	N	S	T	?	F	S
291	Y	NE	Y	SW	U	T	PFM	N	P/O	T
292	Y	E	Y	Y	U	T	T/PF	S	F/P	S/T
293	Y	?	Y	Y	Y	O	T	N	F	T
294	Y	SWE	N	SW	U	T	PFM/T	N	F/P	S
295	N	?	N	SW	U	T	T	R	F/P	SBD
296	Y	NE	Y	SW	U	A	PF	R	F	T
297	Y	?	Y	Y	Y	T	T	R	P	S
298	Y	SWE	Y	Y	Y	S/T	T	A	T/F	SBD
299	Y	?	Y	Y	Y	A	PF	N	F	T
300	Y	?	Y	Y	Y	T	PF	S	F	S
301	Y	?	N	Y	Y	O	O	N	F	A
302	Y	NE	Y	Y	Y	T	T	S	F	SBD
303	Y	?	Y	Y	U	O	PFM	N	F	A
304	Y	VE	Y	Y	U	T	T	A	F	S
305	Y	?	Y	SW	U	T	T	N	S	SBD
306	Y	?	Y	SW	Y	S	T	N	P	SBD
307	Y	?	Y	SW	Y	?	PFM	N	S	S
308	Y	NE	Y	N	N	S	PF	N	F	A
309	Y	DNR	Y	S	Y	O	O	N	F,P,S	O
310	Y	E	Y	Y	Y	ST	PFM	R	DNR	T,A
311	Y	E	Y	S	N	T	T,PF	N	FP	S
312	Y	NE	N	S	U	TA	T,PF	N	FP	A
313	Y	E	Y	S	U	T	PF	R	F	A
314	Y	DNR	Y	N	N	S	PF	R	F	A,SBD
315	Y	E	Y	S	U	A	PFM	R	F	SBD
316	Y	NE	Y	S	Y	ST	PFM,PF	S	F	S
317	N	DNR	Y	S	Y	C,A	DNR	S	F,P,S	SBD
318	Y	E	Y	S	U	S,T	PF	N	F,P,S,O	S,T,SBD
319	Y	E	Y	N	N	T	PFM,T	R	S	A
320	Y	NE	Y	Y	Y	S	PFM	R	F	S
321	N	DNR	Y	S	Y	T	O	S	F	SBD
322	Y	NE	DNR	Y	U	S	PF	R	F	SBD
323	N	DNR	Y	Y	U	S	PF	S	F	S
324	Y	NE	N	Y	Y	O	PFM	N	F	T
325	N	DNR	N	Y	U	C	PF	R	S	S
326	Y	DNR	Y	S	N	O	O	N	DNR	A,SBD
327	Y	VE	N	Y	Y	T	PF	S	F,O	T
328	Y	DNR	DNR	S	U	T,A	PFM,T,S	S	P,S	T,A,SBD
329	Y	NE	DNR	Y	Y	S,T	FPM,PF	R	S	S
330	N	DNR	N	Y	Y	O	PFM	R	P	T
331	Y	DNR	Y	Y	Y	T,A	PFM,SO	R	F,P	S,T,A,S
332	Y	DNR	Y	S	Y	S,T,C,A	PFM	R	F,,,P	T
333	Y	E	N	S	U	S	PFM,T	R	F	A,SBD

334	Y	DNR	Y	S	N	A	PF	N	F	S
335	Y	DNR	Y	S	N	T	PF	S	F	S
336	Y	E	N	S	Y	T	PF	S	F	A
337	N	DNR	Y	Y	Y	O	T	A	F	T
338	Y	DNR	Y	S	U	S	PFM	S	F,P,S	S
339	Y	VE	Y	S	U	C	PF	R	F	S
340	Y	NE	Y	S	Y	A	FP	S	T,F,P	A
341	Y	E	Y	Y	U	T	PF	R	F	A
342	Y	DNR	Y	S	U	A	T	N	S	SBD
343	Y	DNR	Y	S	Y	S	PF	R	F	SBD
344	Y	NE	Y	S	N	S	PF	N	P	S
345	Y	DNR	Y	S	N	T	PF	R	F	S
346	Y	DNR	Y	S	Y	C	O	N	F	SBD
347	Y	DNR	Y	S	U	S	PF,O	R	S	S
348	Y	DNR	Y	N	N	T	PF	N	F	T
349	Y	NE	Y	N	Y	T	PFM	N	F	S
350	Y	E	Y	S	N	S	PFM	R	P	S
351	Y	DNR	N	Y	DNR	DNR	DNR	R	S	S,A
352	Y	E	Y	Y	U	T	PF	N	F	S
353	Y	E	N	N	N	S	PF	N	F,P	S
354	Y	NE	Y	SW		A	P/F	S	S	SBD
355	Y	NE	Y	SW	U	A	PFM	S	S	A
356	Y	Y	Y	SW	N	A	P/F	N	S	S
357	Y	VE	Y	Y	Y	S	P/F	N	S	S
358	Y	VE	Y	SW	N	C	P/F	S	P	S
359	Y		Y	Y	Y	C	T	S	S	T
360	Y	NE	Y	SW	Y	S	PFM	N	S	
361	Y	E	Y	SW	U	S	T	R	F	S
362	Y		N	SW	U	S	P/F	N	P	A
363	Y		Y	SW	N	S	P/F	R	F	SBD
364	Y		N	N	N	O	O	N	P	SBD
365	N		Y	SW		C				
366	Y	VE	Y	SW	U	C	T	N	P	A
367	Y	E	Y	SW	U	T	PFM	R	P	A
368	Y			Y	Y	A	T	S	F	T
369	Y	VE	N	SW	U	C	T	R	Y	T
370	N		Y	SW	U	C	PFM	N	F	T
371	Y	E	Y	SW	Y	T	P/F	R	F	T
372	Y	VE	Y	SW	Y	S,T,A	T	N	F	A
373	Y		Y	Y	U	T	T	N	S	T
374	Y	VE	Y	Y	Y	S	PFM	S	P	T
375	Y	NE	N	SW	U	C	PFM	R	F	T
376	Y	NE	N	SW	Y	C	P/F	S	T	A
377	Y	VE	Y	SW	Y	S	T	N	P	A
378	Y		Y	SW	Y	O	O	N	F	SBD
379	N	VE	Y	SW	Y	T	P/F	N	F	T
380	Y	VE	N	Y	N	C	T	N	P	T
381	M	E	N	N	U	A	T	R	O	A
382	Y	VE	Y	SW	U	T	P/F	S	F	A
383	Y	NE		N	Y	S	T	R	F	SBD
384	Y	VE	Y	SW	U	T	T	R	F	S

385	Y	NE	Y	SW	U	S	P/F	N	F	SBD
386	Y	NE	N	N	N	S	P/F	R	F	SBD
387	Y	E	Y	SW	U	S	PFM	N	S	S
388	Y	VE	Y	SW	Y	T	PFM	R	P	A
389	Y	E	Y	SW	Y	T	PFM	R	F	SBD
390	Y	NE	N	SW	Y	S	T	A	F	SBD
391	Y	VE	Y	N	Y	T	PF	N	F	T
392	Y	VE	Y	Y	Y	S	SO	R	F	T
393	Y	E	Y	N	N	S	PF	N	S	SBD
394	Y	E	Y	N	N	S	PF	N	S	A
395	N	--	Y	Y	Y	T	SO	R	P	SBD
396	N	--	N	S	Y	O	PF	S	P	O
397	N	--	Y	S	U	S	PFM	R	P	A
398	Y	VE	Y	S	Y	S	PF	S	F	T
399	Y	NE	Y	S	Y	S	PFM	S	P	T
400	Y	E	--	Y	U	O	PF	N	S	T
401	Y	E	Y	S	U	S	SO	N	S	SBD
402	Y	NE	Y	Y	Y	S	PF	N	P	SBD
403	Y	VE	Y	Y	Y	S	PF	N	F	all
404	Y	NE	Y	S	Y	S	PF	N	F	SBD
405	Y	E	--	S	U	--	PFM	R	--	S and T
406	Y	E	Y	S	Y	S	PFM	N	S	S
407	Y	E	Y	Y	N	S	T	S	F	A
408	Y	VE	Y	Y	Y	S	PF	R	F	S
409	Y	NE	Y	N	U	--	PF	R	F	N
410	Y	--	Y	N	N	T	PFM	R	P	A
411	Y	VE	Y	S	Y	S	PF	N	P	SBD
412	N	--	Y	Y	Y	S	SO	S	F	A
413	Y	VE	Y	Y	Y	S	PF	N	F	T
414	--	--	Y	S	Y	S	PF	R	F	A
415	Y	E	Y	S	Y	S	PF	N	F	S
416	N	--	Y	N	N	T	PFM	N	F	T
417	Y	E	Y	S	N	S	PF	N	P	T
418	Y	--	Y	Y	Y	S	T	R	F	S
419	Y	VE	YS	N	S	PF	SO	F	S	N
420	N	--	Y	Y	Y	T	PFM	N	F	S
421	Y	--	--	Y	Y	S	SO	--	F and P	T
422	Y	--	Y	Y	Y	T and S	PF	A	F	T
423	N	--	--	S	U	S and T	PFM	T	O	T and A
424	Y	E	Y	N	U	T	PF	S	F	S
425	Y	--	N	N	U	T	PFM	S	F	S
426	N	NE	Y	S	N	T	PF	N	P and S	S
427	Y	--	Y	Y	Y	T	PF	A	F	T
428	N	--	Y	S	U	A	T	S	F	A
429	N	--	Y	Y	Y	S	T	R	F	S and T
430	--	--	--	N	N	--	--	N	P	T
431	Y	E	Y	S	U	S	PF	R	F	S
432	N	--	N	S	N	T	PFM	S	F	S
433	N	NE	Y	S	U	S	--	S	F	S
434	Y	E	Y	S	U	T	PF	R	P	T
435	N	--	Y	S	Y	T	PF	S	F	SBD
436	Y	NE	Y	Y	Y	S	PF	N	S	A
437	N	--	Y	Y	Y	S	PFM	S	F	O
438	Y	--	--	S	N	T	PF	T	F	S

Appendix II: Tabulated Survey Free-Response Comments

(Numbers in parentheses following a response indicate the number of students who gave that same response. Bolded responses represent the shared views of a significant number of respondents on that particular question.)

QUESTION 1: Does your school provide programs that promote diversity? If yes, please list a few of them.

Harker

- Multicultural events
- Foreign language academics
- Gay-Straight alliance
- International club
- International week
- Gender discussion group
- Evolution—academic class
- “Silent beats” video
- Literature classes from different areas of the world
- Spirit club
- Ambassador club

Leland

- Senior Women (2)
- Anime Club
- Speech and Debate (4)
- Math Club (1)
- Donut Club
- Key Club (4)
- French Club
- Spanish Club
- Indian Club (3)
- Sports (3)
- I don’t really know (3)
- Culture Crew (5)
- Christian Club (6)
- Club Iman (3)
- Amnesty International (1)
- CSF (3)
- NHS

Los Gatos

- Diversity Council
- Gay-Straight Alliance (12)

- Ethnic Studies
- Ethnic Clubs
- French Club
- Lims Club
- Key Club
- Meat Club
- Link Crew
- English Classes Discussions (3)
- Foreign Exchange Students
- Camp Anytown
- Erase the Hate
- Sports (2)
- Dances (2)
- Christian Club (4)
- “But we don’t have a lot of diversity at the school.”
- Clubs
- “No one cares about them”

Oak Grove

- Latino Club
- Indian Club
- Christians in Action
- Other ethnic clubs
- Computer Club
- Anime Club
- Don’t know specific club names, but they do exist.
- Black Student Union (BSU)
- Camp Anytown trip
- Hispanic Club
- Calculus Club
- Spanish Club
- French Club
- German Club
- Pacific Islander Club
- Robotics
- Viet Club
- Key Club
- Japanese Student Union (JSU)
- Latino Student Union (LSU)
- Asian Student Union (ASU)
- Inter-Latino Club
- Filipino Club
- Viet Student Union (VSU)
- PPIC
- Drama Club

- CIA
- Pacific Islander Club
- Dances
- Outside activities and field trips
- Rallies
- Football and baseball games

Santa Clara

- Rallies, Clubs
- Yes, we have different clubs and even a multi-cultural week
- We have culture clubs and anyone can join them.
- A lot of clubs and different activities
- We have different clubs promoting different cultures.

Wilcox

- All the race clubs
- BSU-black student union
- They have different culture clubs such as FCA + Portuguese, Indian Club etc.
- **Homecoming, Sadie's, etc**
- Spanish, Red Cross
- Indian Club, Interact Club, basketball
- Vietnamese Club, Surf Club, Interact Club, International
- Sports teams, French Club, Spanish Club
- **Vietnamese Club, Chinese Club, Spanish Club**
- MBR club, Spanish club, Viet club, Filipino club, Japan club, multicultural club
- S-Club, Surf Club, Key Club, Indian Club
- Christian Club, Indian Club, Vietnamese Club
- They have clubs.
- Mecha, Indian, Woman of Value, Filipino
- Multicultural Club + more
- Multicultural Club
- Like Mecha and BSU
- MECHA, BSU
- Different clubs like Women of Value & Ethnicity Clubs
- Indian Club, Portuguese Club, BSU
- Filipino, Vietnamese, Pacific Islander, BASU (black-American), Indian, Chinese, MECHA (Latino), Multi-cultural Clubs
- BSU, Surf Club
- BSU, Surf Club, letterman, Football, Baseball, Basketball, Avid
- Multi-Cultural, Interact, Food Faire (provided by all clubs)
- Different cultural clubs
- Multi-cultural Week
- Cultural Clubs
- Chinese Club, Multi-cultural club, Surf club, Filipino club
- Portuguese Club, Indian Club, Surf Club

- Multi-cultural club-CSF etc.
- Indian Club, Spanish Club, Philipino Club. Each classroom is extremely diverse.
- Religious Clubs, Culture Clubs, Multi-Cultural Week

Gunderson

- VSU, BSU, Christian, sports, FSU, La Rasa Unida

Lynbrook

- Foreign languages in curriculum
- Sometimes we have cultural weeks, etc.
- Culture and Music Club, Japanese Club
- There are clubs and activities
- There are many different activities here
- Asian Culture Connection (ACC)
- ACC
- International Week
- The Gay-Straight Alliance (GSA)
- AGAPE
- GSA and in World Lit. We learned about cultures and religions of the world.
- International Week
- ACC and GSA
- GSA and STAIRS class (Straight Talk About Issues Relevant to Students)

Westmont

- Christian Club, Gay-Straight Alliance, Black Student Union, Culture Club, French Club, Spanish Club, Tennis, Soccer, Dance Team, Drama, International Night, Key Club, Science Club, Future Farmers of America, CSF,

QUESTION 2: How effective are the above-named programs in your school if they exist? Do students participate fully in these programs?

Harker

- Students must attend assemblies but not all participate in activities of multi-cultural week
- **Not very effective; the whole system is gone about wrong**
- Not everyone is persuaded to attend
- Some students participate but not all. Those who do seem to get the point across to those who don't
- Considering the fact that the school is pretty small, people do seem to participate just a little even if it is a lot of people. There is participation even if it is not that much. The programs and activities really unify the people at our school.
- **They try their best but students don't seem to take advantage of the activities they offer.**
- Many people dress up during multi-cultural week and it allows the rest of the student body to see the big differences that exist

Leland

- Yes, fully. (10)
- Only when friends join the club as well. (3)
- Most members don't work very hard. (1)
- They are superficial and only put up a few posters on Chinese New Year or something. (1)
- Not Really. (15)

Los Gatos

- Students fully participate in the ethnic studies (Black History, etc.).
- Not all students participate. (2)
- Yes. (5)
- For what I know, kind of; there's always a few amount of students in any club. Not huge amounts though.
- Some people don't know what they do, but the names of the clubs are well known.
- They are effective. (4)
- Only if they want to.
- I'm sorry because I have not participated in them.
- **More students should participate.**
- **They are not very effective. (5)**
- Not many people go to dances but a lot of people play sports.
- Not really. I don't know if students participate.
- **Not all students respect the clubs but the clubs make a huge effort.**
- **The students in the clubs participate but they are not always well received.**
- **Very few people participate enough to make a difference.**
- They are somewhat effective. (2)
- Some students participate.
- Not all students participate, most though do.
- They are effective in the amount of work put into them.
- A lot of students participate.
- Clubs are good but trendy.

Oak Grove

- I don't know.
- By being not so strict.
- I'm not sure how effective they are because no one talks about them.
- They are effective. A lot of students participate in the programs.
- It is somewhat effective. Yes, students enjoy and participate fully.
- Very effective and no students don't really participate.
- Lots of people join; most participate moderately.
- **The clubs seem to be effective, but they also segregate each group into their own culture. Most students participate fully if they do participate.**
- They make kids proud of their ethnicity. Yes, they participate.
- Yes, they perform in rallies, etc.
- **Not that effective because students do not participate fully.**

- In some of the clubs, but not all.
- I don't know because I have not participated and/or tried to get information on these clubs.
- They're somewhat effective, yes, but not all students participate fully.
- Not really they want to have union.
- **They could be pretty effective, but students don't participate fully.**
- **They aren't that effective because not many people know about them or are in them.**
- A lot of people belong to the groups.
- Only about halfway. I feel they do more to separate individual races rather than support racial blindness.
- **To me it seems that one club is trying to be better than the other and not trying enough to show other people their cultures.**

Santa Clara

- I don't know.
- Not really, some of them aren't interesting.
- There are people who are committed to the clubs.
- Not a lot of people participate.
- Yes they are very effective; students participate in everyone of these programs but only according to their interests.
- **They are practical for people who want to be in them but are sometimes difficult to get into.**

Wilcox

- Yes, all lot of people join them, the smallest one is BSU.
- Not very. No.
- Yeah they are very affective I think and in Fellowship of Christian Athletes the meetings are always full.
- The students participate in some of the activities.
- **A lot of students participate in the classes / yes students participate fully.**
- Yes.
- I don't know because I am not in the clubs. But sports, sometimes they don't show up for games.
- They participate often, but there are so many things to do at school and not enough time.
- Yes, students enjoy the activities.
- Yes a lot of students participate in each club.
- Yes they do, especially in food fairs.
- Pretty effective. Yes.
- If they are in it, yes/Yes, they do.
- Lots of kids join clubs and I think they are really effective.
- Only the ones that wish to participate.
- **If they're interested in them.**
- None that I know of.
- They are effective; many students participate.

- Very effective, I think. Students do participate.
- Sometimes. They sometimes slack off but the Student Body keeps them active or they are put on probation until they do something. We also have Multi-Cultural Week for all clubs to participate.
- Not very effective.
- They are effective because it gives students selection.
- Very effective, yes students participate.
- The ones that join participate the best they can. I would say they are effective on a # of student bodies but not all.
- Only some participate fully.
- Yes, clubs came together in an assembly to show their culture.
- Effective in participating with activities, students participate.
- Yes students participate fully.
- Very effective, yes student participates fully.
- Yes, all students participate.
- Very effective; yes students participate fully.
- They are extremely effective. People choose to join many inter-racial clubs.
- They are a little effective. Most students don't participate very much.

Gunderson

- Participation is rare.
- Almost everyone participates.
- Sometimes.

Lynbrook

- They are very effective in that almost all club members participate.
- Usually its just a performance during brunch/lunch and it's always fun to be a spectator (cultural weeks).
- They are effective and students participate.
- Moderately effective. Some student participation.
- Yes, students participate fully.
- Not really, but that's the student's choice.
- There are definitely effective; however, not all the students fully participate.
- Students can choose to participate or not, some people join while others don't at all.
- Anybody can join/create clubs.

Westmont

Never been involved, some go, some don't, no one really cares, yes, not in clubs, so can't say, only to students who are involved, no effect, but people have fun, happy programs exists but are not personally involved, somewhat effective, lots of students play sports and participate in international night, totally ineffective, kind of effective, many people are closed minded, so they don't participate, unfair because a white student union should be forbidden, so I don't participate, yes some are very devoted, programs are formulated nicely, international night is good, the others aren't as effective.

QUESTION 3: Do you feel that your school adequately addresses diversity (in terms of classes, clubs, and activities)? If not, how could your school improve?

Harker

- Not enough diversity; not a “real world setting”

Leland

- That’s not the school’s job. (1)
- By ensuring that these clubs don’t become ethnically segregated. (3)
- Special Guest Speakers (2)
- Have teachers talk about it. (4)

Los Gatos

- Only white kids.
- More activities.
- **Enforcing the whole AB 537 would be a great start.**
- **There should be more clubs and more emphasis on joining them or at least respecting them.**

Oak Grove

- **I think too many clubs/activities focus on just one ethnicity and that bothers me. I don’t think it is right to have activities where only a certain color can join.**
- **I think they need to make more effort on mixing everyone together instead of separating them into clubs.**
- Not sure.
- But, not enough.
- By publicizing the clubs more.
- Because they don’t really tell you much. All they say is something like you’re entitled to your own opinion.
- They should advertise clubs.
- **Try to celebrate differences without making other people feel alienated.**

Wilcox

- It’s all over the school (2)
- Could improve clubs to bring more people to participate

Gunderson

- A little.
- Maybe if people participate more.
- Classes should be more fun.

Westmont

No one really cares, diversity is not an issue, there are too many white people, daily bulletin, they make a statement, but not a good one, eliminate popularity contests such as BMWOC (Big Man/Woman on Campus) and Homecoming Court, more clubs are needed, people are unwilling to change and with teachers not getting paid enough, programs are

getting cut, we like it the way it is because we don't have to put in much effort, no way to improve clubs without student involvement because they make up the club, clubs are not needed, more clubs should address the Gay/Straight issue, there's a lot of prejudice in that area.

QUESTION 4: Are you interested in learning about "differences", for lack of a better word, i.e. different cultures, belief systems, sexual orientations, and generations?

Los Gatos

- **But on my own time, school isn't the place for that.**

Oak Grove

- I think everyone should learn more about the differences at our school, but we can't focus on it all the time.
- **I'm very interested on others' backgrounds and beliefs.**
- **Definitely, I love to learn about the world and its people.**

QUESTION 5: If your school were to offer classes or programs that focus on different cultures or belief systems, i.e. Asian literature, Eastern thought, world history from non-Western perspectives, or issues of diversity (such as hate crime or genocide studies), would you be interested in taking them? Regardless of whether they would fit into your schedule.

Harker

- We already have classes like those.

Los Gatos

- Definitely!!!
- I like history.

Oak Grove

- If they showed enough interest.
- I think it opens students' minds to acceptance and provides more positively if they learn about differences.

Gunderson

- I want to learn about other cultures.

Lynbrook

- **YES!! Those courses sound really interesting.**

Westmont

- If it was about hate crime and genocide studies.

QUESTION 6: Who do you feel most promotes diversity and tolerance in your school?

Oak Grove

- **Teachers try, but some are prejudice.**
- Mr. Schnieder (3)
- Friends and family

Los Gatos

- No one (4)
- All do
- English department

Wilcox

- Friends
- Everyone (4)

Westmont

Diversity isn't an issue. Counselors, Parents, Me, None, Probably because they (administration) have to, some teachers need to work on it.

QUESTION 7: Which group do you view as the most influential in forming your perception of diversity?

Los Gatos

- Church
- Myself (3)
- Coaches
- None (2)

Oak Grove

- My own beliefs
- Church
- I believe they are equal in influencing me. (PFM/T)
- 1 teacher

Westmont

- Growing up in a diverse community
- I form my own perspectives
- Diversity isn't an issue
- Myself

QUESTION 8: Do you feel that there are tensions between you and your parents regarding diversity issues?

Oak Grove

- Maybe my grandparents, but never my parents.

Gunderson

- Personal traditional beliefs disrupt the way my parents view others

QUESTION 9: With whom do you have the closest personal relationship?**Los Gatos**

- boyfriend

Oak Grove

- mom
- my computer
- brother
- girlfriend
- youth pastor mentor
- boyfriend
- a friend

Wilcox

- my sister (older)
- boyfriend

Westmont

- boyfriend
- girlfriend

QUESTION 10: Who do you feel is most responsible for improving diversity at school?**Los Gatos**

- Students don't set it.
- None

Oak Grove

- everyone

Wilcox

- Everyone in general

Westmont

- No one, everyone mixes just fine.

QUESTION 11: Have you ever participated in programs that are interactive and participant-driven to increase awareness about diversity and prejudice?**Harker**

- Tzu-Chi Organization

- Church

Leland

- New Bridges (7)
- Church Group (3)

Los Gatos

- Camp Anytown
- Church groups (3)
- **Not programs but friendships and getting to know other people.**
- Day of Silence
- Christian Club
- High School Gay-Straight Alliance

Oak Grove

- There were activities at my church and at my old school – Silver Creek.
- Viet Student Union (VSU) and Filipino Student Union (FSU)
- Church group
- Camp Anytown
- Chinese Club, Viet Club, Interact Club, Karisma, etc

Wilcox

- Interact
- Interact Club
- Clubs
- Religious group

Gunderson

- Church groups

Lynbrook

- Club conventions, socials, summer camp as counselor for younger children, etc.

Westmont

- Mission trip to South America
- None that I can remember
- Church groups
- Spanish Culture Nights
- New Beginnings.

QUESTION 13: Do you find that most of the cliques at your school are ethnically segregated?

Los Gatos

- But it is by choice.

Oak Grove

- Many are, but some are mixed.
- Only some groups.

Westmont

- Yes but only a small majority

QUESTION 14: Do you prefer to be around others of the same ethnic background?**Los Gatos**

- **I don't care whom I am around as long as they are nice and open-minded.**
- I don't care.
- It depends on their personality, common interests, etc.
- Either way it does not bother me.

Oak Grove

- It doesn't matter to me about their ethnicity.
- Not necessarily
- Depends

Westmont

- Doesn't matter (2)
- I like the variety my friends offer

QUESTION 15: Have you ever been a victim of racial intolerance?**Oak Grove**

- Playing around only
- **No, but I have been around when friends have and spoke up.**

Santa Clara

- No, but people judge you because of where you are from.

Westmont

- People think I'm ignorant or stupid.

Appendix III: Results from interview with SCUSD superintendent Paul Perotti

What role do you play in creating diversity in your school district? (ex. policies, regulations, personal involvement, etc.)

The superintendent and the district office play a role in setting district policy based on state and district standards. Additionally, the school itself interprets these policies and regulations to meet their own needs. These regulations include the teaching of religious, ethnic and socioeconomic diversity. Jocelyn Lee, a vice principal at Santa Clara High is also the district's main diversity coordinator and expert.

Do you have any exemplary programs at any of your schools? If so, where and how are they working?

- National Hispanic Magazine rated SCUSD as one of the top school districts for working with Hispanic students. The school district still regards bilingual education as important. Bilingual education regards a person's primary language as an important commodity.
- Santa Clara High expanded its winter celebrations to include various cultures and religions and information on five groups was read over the announcements; several groups participated in the winter holiday assembly.

All their programs are considered exemplary so the others have been included later in this section.

What problems of prejudice (if any) have you dealt with, and at which schools?

There have been minor problems due to prejudice over the years involving students, but none involving teachers and students.

What current programs exist to promote racial/religious diversity/tolerance?

- The district allocates 20% of its administrative positions to tackle issues of equality.
- Funding for cultural proficiency training for teachers and administrators that involved funding of \$10,000 from the district and \$3,000 from Santa Clara High School.
- Equity Workshops: "Gender equity in the classroom," "Educating diverse student populations for academic success," and the "Culturally proficient classroom," free of charge to SCUSD educators.
- Schools have multi-cultural week
- The new Gay-Straight alliance club at Santa Clara High helps promote freedom of gender choice and education.

- Wilcox H.S. has the AVID program, which involves helping African Americans and Hispanics work their way through high school toward entrance into a four-year college.
- Recruitment of teachers from historically black colleges to increase teacher diversity in SCUSD.
- Classes like Facing History focus on teaching diversity and the history of racial relationships.
- Wilcox has a 2-day program very similar to 'Camp Anytown.'

What programs are working and which ones have failed in the past? Why?

Most programs seem to work to some degree, but there is a conflict between the initiatives created by the school district, and those created by the city council or state government. More cooperative planning is needed between these sources of policies and regulations. This is currently being sought after between SCUSD and the Santa Clara City Council.

Have there been any instances of hate crimes/intolerance since September 11th?

Surprisingly, there have been no major reported instances of hate crimes and tolerance after Sept. 11th, something the school district did not expect.

Have you noticed if there are specific ethnic groups who are frequent targets of discrimination?

There is not one ethnic group at this time that is targeted the most. But in the 1970's African Americans encountered problems and in the 80's Hispanics were targeted. In the district now, the principles of homosexuality are targeted the most.

What kinds of funding are there for programs that support diversity and tolerance? Is there any out-of-school funding? Who pays for programs such as "Camp Anytown"? Does every school receive equal funding? What kind of grants/scholarships can schools apply for to raise money?

The government provides very little funding for diversity programs. The administration must spend much of its time looking for adequate private sources for funding. Schools can look to these private sources for grants, etc. The main dilemma brought up at this point was the amount of time the schools should spend on teaching diversity and tolerance. A fine line must be drawn between teaching diversity and tolerance and core subjects like math science, and other skills like self-directed learning, which are district goals.

What kind of obstacles have you faced in promoting diversity and tolerance? (ex. money shortage, lack of student involvement/enthusiasm)

TIME –If they are to properly teach their specialization yet find time to help students do the right thing towards diversity and tolerance, teachers need more time. Furthermore, teachers who come into the position bring with them their own prejudices to some minor degree, which obviously do not help. The district foresees that in five years there will be a marked improvement in all factors. When asked about student indifference to diversity, the superintendent explained students often feel indifferent because they have lived in the area all their lives. These students rarely feel the need to address diversity and intolerance since they are also very accustomed to the multi-cultural atmosphere of the Bay Area.

Appendix IV: 2001-02 15th Congressional District Student Advisory Committee

Ashley Caldwell

Ashley is an 18-year-old senior at Los Gatos High School who will be attending UCLA in the fall. A record-breaking cross-country and track athlete, she has lived in Los Angeles, San Diego, New Jersey, Wisconsin, and North Carolina prior to joining the Bay Area. Her favorite SAC memory was “having dinner night at Asha’s house. It was a great bonding time.”

Jojo Choi

As a 16-year-old junior at Saratoga High School, Jojo has participated in numerous extracurricular activities, including the District Diversity Task Force, National Honor Society, the Saratoga High School swim team, and the San Jose Youth Symphony. He recently attained the title of Eagle Scout. Of the SAC, he says: “The Student Advisory Committee was an amazing experience where I had the opportunity to meet even more amazing people.”

Ting Chou

Ting, a 17-year-old senior at Saratoga High School, will be attending UC Berkeley in the fall. During her involvement with the SAC, Ting was most interested in learning about how various public and private schools in the area deal with diversity in both very similar and very different ways.

Maggie Fitzgerald

An 18-year-old senior at Los Gatos High School, Maggie will attend Bowdoin College in the fall. She has studied ballet for 8 years and has been involved in her school’s Gay-Straight Alliance for 2 years. Maggie has thoroughly enjoyed working with her peer members on the SAC and calls her participation “one of the best experiences in my life.”

Adi Goradia

Adi is a junior at The Harker School in San Jose.

Brett Hammon

Brett, a 15-year-old sophomore at Leland High School, is very active in speech and debate, mock trial, and student government. He enjoys spending time with his family, including his two older and one younger brother. Brett especially loved “the meeting where we discussed our personal thoughts on prejudice” because the diverse yet open-minded SAC members held such lively exchanges of their viewpoints.

Alex Iftimie

Alex, a 17-year-old junior at The Harker School, was born in Romania and lived in Canada before moving to the Bay Area. He is highly involved in competitive speech and debate as well as student congress and mock trial. Alex’s advice to next year’s SAC members is membership “takes time and dedication, and should only be pursued if you are really

interested in the field and the work involved. You will undoubtedly make new friends and build relationships.”

Jonathan Judd

A 17-year-old senior at Westmont High School, Jonathan will be attending Brigham Young University in the fall. His interests include playing the guitar, playing basketball, filmmaking, and working with mechanics and computers. Of his SAC experience, Jonathan says: “One of the most memorable activities is the time when we spent a whole meeting discussing our own opinions. I loved working with these people because I made new friends and had the opportunity to get to know them well.”

Denis Lam

Denis is a 16-year-old junior at Leland High School and is involved in piano lessons, JSA, speech and debate, journalism, soccer, and his church. He especially remembers the various group bonding events such as attending a San Jose Youth Symphony concert and going out to Johnny Rocket’s for dinner afterwards.

Jonathan Lee

Jonathan is a senior at Monta Vista High School who is active in the California Youth Symphony, speech and debate, and volunteering at the Good Samaritan Hospital.

Tamsen Lee

Tamsen, a senior at Gunderson High School, enjoys spending her free time playing basketball.

Quinn McClure

Quinn, a sophomore at Presentation High School, is an honorary member of this year’s Student Advisory Committee. She devotes much of her time to the International Order of the Rainbow for Girls, a community service organization in which she has been active for years.

Jennifer Nguyen

Jennifer is a senior at Westmont High School and will be attending the University of Hawaii in the fall.

Neil Patel

A 17-year-old senior at Santa Clara High School, Neil will be attending Cal Poly San Luis Obispo in the fall. Neil moved from the United Kingdom to California one and a half years ago and enjoys playing soccer, cricket, and computer games. He says that being on the SAC has been “an eye-opening experience in how I have been able to tackle a controversial issue, make new friends and meet people like Mike Honda all in one neat package.”

TJ Sachdev

TJ is a 16-year-old sophomore at Leland High School and is a member of the varsity soccer team and the ASB as well as president of the Indian Club. She highly recommends the SAC to her fellow high school students as a unique opportunity to share thoughts and personal experiences with students of diverse backgrounds.

Asha Shivaji

Asha, an 18-year-old senior at Los Gatos High School, will be attending UCLA in the fall. She is the captain of the girls' golf team at Los Gatos and president of A Place for Teens, and she is also a Los Gatos League Senior Representative. Of her fellow SAC members, Asha says: "I loved the conversations. I learned some amazing things about people in this group and we definitely shared some good laughs."

Alexandra Stanek

A 16-year-old junior at The Harker School, Alexandra is active in her school's judicial committee, Environmental Club, and cross-country team, and she also dedicated much time and effort to a NASA project that eventually flew on Endeavor. She recommends next year's SAC members "keep an open mind and be ready for a very interesting experience."

Lindsay Taub

Lindsay is a 16-year-old junior at Lynbrook High School and is active in student government, the Gay-Straight Alliance, and volleyball. She claims her favorite memory was "the meeting where we discussed everything from New Bridges to relationships. It was definitely a bonding experience."

Karen Tsai

Karen is an 18-year-old senior at Santa Clara High School and will be attending UC Berkeley in the fall. She says the best part of participating in the SAC was "meeting so many incredible people who have come to be more than just fellow committee members. I won't easily forget them or all that I've learned from working on a project of such large scale."

Appendix V: Elected Official Attendance of Inaugural Presentation

State Senator John Vasconcellos, SD-13

Assemblywoman Elaine Alquist, ASM-22

Assemblywoman Rebecca Cohn, ASM-24

Mayor Fred Fowler, City of Sunnyvale

Councilwoman Julia Miller, City of Sunnyvale

Councilman John McLemore, City of Santa Clara

Councilman Forrest Williams, City of San Jose