Appendix A. National Advisory Committee and other Contributors to this Health Impact Assessment

National Advisory Committee for School Discipline HIA

Olivia Araiza, Justice Matters

Barrie Becker, Fight Crime: Invest in Kids

Catherine Bradshaw, Johns Hopkins University

Judith Browne, Advancement Project

Maisie Chin, Community Asset Development Re-defining Education

Eric Dawson, Peace First

W. Norton Grubb, UC Berkeley

Rosa Hirji, Dignity in Schools

Jessica Luginbuhl, Alameda County Department of Public Health

Damekia Morgan, Friends and Families of Louisiana's Incarcerated Children
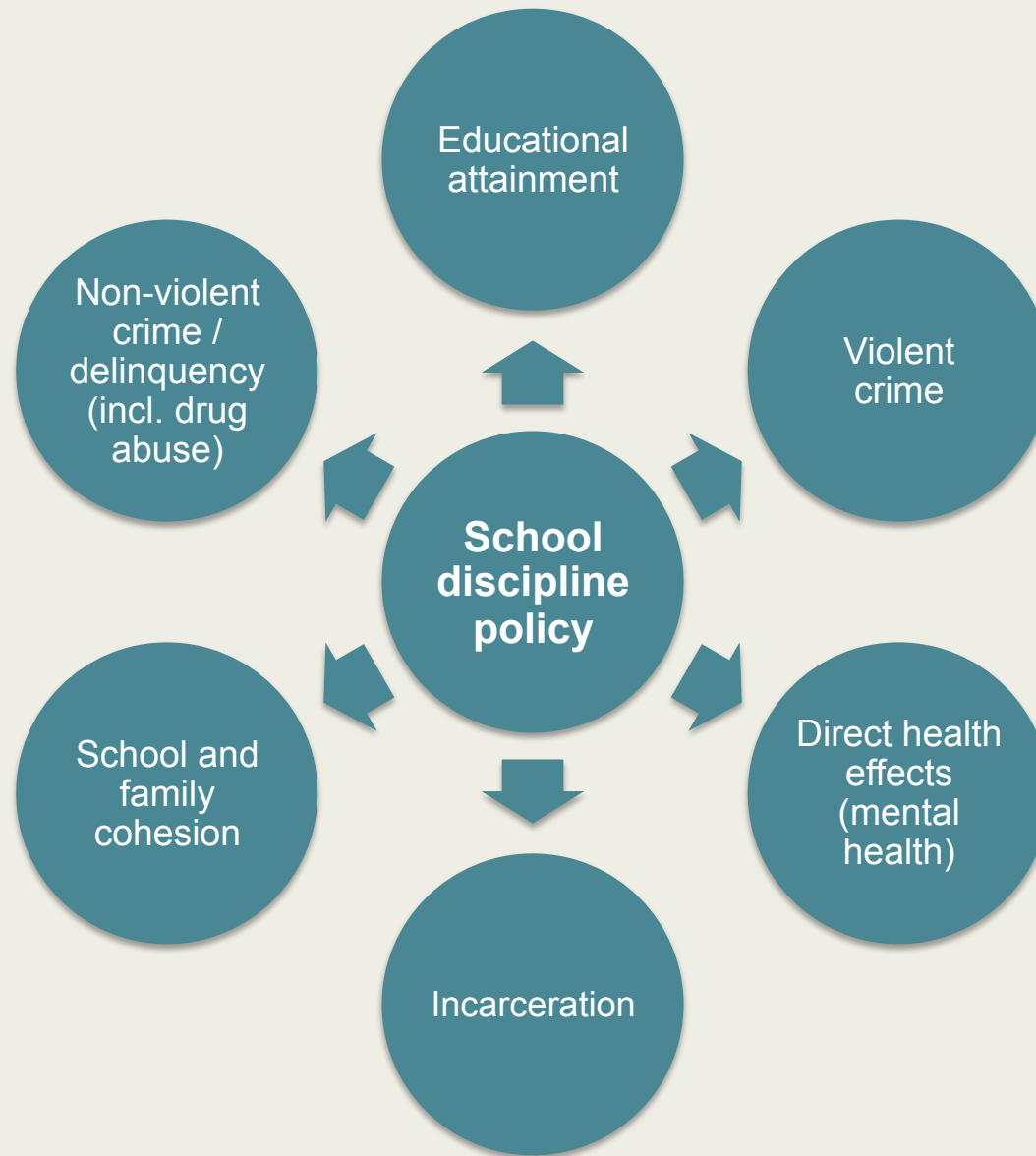
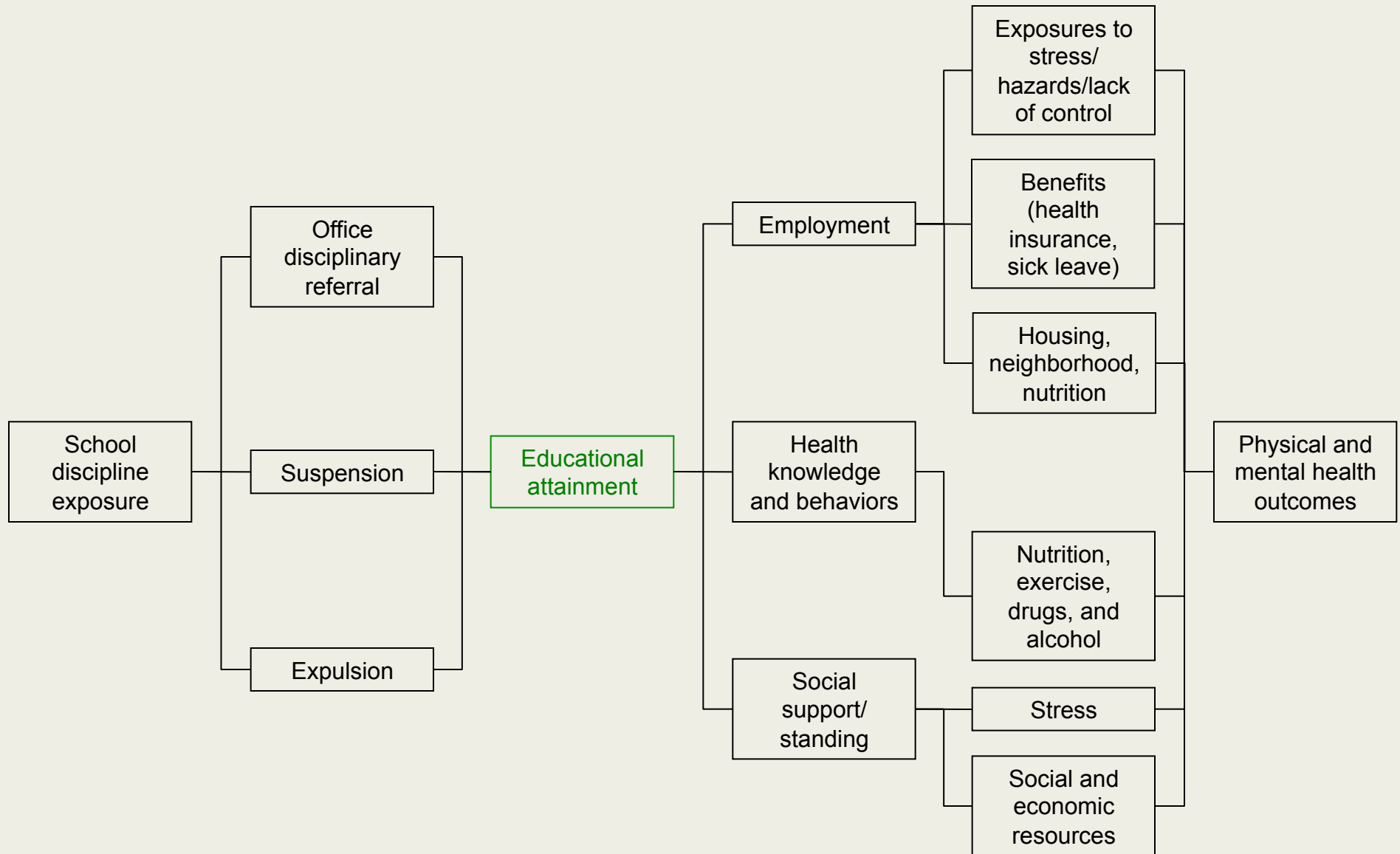David Osher, American Institute for Research

Russell Skiba, Indiana University

Liz Sullivan, National Economic and Social Rights Initiative (NESRI)

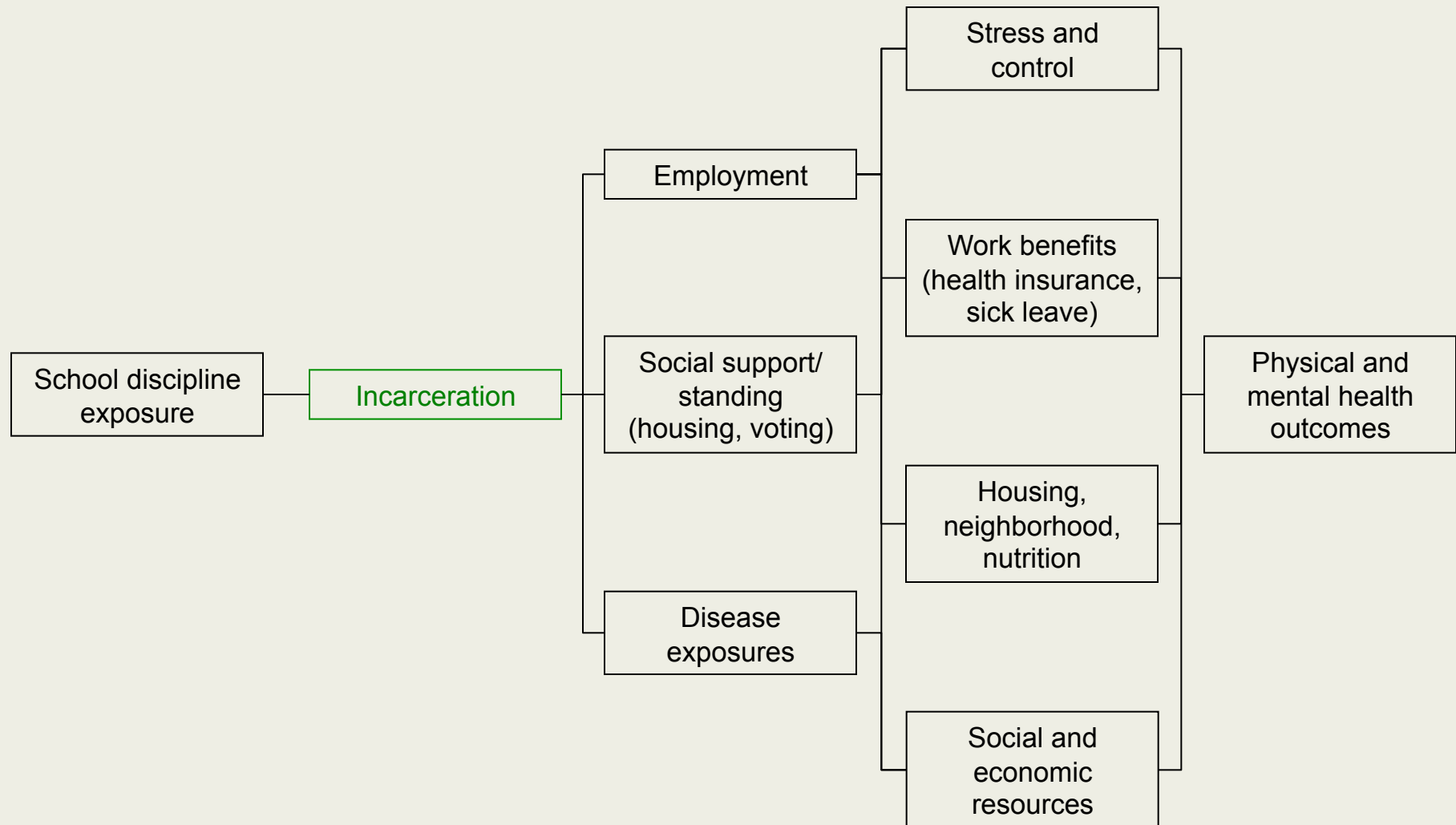# Appendix B. Pathway Diagrams for Educational Attainment, Incarceration, and Drug Abuse
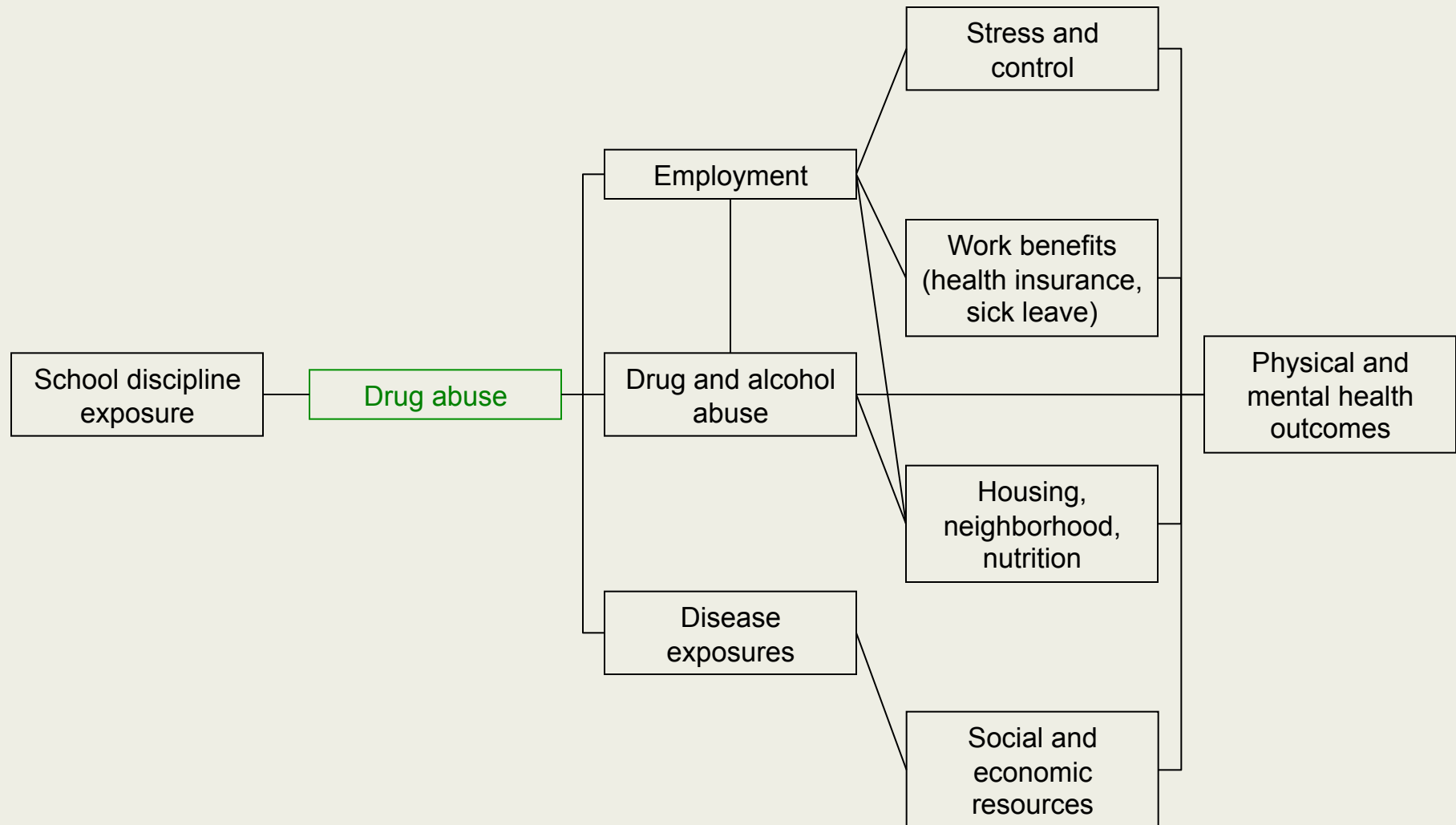
Appendix C. School Discipline Policy HIA Scope

	Existing Conditions Research Questions	Impact Research Questions	Indicator	Levels	Notes	Year	Baseline Data Source	Analysis Method	Link	Priority
	Education									
1	What is the current graduation rate?	Do graduation rates differ between schools with different discipline policies?	Graduation rates	School		2000-2009	CA Department of Education	Predictive analysis: Generate estimates from PBIS and RJ analyses (see analysis summary) and apply to baseline data	http://dq.cde.ca.gov/dataquest/	High
2	What is the API or standardized test score?	Do API or test scores differ between schools with different discipline policies?	API or standardized test score	School	Do more research on standardized test versus API as indicator	2000-2009	CA Department of Education	Predictive analysis: Generate estimates from PBIS and RJ analyses (see analysis summary) and apply to baseline data	http://dq.cde.ca.gov/dataquest/	High
3	What are current rates of attendance and truancy?	Do absenteeism and truancy rates differ between schools with different discipline policies?	Attendance rates; truancy rates	School		2000-2009	CA Department of Education; compare with national NLSY97	Predictive analysis: Generate estimates from PBIS and RJ analyses (see analysis summary) and apply to baseline data	http://dq.cde.ca.gov/dataquest/	Medium
			During past 12 months, about how many times did you skip or cut class?	School District		Odd years starting in 2001-2009	CA Healthy Kids Survey; NLSY97	Descriptive analysis	http://chks.wested.org/administer/download	Medium
4	How do parents/families and youth view the relationship between school discipline practices, educational attainment/outcomes, and health?	How do relationships differ between communities with different discipline policies? How do perceptions about educational outcomes and health outcomes differ in communities with different discipline policies?		District Neighborhood			Original data	Qualitative interviews/surveys/focus groups with parents, youth, and administrators		High

	Existing Conditions Research Questions	Impact Research Questions	Indicator	Levels	Notes	Year	Baseline Data Source	Analysis Methods	Link	Priority
	Discipline									
1	What is the current rate of suspensions?	Do suspension rates differ between schools with different discipline policies?	Suspensions	School		2000-2009	CA Department of Education	Predictive analysis: Generate estimates from PBIS and RJ analyses (see analysis summary) and apply to baseline data	http://dq.cde.ca.gov/dataquest/	High
2	What is the length and location of suspension in relation to the severity of behavioral event?	Do the length and location of suspensions differ between schools with different discipline policies?	Length of suspension; Location of suspensions; Reason for suspension	School	Value of these indicators is that they examine the train of events (e.g., behavior, referral, consequence) at the individual level (versus other indicators which are school level)	2004-2008	Schools	Descriptive analysis		Medium
3	What is the current rate of expulsions?	Do expulsion rates differ between schools with different discipline policies?	Expulsions	School		2000-2009	CA Department of Education	Predictive analysis: Generate estimates from PBIS and RJ analyses (see analysis summary) and apply to baseline data	http://dq.cde.ca.gov/dataquest/	High
4	What are the reasons for expulsion, and the length of expulsions?	Do reasons for expulsion differ between schools with different discipline policies?	Length of expulsion; Reason for expulsion	School	Value of these indicators is that they examine the train of events (e.g., behavior, referral, consequence) at the individual level (versus other indicators which are school level)	2004-2008	Schools	Descriptive analysis		Medium
5	What is the number of disciplinary referrals and the reasons for those referrals?	Do the number of disciplinary and reasons for referral differ between schools with different discipline policies?	Disciplinary referrals	School			Schools	Descriptive analysis		High
6	What are current staff perceptions of the school environment and student behavior?	How do staff perceptions of the school environment and student behavior differ in communities with different discipline policies?	Staff perceptions on school safety, truancy, student; Staff perceptions on enforcement of zero tolerance policy	School District	In Oakland, only available for elementary school kids only; because of sample approach, may use this data qualitatively	2008	CA School Climate Survey; Schools	Descriptive analysis and focus groups with teachers/administrators	http://chks.wested.org/administer/download	Low-medium / Low-medium

	Existing Conditions Research Questions	Impact Research Questions	Indicator	Levels	Notes	Year	Baseline Data Source	Analysis Methods	Link	Priority
7	How many disciplinary referrals are referred to police within schools and for what reasons?	How do referrals to police differ between schools with different discipline policies?	Referrals to police; Reasons for referral	School			Schools	Descriptive analysis and qualitative surveys or interviews with administrators; Schools will have this information; For example, do schools have MOUs with police departments? What are school policies to respond to violent/non-violent events within schools?		Medium
8	What are current rates of juvenile arrest and incarceration?	Do juvenile arrest and incarceration rates differ in communities that have adopted different school discipline policies?	Juvenile arrest rates	State* US	Violent crime Property crime Drug abuse Weapons	2008	Juvenile Justice Bulletin	Unclear whether can apply estimates; Look at the literature for estimates or correlations between educational outcomes (see previous tab) and these indicators	http://www.ncjrs. gov/pdffiles1/ojjd p/228479.pdf	High
			Juvenile arrest counts Juvenile arrest rates Juvenile arrest percents	County* State US	Very detailed; split up into categories e.g. violent crime => forcible rape, murder, robbery & aggravated assault	1994-2007	Easy Access to FBI Statistics		http://ojjdp.ncjrs. gov/ojstatbb/ezau cr/asp/ucr_display .asp	
			Juvenile arrest counts	City* County State	Felonies and misdemeanors by gender and type of crime	2008	CA Dept. of Justice, Criminal Justice Statistics Center		http://ag.ca.gov/cj sc/datatabs.php	
9	What are current rates of adult arrest and incarceration in the communities of interest?	Is there an association between adult arrest rates and juvenile arrest rates?	Adult arrest rates	County*	Felonies and misdemeanors by gender and type of crime	2008	CA Dept. of Justice, Criminal Justice Statistics Center	Unclear whether can apply predictive estimates; Look at the literature for estimates or correlations between educational outcomes (see previous tab) and these indicators--maybe NLSY97	http://stats.doj.ca. gov/cjsc_stats/pro f08/01/22.htm	Low
			Adult incarcerations	State* US		2006-2008	Bureau of Justice Statistics		http://bjs.ojp.usdo j.gov/content/pub /pdf/jim08st.pdf	
10	What is the relationship between parents and youth and law enforcement in the greater community?	How do relationships to law enforcement differ between communities with different discipline approaches?		District Neighbo rhood			Original data	Qualitative interviews/surveys/focus groups with parents/families, youth, law enforcement, and administrators		High
11	How do parents/families and youth view the relationship between school discipline practices and later risk for crime/violence?	How do relationships differ between communities with different discipline policies? How do perceptions of risk for later crime/violence differ between communities with different policies?		District Neighbo rhood			Original data	Qualitative interviews/surveys/focus groups with parents/families, youth, law enforcement, and administrators		High
12	How do parents/families and youth view the overall school disciplinary environment?	How do relationships differ between communities with different discipline policies?		District Neighbo rhood			Original data	Qualitative interviews/surveys/focus groups with parents/families, youth, and administrators		High

* Pursue smaller area level with police department; Explore arrest rates versus incarceration rates

	Existing Conditions Research Questions	Impact Research Questions	Indicator	Levels	Notes	Year	Baseline Data Source	Analysis Methods	Link	Priority
Mental Health										
1	What are current levels of depression?	How do rates of depression differ between schools with different discipline policies?	During past 12 months, did you ever feel so sad or hopeless almost every day for two weeks or more that you stopped doing some usual activities?	School District State	Yes/No	Odd years starting in 2001-2009	CA Healthy Kids Survey; NLSY97	Predictive analysis - Obtain baseline data from reports, potentially from school district contacts. Simple cross-tables are available in report.	http://chks.weste d.org/administer/ download	High
2	What is the current prevalence of suicidal thoughts/tendencies?	How do student thoughts about suicide differ between schools with different discipline policies?	During past 12 months, did you ever seriously consider attempting suicide?	School District State	Yes/No	Odd years starting in 2001-2009	CA Healthy Kids Survey; NLSY97	Predictive analysis - Obtain baseline data from reports, potentially from school district contacts. Simple cross-tables are available in report.	http://chks.weste d.org/administer/ download	Medium-Low
3	How do parents/families and youth view the relationship between school discipline practices and mental health outcomes such as depression, anxiety and suicide?	How do relationships and feelings about mental health outcomes generally differ between communities with different discipline policies?		District Neighbo rhood			Original data	Qualitative interviews/surveys/focus groups with parents/families, youth, administrators, school and/or child psychologists		High

	Existing Conditions Research Questions	Impact Research Questions	Indicator	Levels	Notes	Year	Baseline Data Source	Analysis Methods	Link	Priority
	Violence									
1	What are the current rates of school violence?	Do rates of school violence differ in schools with different school discipline policies?	been pushed, shoved, slapped, hit or kicked by someone who wasn't just kidding around	School District	Biannual school-wide survey administered by teachers to all 5th, 7th, 9th and 11th graders; All questions are "number of times within past 12 months" => 0, 1, 2-3, 4 or more	Odd years starting in 2001-2009	CA Healthy Kids Survey	Descriptive analysis	http://chks.wested.org/administer/download	High
			been afraid of being beaten up							
			been in a physical fight							
			had mean rumors spread about you							
			had sexual jokes, comments, or gestures made to you							
			been made fun of because of your looks or way you talk							
			had you property stolen or deliberately damaged, such as your car, clothing or books							
			been offered, sold, or given an illegal drug							
			damaged school property on purpose							
			carried a gun							
			carried any other weapon (such as a knife or club)							
			been threatened or injured with a weapon (gun, knife, club, etc.)							
			seen someone carrying a gun, knife or other weapon							
2	During the past 12 months, how many times on school property were you harassed or bullied for any of the following reasons?	Do students experience harassment/bullying on the following indicators at different rates between schools with different discipline policies?	Your race, ethnicity, or national origin	School District		Odd years starting in 2001-2009	CA Healthy Kids Survey	Descriptive analysis	http://chks.wested.org/administer/download	Medium
			Your religion							
			Your gender							
			Because you were gay or lesbian or someone thought you were							
			A physical or mental disability							
			Any other reason							
3	How safe do students feel at school?	Do rates differ between schools wit different discipline policies?	How safe do you feel at school?	School District		Odd years starting in 2001-2009	CA Healthy Kids Survey; NLSY97	Predictive analysis: Generate estimates from PBIS and RJ analyses (see analysis summary) and apply to baseline data	http://chks.wested.org/administer/download	Medium
4	How often do students spread rumors or lies about other students, on the internet?	Do rates differ between schools wit different discipline policies?	During past 12 months, how many times did other students spread mean rumors or lies about you on the internet?	School District		Odd years starting in 2001-2009	CA Healthy Kids Survey	Descriptive analysis	http://chks.wested.org/administer/download	Low

	Existing Conditions Research Questions	Impact Research Questions	Indicator	Levels	Notes	Year	Baseline Data Source	Analysis Methods	Link	Priority
5	How many students are currently in a gang?	Do rates differ between schools wit different discipline policies?	Do you consider yourself a member of a gang?	School District		Odd years starting in 2001-2009	CA Healthy Kids Survey; NLSY97	Descriptive analysis	http://chks.wested.org/administer/download	Low
6	How many students have been physically hurt by a boy/girlfriend?	Do rates differ between schools wit different discipline policies?	During past 12 months, did you boy/girlfriend ever hit, slap or physically hurt you on purpose?	School District		Odd years starting in 2001-2009	CA Healthy Kids Survey; NLSY97	Descriptive analysis	http://chks.wested.org/administer/download	Low
7	What are current crime rates in the community?	Do rates differ in communities with different discipline policies?	Violent and non-violent crime rates	District		Most recent	Police; Uniform Crime Reporting Statistics	Descriptive analysis		Medium
9	How do parents/families and youth view the relationship between school discipline practices and later risk for crime/violence or for incarceration?	How do relationships differ between communities with different discipline policies? How do perceptions of risk for later crime/violence or for incarceration differ between communities with different policies?		District Neighborhood			Original data	Qualitative interviews/surveys/focus groups with parents/families, youth, law enforcement, and administrators		High

	Existing Conditions Research Questions	Impact Research Questions	Survey questions	Indicator	Levels	Notes	Year	Baseline Data Source	Analysis Methods	Link	Priority
	Drug Use										
1	What age do youth first use drugs?	Does school discipline policy influence the age of first drug experiences?	How old were kids when they first used drugs?	A drink of an alcoholic beverage (other than a sip or two) / Smoked part of all of a cigarette / Used smokeless tobacco or other tobacco products / Used marijuana or hashish / Used any other illegal drug, or pill to get "high"	District State	Never / 10 or under / 11 / 12 / 13 / 14 / 15 / 16 / 17 / 18 or over	Odd years starting in 2001-2009	CA Healthy Kids Survey; NLSY97	Descriptive analysis	http://chks.wested.org/administer/download	Low
2	What are rates of substance use among students in school?	Do rates of substance use differ in schools with different school discipline policies?	During the past 30 days, on how many days did you use…	cigarettes / smokeless tobacco / at least one drink of alcohol / five or more drinks of alcohol in a row, that is, within a couple of hours / marijuana / inhalants / cocaine / meth / ecstasy, LSD or other psychedelics / any other illegal drug or pill to get "high" / two or more drugs at the same time	District State	0 days / 1 day / 2 days / 3-9 days / 10-19 days / 20-30 days	Odd years starting in 2001-2009	CA Healthy Kids Survey; NLSY97	Predictive analysis: Generate estimates from PBIS and RJ analyses (see analysis summary) and apply to baseline data	http://chks.wested.org/administer/download	High
3	Same as above, but on school property, specifically.	Same as above, but on school property, specifically.	During past 30 days, on how many days on school property did you…	smoke cigarettes / have at least one alcoholic drink / smoke marijuana / use any other illegal drug or pill to get "high"	District State	0 days / 1 day / 2 days / 3-9 days / 10-19 days / 20-30 days	Odd years starting in 2001-2009	CA Healthy Kids Survey	Descriptive analysis	http://chks.wested.org/administer/download	High
4	How heavy do students usually drink alcohol?	Does level of alcohol use vary between schools with different discipline policies?	How do you like to drink alcohol?		District State	I don't drink alcohol / Just a sip or two / Enough to feel it a little / Enough to feel it moderately / Until I feel it a lot or get really drunk	Odd years starting in 2001-2009	CA Healthy Kids Survey; NLSY97	Descriptive analysis	http://chks.wested.org/administer/download	High
5	How heavy do students use marijuana or other drugs?	Does level of use of marijuana and other drugs vary between schools with different discipline policies?	If you use marijuana or other drugs, how "high" (stoned, faded, wasted, trashed) do you usually like to get?		District State	I don't use drugs / Not high at all / A little high / Moderately high / Really high or wasted	Odd years starting in 2001-2009	CA Healthy Kids Survey; NLSY97	Descriptive analysis	http://chks.wested.org/administer/download	Low

	Existing Conditions Research Questions	Impact Research Questions	Survey questions	Indicator	Levels	Notes	Year	Baseline Data Source	Analysis Methods	Link	Priority
6	What are students' perceptions on the harm caused by drug use?	Do harm perceptions vary between schools with different discipline policies?	How much do people risk harming themselves physically and in other ways when they do the following?	smoke cigarettes occasional smoke 1-2 packs of cigarettes each day drink alcohol occasionally have five or more drinks of an alcoholic beverage once or twice a week smoke marijuana occasionally smoke marijuana once or twice a week	District State	Great Moderate Slight None	Odd years starting in 2001-2009	CA Healthy Kids Survey	Descriptive analysis	http://chks.weste d.org/administer/ download	Low
7	How difficult do students perceive it is to obtain alcohol, tobacco and marijuana?	Do perceptions of accessibility of drugs vary between schools with different discipline policies?	How difficult is it for students in your grade to get any of the following substances if they really want them?	cigarettes alcohol marijuana	District State	Very difficult Fairly difficult Fairly easy Very easy Don't know	Odd years starting in 2001-2009	CA Healthy Kids Survey	Descriptive analysis	http://chks.weste d.org/administer/ download	Medium
8	What are students' perceptions of drug use among their peers?	Do students perceive greater or fewer of their peers use cigarettes or marijuana compared to schools with different discipline policies?	Think about a group of 100 students in your grade. About how many students have done the following?	smoke cigarettes at least once a month? ever tried marijuana?	District State	0 10 20 30 40 50 60 70 80 90 100	Odd years starting in 2001-2009	CA Healthy Kids Survey	Descriptive analysis	http://chks.weste d.org/administer/ download	Low
9	What are current rates of drug abuse in the community?	Do rates differ in communities with different discipline policies?		Drug abuse rates	Smallest area-level possible		Most recent	Unknown	Descriptive analysis		Medium
10	How do parents/families and youth view the relationship between school discipline practices and later risk for drug abuse?	How do relationships differ between communities with different discipline policies? How do perceptions of risk for later drug use differ between communities with different policies?			District Neighbo rhood			Original data	Qualitative interviews/surveys/foc us groups with parents, youth, and administrators		High

	Existing Conditions Research Questions	Impact Research Questions	Indicator	Levels	Notes	Year	Baseline Data Source	Analysis Methods	Link	Priority
	Family/Community Cohesion									
1	How connected do students feel to their schools and peers?	How do levels of connection differ between schools with different discipline policies?	How strongly do you agree with the following statements about your school? / I feel very close to people at this / I am very happy to be at this school / I feel like I am a part of this school / The teachers at my school treat students fairly / I feel safe in my	School District State	Strongly disagree Disagree Neither disagree nor agree Agree Strongly agree	Odd years starting in 2001-2009	CA Healthy Kids Survey; NLSY97; consider school climate surveys in target schools	Predictive analysis - Obtain baseline data from reports, potentially from school district contacts. Simple cross-tables are available in report.	http://chks.weste d.org/administer/ download	High
2	How connected do students feel to their teachers?	How do levels of connection differ between schools with different discipline policies?	At my school, there is a teacher or some adult… / who really cares / who tells me when I do a good job / who notices / who always wants me to do my best / who listens to me when I have something to say / who believes I	School District State	Not at all true A little true Pretty much true Very much true	Odd years starting in 2001-2009	CA Healthy Kids Survey	Predictive analysis - Obtain baseline data from reports, potentially from school district contacts. Simple cross-tables are available in report.	http://chks.weste d.org/administer/ download	Medium
3	How connected to parents/families feel to their schools?	How do levels of connection differ between schools with different discipline policies?		School District			Original data	Qualitative interviews/surveys/foc us groups with parents/families, youth, and administrators		High
4	How connected do parents and youth feel to their greater community/ neighborhood?	How do levels of connection differ between communities with different discipline policies?		District Neighbo rhood			Original data	Qualitative interviews/surveys/foc us groups with parents/families, youth, and administrators		High
5	How do parents/families and youth view the relationship between school discipline practices and social/community cohesion?	How do relationships differ between communities with different discipline policies? How do perceptions of social/community cohesion differ between communities with different policies?		District Neighbo rhood			Original data	Qualitative interviews/surveys/foc us groups with parents/families, youth, and administrators		High

Appendix D. An Overview of the Evidence About School-Based Restorative Justice

An Overview of the Evidence About School-Based Restorative Justice

Source: Information and data come from Sherman & Strang, *"Restorative Justice: the Evidence,"* (2007) unless otherwise noted.

Study	Program Description	Findings
School-Based RJ as an Alternative to Zero Tolerance Policies: Lessons from West Oakland[58]	• Pilot school-wide RJ program at Cole Middle School in West Oakland, California	• Eliminated violence and expulsions • Reduced rate of suspensions by more than 75% (Thelton E. Henderson Center for Social Justice)
International Institute for Restorative Practices Study of RJ Practices in Pennsylvania Schools[59]	• RJ practices implemented in 6 Pennsylvania schools ranging from rural, to low-income, to middle-income	• Decreased suspensions, expulsions, disruptive behavior, violence, recidivism, and discipline referrals in all six participating schools (International Institute for Restorative Practices, 2009)
The Help Increase the Peace Project in Baltimore[64]	• RJ-based conflict resolution workshops focused on mutual respect and empathy in Baltimore, Maryland	• Pre-post evaluation found improved conflict resolution skills among students who completed workshops (Woehrle, 2000)
Resolving Conflict Creatively	• Series of 25 or more workshops over one school year in New York City K-12 public schools • Workshops targeted development of social and emotional skills	• Pre-post evaluation of 5,000 students, 300 teachers, and 15 elementary schools • Reduced crime and antisocial behavior among participants • Less effective for males, younger, and high-risk students (Aber, Brown and Henrich,1999, as cited in Morrison, 2005)
Responsible Citizenship Program	• Pilot to build community and learn peaceful conflict resolution in an Australian elementary school • 30 students, ages 10-11	• Pre-post evaluation found increased respect and empathy levels among students • Increased perceptions of safety at school among students • Increased student participation in school community (Morrison, 2001, 2006)
School-based RJ Conferencing in Queensland, Australia	• 89 RJ conferences for serious offenses, such as bullying, property defacement, theft, truancy and some more minor criminal offenses as well • Queensland, Australia	• Post-conference interviews (no comparison group) found generally positive measures of engagement with the RJ conferencing process among participants • High overall satisfaction with the RJ experience • High levels of compliance among offenders with conference outcomes (Cameron and Thorsborne, 2001)
University of Waikato Study of RJ Conferencing in New Zealand Schools	• RJ conferencing for disciplinary problems in 34 New Zealand schools	• Reduced number of suspensions • However, study found that conferencing exclusively about discipline is ineffective • Schools must use restorative practices and conferencing circles for non-discipline-related purposes to maximize RJ effectiveness (Dravery et al., 2006)
Minnesota Dept. Children, Family & Learning, 2002	• Largest evaluation to date of school-wide RJ in American schools • Focused on staff-student interactions and discipline conferencing	• Restorative practices are an effective alternative disciplinary approach to ESD • Findings are inconclusive, however, because baseline data are incomplete, and outcomes and evaluation reports varied considerably across schools (Morrison, 2006)

Study	Program Description	Findings
	• Primary outcome measure: reducing rates of school exclusions	
University of Edinburgh and University of Glasgow Study of Whole-School RJ, 2006	• School-wide RJ in 18 Scottish schools with varying age groups and settings	• Interviews with students and staff, RJ observation, and surveys of participants found that RJ facilitated a positive disciplinary culture shift in elementary schools • RJ was less successful in high schools • High school staff was resistant to using restorative practices in place of exclusions (Kane et al., 2006)

Appendix E. Detailed Methodology of PBIS Effectiveness Study

Data Collection

The research unit at the University of Oregon School-wide Information System (SWIS) is a web-based information system designed to collect and analyze student discipline data. This system regularly merges its disciplinary referral data with PBIS implementation fidelity data from PBIS Surveys, a web application that allows schools to submit their own PBIS data, and with annual student demographic data from the National Center for Education Statistics (NCES). ODR data and PBIS implementation data were available at the student and survey levels, respectively, but were either summed (for referral counts) or averaged (for PBIS scores) by school ID and school year to establish the school as the unit of analysis. School-level educational outcome data (proficiency rates on standardized reading and math tests for middle and high schools) were obtained from the respective states' departments of education research and data units (Colorado, Maryland, Illinois, and Oregon).

Inclusion criteria

All public, non-alternative/juvenile justice, non-year round schools in the data sample requested from the University of Oregon SWIS research team were middle schools (grades 6-8 or 7-8) or high schools (grades 9-12) that met the following inclusion criteria: a) collected at least three consecutive years of PBIS implementation fidelity data using the Effective Behavioral Support Survey (EBS) during the study years 2004/05 to 2007/08; and b) collected at least two consecutive years of disciplinary referral data. A consistent four-year timeframe for all schools was used to eliminate any differential influence of period effects on analysis results.

Measures

Implementation Fidelity

The Effective Behavior Support (EBS) Survey is designed to determine the level of PBIS implementation and establish priorities for change in four PBIS domains: school-wide, classrooms, non-classroom settings, and individual supports (Sugai et al. 2000). Multiple teachers and administrators at each participating school complete the survey and all responses are averaged to create composite scores. A status rating of "in place" indicates a strength in a school's current behavior supports. In contrast, "not in place" indicates a perceived weakness (Safran 2006). Researchers have documented the internal consistency validity of the EBS for current status (Cronbach's α = .85) and improvement priority (α = .95) as moderate to high (Safran 2006). Though the EBS is only one of several fidelity measures that exist to document the status of school PBIS program implementation, its psychometric properties, including internal consistency validity, are comparable to other self-assessment scales for PBIS, like the Benchmark of Quality (Cohen et al. 2007). Other external evaluations of implementation fidelity have also been studied (Horner et al. 2004), but there is no agreed-upon gold standard for measuring program fidelity, nor an existing method for merging implementation fidelity results measured on these different scales.

Disciplinary and Educational Outcomes

Considerable research has reviewed the effectiveness of major ODRs as an indicator of school disciplinary climate across grade levels (Irvin et al. 2006; Spaulding et al. 2010). This research suggests when combining a reliable ODR database (like SWIS) with defined behavioral expectations (like in PBIS settings) ODRs offer a practical and reliable measure of school disciplinary climates (Irvin et al. 2010). Other disciplinary outcomes used in this analysis include counts of out-of-school suspensions (OSSs), which have been tied to risk of school drop-out (Ekstrom et al.1986; Wehlage and Rutter 1986). In addition, office referral recidivism rates were calculated as the number of students with more than one ODR in the same academic year over total number of students with one or more ODRs. The per-school percentages of students with an unexcused absence were obtained by counting the unique number of students with at least one ODR categorized as "unexcused skipping class/truancy", and then dividing that number by total school enrollment.

School discipline racial disparity indices were calculated by creating ratios of risk ratios. This was done based on previous research that divided the number of ODRs or OSSs by African American or Latino subgroups (each group calculated separately) by the number of students in that racial/ethnic category enrolled for each year, then dividing that proportion by the number of disciplinary events committed by all other students divided by the total enrollment of all other students (Shaw et al. 2008). The resulting ratio greater than one or less than one represents the mean over- or under-representation, respectively, of disciplinary referrals compared to enrollment among the four major racial subgroups in our sample.

The percentages of students scoring as "Proficient" or "Advanced" on state achievement tests in reading and mathematics subjects were used to examine educational outcomes. While there is no way to directly compare school-level proficiency rates across states because each state establishes its own performance standards, a precedent for using proficiency rates for comparisons has been established by the U.S. Department of Education (Deke et al. 2010), and more specifically for using proficiency rates to evaluate the effectiveness of PBIS for changing school-wide academic achievement (Bradshaw et al. 2008).

School Demographics

The sample consisted of 33 schools (26 middle schools and 7 high schools) across 10 school districts in four states (11 Colorado schools, 20 Illinois schools, 21 Maryland schools, and 7 Oregon schools). Approximately 24% of schools were located in an urban locale (n = 8), 61% were suburban or town (n = 20), and 15% were located in a rural locale (n = 5). Average student enrollment was 855 (SD = 518) across the 33 schools. The average number of students per full-time classroom teacher was 16 (SD = 2). The average percentage of students eligible for free or reduced-priced meals was 34.11% (SD = 21.50%).

Analyses

Statistical cleaning and graphics were completed using the R statistical package, version 2.12.2. Longitudinal analysis and corresponding post-estimation procedures were conducted using the *xtgee* and *qic* commands in Stata, version 9.2.

Bivariate analysis was conducted by comparing the means of both response and predictor variables over time, and producing corresponding F-statistics. Tests for significance were calculated at a 95% confidence limit.

Multivariable analysis was conducted using Generalized Estimating Equations (GEE) to examine the associations between each of the two PBIS fidelity measures and the response variables over time while controlling for relevant covariates (Hubbard et al. 2010). We adjusted for school year, middle/high school status, percentages of gender and racial distributions, percentage of students receiving free or reduced-priced meals, the number of students per FTE, total student enrollment and urbanicity.

For disciplinary response variables, negative binomial regressions were fitted using a log link function, as the variables were counts of disciplinary events per school per year. This approach allowed us to obtain incidence rate ratios for our outcomes. The negative binomial family was chosen over the Poisson family because the ODR data were found to violate a fundamental assumption of the Poisson distribution—that the variance of the outcome is equal to the mean of the outcome; in fact, the variances for our outcomes were generally much higher than their corresponding means—a phenomenon known as over-dispersion. This method improves prior research on PBIS because the negative binomial family extends the Poisson distribution to allow the model to account for this over-dispersion (Gardener et al. 1995).

We chose to implement generalized estimating equations instead of mixed effects models because we were primarily interested in the overall association between the outcome variables and PBIS implementation in our sample population. GEE obtains estimates with the user only needing to specify the underlying correlation structure of the outcome variables over the "neighborhood" variable (here: school year). Unlike mixed effect models, this approach does not make explicit assumptions about the underlying covariance structure of the outcomes within and between school years and carries a lower risk of bias due to a misspecification of the model parameters (Hubbard et al 2010). The capability of mixed models to provide separate estimates for within- and between-subject variation helps to explain its preponderance in the literature compared to GEE, but some researchers have asserted that mixed model assumptions are unverifiable—even describing the outcome as "faith-based inference" (Van der Laan et al. 2010).

We also opted to use a binomial family instead of a Gaussian family for modeling percentage outcomes to avert common statistical errors (Zhao et al. 2001) As result, we used logistic regressions for outcomes that were percentages (percent recidivism; percent of enrolled students with at least one disciplinary referral; percent of students with unexcused absences; and percent proficient or advanced in reading and math). These regression results are presented as odds ratios.

All GEE models were fitted using a first-order autoregressive (AR-1) correlation structure, which is commonly used to model longitudinal data. For longitudinal studies, the AR-1 correlation structure assumes that observations are more highly correlated the closer they are in time. This correlation structure only estimates a single correlation coefficient, ρ; this makes this correlation structure particularly efficient compared to using an unstructured or m-dependent structure (which estimates more than one coefficient), while still allowing for varying correlation over time, unlike an exchangeable

structure (which applies a single estimate of ρ for all observations). To find a correlation for observations that are, for example, two years apart, the correlation coefficient is squared (ρ^2). Observations that are t years apart are represented by ρ^t. The matrix is represented generally as:

	t_1	t_2	t_3	t_4
t_1	—	ρ^1	ρ^2	ρ^3
t_2	ρ^1	—	ρ^1	ρ^2
t_3	ρ^2	ρ^1	—	ρ^1
t_4	ρ^3	ρ^2	ρ^1	—

where t_k is the kth time point, and ρ^t is the correlation t measurements apart.

Outliers and Missing Data

Outliers were identified through graphical methods and one school was determined to cause undue influence due to extremely large numbers of disciplinary referrals compared to school enrollment. This influence was confirmed in multivariable analysis, where results were significantly different with and without the outlier school, and the school was dropped from analysis. After excluding schools based on the criterion mentioned previously, our sample contained complete cases for all covariates and PBIS measures. There were some missing disciplinary and educational outcome data; for models that used these outcome variables, those observations with missing data were list-wise deleted.

References

Bradshaw, C., Reinke, W., Brown, L., Bevans, K., & Leaf, P. (2008). Implementation of school-wide positive behavioral interventions and supports (PBIS) in elementary schools: Observations from a randomized trial. *Education and Treatment of Children, 31,* 1-26.

Cohen, R., Kincaid, D., & Childs, K. (2007). Measuring school-wide positive behavior support implementation: Development and validation of the "Benchmarks of Quality." *Journal of Positive Behavior Interventions, 9,* 203-213. doi: 10.1177/10983007070090040301

Deke, J., Dragoset, L., & Moore, R. (2010). *Precision gains from publically available school proficiency measures compared to study-collected test scores in education cluster-randomized trials* (NCEE 2010-4003). Washington, DC: National Center for Educational Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education.

Ekstrom, R.B., Goertz, M.E., Pollack, J.M., & Rock, D.A. (1986). Who drops out of high school and why: Findings from a national study. *Teachers College Record, 87,* 357-372.

Gardner, W., Mulvey, E.P., & Shaw, E.C. (1995). Regression analyses of counts and rates: Poisson, overdispersed Poisson, and negative binomial models. *Psychological Bulletin, 118,* 392-404. doi: 10.1037/0033-2909.118.3.392

Horner, R.H., Todd, A.W., Lewis-Palmer, T., Irvin, L.K., Sugai, G., & Boland, J.B. (2004). The school-wide evaluation tool (SET): A research instrument for assessing school-wide positive behavior support. *Journal of Positive Behavior Interventions, 6,* 3–12. doi: 10.1177/10983007040060010201

Hubbard, A., Ahern, J., Fleischer. N.L., Van der Laan, M., Lippman, S.A., Jewell, N., et al. (2010). To GEE or not to GEE. *Epidemiology, 21,* 467-474. doi: 10.1097/EDE.0b013e3181caeb90

Irvin, L.K., Horner, R.H., Ingram, K., Todd, A.W., Sugai, G., Sampson, N., et al. (2006). Using office discipline referral data for decision-making about student behavior in elementary and middle schools: An empirical investigation of validity. *Journal of Positive Behavior Interventions, 8*, 10-23. doi: 10.1177/10983007060080010301

Safran, S.P. (2006). Using the Effective Behavior Supports Survey to guide development of school-wide positive behavior support. *Journal of Positive Behavior Support*, *8,* 3-9. doi: 10.1177/10983007060080010201

Shaw, T.V., Putnam-Hornstein, E., Macgruder, J., & Needell, B. (2008). Measuring racial disparity in child welfare. *Child Welfare, 87,* 23-36.

Spaulding, S.A., Horner, R.H., May, S.L., & Vincent, C.G. (2008). Implementation of school-wide PBIS across the United States. Retrieved from http://www.pbis.org/evaluation/evaluation_briefs/nov_08_(2).aspx

Sugai, G., Horner, R H., & Todd, A. W. (2000). *Effective behavior support: Self-assessment survey.* Eugene, OR: University of Oregon, Positive Behavioral Interventional and Supports Technical Assistance Center.

Van der Laan, M., Hubbard, A. E., & Jewell, N. (2010). Learning from data: semiparametric models versus faith-based inference. *Epidemiology, 21,* 479-481. doi: 10.1097/EDE.0b013e3181e13328

Wehlage, G., & Rutter, R. (1986). Dropping out: How much do schools contribute to the problem? *Teachers College Record, 87*(3), 375-392.

Zhao, L., Chen, Y., & Schaffner, D. W. (2001). Comparison of logistic regression and linear regression in modeling percentage data. *Applied and Environmental Microbiology, 67,* 2129-2135.

Appendix F. California Healthy Kids Survey (CHKS) Results for Los Angeles Unified and Oakland Unified School Districts

California Healthy Kids Survey (CHKS) Results for Los Angeles Unified and Oakland Unified School Districts

CA Healthy Kids Survey		Los Angeles Unified School District (n=8,834, 85 schools)						Oakland Unified School District (n=9,543, 55 schools)					
District:	**Grade:**	**7**		**9**		**11**		**7**		**9**		**11**	
	School Year:	2005-07	2007-09	2005-07	2007-09	2005-07	2007-09	2005-07	2007-09	2005-07	2007-09	2005-07	2007-09
How strongly do you agree or disagree with the following statements about your school? %: "Strongly Agree" or "Agree"	I feel close to people at this school.	52	61	44	55	52	61	48	57	43	44	46	48
	I am happy to be at this school.	50	63	47	59	53	59	43	53	39	48	40	49
	I feel like I am part of this school.	42	44	40	46	47	49	43	48	38	43	41	52
	The teachers at this school treat students fairly.	42	43	45	38	50	41	41	38	35	45	33	49
	I feel safe in my school.	37	54	34	47	39	48	40	44	32	42	34	37
At my school, there is a teacher or some other adult who… %: "Pretty Much True" or "Very Much True"	really cares about me.	51	57	49	51	60	63	59	58	48	56	57	58
	tells me when I do a good job.	66	77	64	69	69	77	66	67	63	73	65	68
	notices when I'm not there.	55	60	56	63	66	65	56	64	56	66	62	61
	always wants me to do my best.	73	83	69	77	75	78	73	77	67	65	72	79
	listens to me when I have something to say.	59	66	63	66	69	70	60	58	60	63	60	69
	believes that I will be a success.	65	73	64	72	69	72	66	72	64	67	63	61
Outside of my home and school, there is an adult who(m)… %: "Pretty Much True" or "Very Much True"	really cares about me.	70	68	75	80	80	81	71	66	73	80	76	74
	tells me when I do a good job.	64	62	67	73	71	73	69	66	63	67	65	68
	notices when I am upset about something.	65	71	67	73	72	75	66	64	69	72	66	70
	believes that I will be a success.	71	73	70	79	76	80	74	75	71	71	74	79
	always wants me to do my best.	73	74	72	83	80	84	73	72	70	77	74	83
	I trust.	69	81	67	73	72	74	68	65	68	70	72	66

CA Healthy Kids Survey													
District:		**Los Angeles Unified School District (n=8,834, 85 schools)**						**Oakland Unified School District (n=9,543, 55 schools)**					
Grade:		**7**		**9**		**11**		**7**		**9**		**11**	
School Year:		**2005-07**	**2007-09**	**2005-07**	**2007-09**	**2005-07**	**2007-09**	**2005-07**	**2007-09**	**2005-07**	**2007-09**	**2005-07**	**2007-09**
Outside of my home and school, I… %: "Pretty Much True" or "Very Much True"	am part of clubs, sports teams, church/temple, or other group activities.	48	46	41	53	43	52	52	54	48	46	49	44
	am involved in music, art, literature, sports, or a hobby.	63	71	44	66	53	63	54	51	47	52	51	61
	help other people.	56	58	49	63	50	65	58	60	48	55	55	66
During the past 30 days, on how many days did you... %: 1 or more days	use cigarettes?	10	18	17	11	19	12	9	17	8	19	9	18
	use smokeless tobacco (dip, chew or snuff)?	5	16	6	3	3	3	10	18	3	6	1	13
	use at least one drink of alcohol?	20	22	40	29	44	35	21	18	30	30	30	33
	use five or more drinks of alcohol in a row, that is, within a couple of hours?	9	19	27	15	27	21	11	18	15	14	13	24
	use marijuana (pot, weed, grass, hash, bud)?	13	20	31	15	25	18	10	19	21	18	18	25
	use inhalants (things you sniff, huff, or breathe to get "high")?	9	15	11	8	7	5	12	19	9	11	3	11
	use cocaine (any form, coke, crack, rock, base, snort)?	16	50	8	4	8	3	31	75	2	5	2	4
	use methamphetamine or amphetamines (meth, speed, crystal, crank, ice)?	39	50	11	3	8	2	43	60	3	5	2	4
	use ecstasy, LSD or other psychedelics (acid, mescaline, peyote, mushrooms)?	NaN	100	NaN	5	NaN	3	NaN	85	NaN	6	NaN	7

		Los Angeles Unified School District (n=8,834, 85 schools)						Oakland Unified School District (n=9,543, 55 schools)					
		7		**9**		**11**		**7**		**9**		**11**	
District: / **Grade:** / **School Year:**		2005-07	2007-09	2005-07	2007-09	2005-07	2007-09	2005-07	2007-09	2005-07	2007-09	2005-07	2007-09
	use two or more drugs at the same time (for example, alcohol with marijuana, ecstasy with mushrooms)?	NaN	0	NaN	5	NaN	7	NaN	43	NaN	7	NaN	9
	use any other illegal drug or pill to get "high"?	NaN	16	NaN	4	NaN	3	NaN	14	NaN	11	NaN	10
During the past 30 days on how many days on school property did you… %: 1 or more days	smoke cigarettes?	2	10	9	4	7	3	6	14	6	12	4	11
	have at least one drink of alcohol?	4	14	11	10	12	9	14	18	17	19	10	23
	smoke marijuana?	6	13	12	8	11	8	9	14	15	18	9	11
	use any other illegal drug or pill to get "high"?	NaN	16	NaN	5	NaN	3	NaN	12	NaN	13	NaN	13
How do you like to drink alcohol? %: Any response other than "I don't drink alcohol"		40	38	61	55	67	61	32	32	47	40	52	53
How much do people risk harming themselves physically and in other ways when they do the following? %: "Great" or "Moderate"	Smoke cigarettes occasionally	NaN	65	NaN	63	NaN	65	NaN	50	NaN	61	NaN	55
	Smoke 1–2 packs of cigarettes each day	NaN	72	NaN	77	NaN	78	NaN	58	NaN	67	NaN	67
	Drink alcohol occasionally	NaN	53	NaN	56	NaN	59	NaN	54	NaN	58	NaN	55
	Have five or more drinks of an alcoholic beverage once or twice a week	NaN	73	NaN	73	NaN	73	NaN	48	NaN	64	NaN	62
	Smoke marijuana occasionally	NaN	58	NaN	64	NaN	60	NaN	59	NaN	56	NaN	55
	Smoke marijuana once or twice a week	NaN	58	NaN	70	NaN	65	NaN	57	NaN	59	NaN	53
How difficult is it for students in your grade to get any of the following substances if they really want them?	Cigarettes	29	26	20	14	12	10	42	38	31	27	21	15
	Alcohol	34	27	16	13	14	12	45	32	27	28	20	16
	Marijuana	33	30	18	15	11	10	42	35	31	27	18	14

CA Healthy Kids Survey

		CA Healthy Kids Survey											
	District:	Los Angeles Unified School District (n=8,834, 85 schools)						Oakland Unified School District (n=9,543, 55 schools)					
	Grade:	7		9		11		7		9		11	
	School Year:	2005-07	2007-09	2005-07	2007-09	2005-07	2007-09	2005-07	2007-09	2005-07	2007-09	2005-07	2007-09
%: "Very difficult" or "Fairly Difficult"													
Think about a group of 100 students (about three classrooms) in your grade. About how many students have done the following? %: "50 or more"	Smoke cigarettes at least once a month	18	17	34	25	37	32	11	14	27	27	31	33
	Ever tried marijuana	27	22	50	46	66	60	14	12	42	39	56	48
Has using alcohol, marijuana, or other drugs ever caused you to have any of the following problems? (Mark all that apply). %: Percent of respondents who selected each response	Doesn't apply; I never used alcohol or drugs	63	0	42	56	35	46	52	61	64	63	54	54
	Have problems with emotions, nerves, or mental health	1	50	13	10	15	10	15	17	6	7	6	13
	Get into trouble or have problems with the police	1	50	8	7	9	8	17	11	4	5	4	7
	Have money problems	0	0	10	4	8	5	11	0	2	4	3	4
	Miss school	1	0	9	6	7	8	0	11	2	5	5	8
	Have problems with schoolwork	1	0	8	5	7	7	0	0	4	3	5	7
	Fight with other kids	1	0	10	5	8	5	1	0	4	4	4	5
	Damage a friendship	8	0	5	7	8	5	1	0	2	1	4	3
	Physically hurt or injure yourself	0	0	5	5	6	5	0	0	2	2	3	4
	Have unwanted or unprotected sex	16	0	7	3	7	4	1	0	1	2	2	2

		Los Angeles Unified School District (n=8,834, 85 schools)						Oakland Unified School District (n=9,543, 55 schools)					
CA Healthy Kids Survey													
District:													
Grade:		7		9		11		7		9		11	
School Year:		2005-07	2007-09	2005-07	2007-09	2005-07	2007-09	2005-07	2007-09	2005-07	2007-09	2005-07	2007-09
	Forget what happened or pass out	9	0	12	10	15	10	3	0	5	6	8	9
	Have any other problems	8	0	7	4	7	7	0	0	2	2	4	3
	I've used alcohol or drugs but never had any problems	3	0	24	22	32	27	6	0	18	17	27	24
During the past 12 months, how many times on school property have you… %: 1 or more times	been pushed, shoved, slapped, hit, or kicked by someone who wasn't just kidding around?	49	53	47	32	32	23	48	49	33	33	22	29
	been afraid of being beaten up?	38	34	24	22	21	15	25	33	25	18	16	16
	been in a physical fight?	43	38	48	28	35	19	41	41	35	27	19	24
	had mean rumors or lies spread about you?	57	55	47	40	45	35	53	48	44	37	32	35
	had sexual jokes, comments, or gestures made to you?	52	55	43	50	53	44	46	43	48	42	42	39
	been made fun of because of your looks or the way you talk?	51	55	42	37	37	35	46	52	42	37	33	37
	had your property stolen or deliberately damaged, such as your car, clothing, or books?	40	38	29	26	27	20	30	37	27	29	21	28
	been offered, sold, or given an illegal drug?	25	22	53	36	49	35	14	20	25	29	31	28
	damaged school property on purpose?	21	31	30	20	20	15	17	29	27	22	15	22
	carried a gun?	11	11	9	6	8	6	12	20	19	16	8	17
	carried any other weapon (such as a knife or club)?	20	26	28	10	20	10	22	26	21	15	16	22
	been threatened or injured with a weapon (gun, knife, club, etc.)?	18	23	20	11	14	9	22	29	16	17	9	13

	CA Healthy Kids Survey											
District:		**Los Angeles Unified School District (n=8,834, 85 schools)**						**Oakland Unified School District (n=9,543, 55 schools)**				
Grade:		**7**		**9**		**11**		**7**		**9**		**11**	
School Year:		**2005-07**	**2007-09**	**2005-07**	**2007-09**	**2005-07**	**2007-09**	**2005-07**	**2007-09**	**2005-07**	**2007-09**	**2005-07**	**2007-09**
	seen someone carrying a gun, knife, or other weapon?	49	50	54	38	52	31	51	43	45	35	38	37
During the past 12 months, how many times on school property were you harrassed or bullied for any of the following reasons: %: 1 or more times	Your race, ethnicity, or national origin.	17	25	20	15	19	15	18	32	16	22	16	24
	Your religion	9	22	13	10	7	6	13	26	10	17	6	15
	Your gender (being male or female)	9	23	12	8	10	6	16	24	10	16	8	12
	Because you are gay or lesbian or someone thought you were	8	16	13	10	7	7	13	16	9	10	5	9
	A physical or mental disability	7	13	11	4	4	4	11	14	5	12	3	12
How safe do you feel when you are at school? %: "Very safe" or "Safe"		84	88	83	84	85	86	77	81	77	84	81	72
Do you consider yourself a member of a gang? %: Yes		13	10	15	10	8	8	11	20	12	14	9	19
During the past 12 months, did your bf/gf ever hit, slap, or physically hurt you on purpose? %: Yes		14	10	14	16	14	11	8	12	10	17	15	15
During the past 12 months, did you ever feel so sad or hopeless almost everyday for two weeks or more that you stopped doing some usual activities? %: Yes		33	32	36	35	37	35	32	33	31	31	34	35
During the past 12 months, about how many times did you skip school or cut classes?		31	39	52	53	59	61	19	30	34	46	54	60

	CA Healthy Kids Survey											
District:	Los Angeles Unified School District (n=8,834, 85 schools)						Oakland Unified School District (n=9,543, 55 schools)					
Grade:	7		9		11		7		9		11	
School Year:	2005-07	2007-09	2005-07	2007-09	2005-07	2007-09	2005-07	2007-09	2005-07	2007-09	2005-07	2007-09
%: 1 or more times												

Source: WestEd, 2011

Appendix G. California School Climate Survey (CSCS) Results for Los Angeles Unified and Oakland Unified School Districts

California School Climate Survey (CSCS) Results for Los Angeles Unified and Oakland Unified School Districts

CA School Climate Survey		Los Angeles Unified School District (n=691, 42 schools)		Oakland Unified School District (n=430, 31 schools)	
District:					
School Year:		**2005-07**	**2007-09**	**2005-07**	**2007-09**
This school is a safe place…	for students.	66	78	83	76
	for staff.	77	83	85	84
%: "Strongly Agree" or "Agree"					
How many adults at this school…	really care about every student?	74	63	89	82
	acknowledge and pay attention to students?	76	64	87	84
%: "Nearly All" or "Most"	want every student to do their best?	80	70	88	88
	listen to what students have to say?	60	52	71	72
	believe that every student can be a success?	56	52	72	70
	treat all students fairly?	70	64	66	78
Based on your experience, how many students at this school…	are healthy and physically fit?	34	29	32	28
	arrive at school alert and rested?	37	33	41	36
	are motivated to learn?	28	24	43	36
%: "Nearly All" or "Most"	are well-behaved?	51	60	58	57
How much of a problem AT THIS SCHOOL is…	student alcohol use?	24	30	14	25
	student drug use?	37	44	31	42
	student tobacco use?	19	24	18	13
%: "Moderate Problem" or "Severe Problem"	harassment or bullying among students?	65	52	62	70
	physical fighting between students?	57	40	50	55
	disruptive student behavior?	79	81	78	83
	racial/ethnic conflict among students?	39	27	32	39
	student depression or other mental health problems?	38	33	45	57
	lack of respect of staff by students	40	42	34	36
This school…	considers sanctions for student violations of rules and policies on a case-by-case basis with a wide range of options.	53	60	71	62
%: "Strongly Agree" or "Agree"	punishes first-time violations of	55	55	51	51

CA School Climate Survey					
District:	Los Angeles Unified School District (n=691, 42 schools)		Oakland Unified School District (n=430, 31 schools)	
School Year:	2005-07	2007-09	2005-07	2007-09
	alcohol or other drug policies by at least an out-of-school suspension.				
	enforces zero tolerance policies.	45	51	53	43
To what extent does this school provide…	alcohol or drug use prevention instruction?	66	54	55	59
	tobacco use prevention instruction?	74	63	47	52
%: "A Lot" or "Some"	conflict resolution or behavior management instruction?	61	58	79	85

Source: WestEd, 2011

Appendix H. California Healthy Kids Survey (CHKS) and California School Climate Survey (CSCS) Survey Results for Salinas City Elementary School District

CA Healthy Kids Survey

	District: Salinas City Elementary School District	
School Year:	**2008-09**	**2009-10**
In the past month did you drink any beer, wine or other alcohol? %: "Yes, I drank one or two sips" or "Yes, I drank a full glass"	10	8
Have you ever smoked a cigarette? %: "Part of a cigarette, like one or two puffs" or "A whole cigarette"	5	3
In the past month, did you smoke a cigarette? %: "Yes"	2	2
Do you think smoking cigarettes is bad for a person's health? %: "Yes, a little bad" or "Yes, very bad"	97	98
Do you feel safe at school? %: "Yes, all the time"	44	47
Do you feel safe outside of school? %: "No, never"	26	29
Do other kids hit or push you at school when they are not just playing around? %: "Yes, some of the time" or "Yes, most of the time" or "Yes, all of the time"	55	49
Do other kids at school spread mean rumors or lies about you? %: "Yes, some of the time" or "Yes, most of the time" or "Yes, all of the time"	56	52
During the past year, did you ever bring a gun or knife to school? %: "Yes"	5	4
During the past year, have you ever seen another kid with a gun or knife at school? %: "Yes"	26	26
Are you home alone after school? %: "Yes, most of the time" or "Yes, all of the time"	8	6
Protective factors: Caring relationships with adults in school %: Percent of students scoring "High" on the scale of questions	46	55
Protective Factors: High expectations from adults in school %: Percent of students scoring "High" on the scale of questions	55	58
Protective Factors: Opportunities for meaningful participation in the classroom %: Percent of students scoring "High" on the scale of questions	13	15
Protective factors: Caring relationship with adults in home %: Percent of students scoring "High" on the scale of questions	75	77
Protective factors: High expectations from adults in home %: Percent of students scoring "High" on the scale of questions	90	89
Protective factors: Opportunities for meaningful participation at home %: Percent of students scoring "High" on the scale of questions	20	17
School connectedness scale questions %: Percent of students scoring "High" on the scale of questions	50	56
Internal strengths: Empathy %: Percent of students scoring "High" on the scale of questions	33	37
Internal strengths: Problem solving %: Percent of students scoring "High" on the scale of questions	32	30
Internal strengths: Goals and aspirations %: Percent of students scoring "High" on the scale of questions	77	82

Source: WestEd, 2011

CA School Climate Survey

		District: Salinas City Elementary School District	
		School Year: 2008-09	**2009-10**
This school... %: "Strongly agree" or "Agree"	is a supportive and inviting place for students to learn.	98	96
	sets high standards for academic performance for all.	93	90
	promotes academic success for all students.	88	93
	is a supportive and inviting place for staff to work.	92	87
	is a safe place for students.	92	94
	is a safe place for staff.	94	91
How many adults at this school... %: "Nearly all" or "Most"	want every student to do their best?	96	94
	acknowledge and pay attention to students?	94	90
	really care about every student?	94	91
	listen to what students have to say?	85	90
	believe every student can be a success?	80	84
How many adults at this school... %: "Nearly all" or "Most"	treat all students fairly?	89	84
How many students at this school... %: "Nearly all" or "Most"	are motivated to learn?	52	66
	arrive at school alert and rested?	56	53
	are healthy and physically fit?	46	50
	are well-behaved?	73	73
How much of a problem at this school is... %: "Moderate" or "Severe"	disruptive behavior?	66	48
	cutting classes or being truant?	20	13
	depression or other mental health issues?	21	7
	racial/ethnic conflict among students?	12	10
	harassment or bullying?	43	45
	physical fighting?	28	23
	gang activity?	33	29
	vandalism and graffiti?	51	32
	theft?	30	29
	weapons possession at school?	4	0
This school... %: "Strongly agree" or "Agree"	collaborates well with law enforcement organizations.	75	58
	punishes first-time violations of alcohol or other drug policies by at least an out-of-school suspension.	69	74
	enforces zero tolerance policies.	60	80

Source: WestEd, 2011

Appendix I. Focus Group Guides (Los Angeles and Oakland)

School Discipline HIA – Focus Groups
Moderator's Guide and Questions

Moderator's Guide
Introduction
- Thank you for agreeing to participate in this focus group.
- **Purpose** – want to talk about your experiences with school discipline, including your feelings about how school discipline affects a student's education, behaviors including violent behaviors, mental health, drug abuse, and the strength of community bonds (e.g., the extent to which people who live in the same community work together, help each other out, look to one another for support, etc.
- **Our goal** – to create a narrative based on your experiences and stories about how school discipline affects the health and wellbeing of students, their families, and their communities. Your opinions and feedback will be used in a report to inform discipline policies that LAUSD uses.

Logistics
Confidentiality
- Participation should be completely voluntary – folks can leave at any time
- Discussion is totally confidential - will not report/describe comments by name - will keep no records of participants' names/addresses
- Do not need to state full name--in fact, can use any name you want
Discussion
- There are no right or wrong answers so please feel free to be totally honest. Appreciate input, want to hear from all of you about your experiences and how those experiences might relate to your health
- Hope the information can help identify ways to improve approach to disciplined used by LAUSD schools, and in particular, schools in South LA.
Process
- Will ask a few broad questions, but really looking to hear from participants
- My role is to guide the discussion – focus on some questions and let folks tell their stories
- Sometimes might have to move folks onto another question so we can get through it – or to give everyone a chance to speak - Please don't take it personally!
- We will be talking for about an hour – 90 minutes.
- Permission to audiotape? Want an accurate description of what was said
- If folks agree to audiotape, will start recording after introductions
- Handing out information sheet with my contact information

Questions before starting?

Group introductions
Let's go around the room and introduce ourselves.
- My name is X.
- My kid(s) are in X grade(s) and go to X school(s)

<u>**Focus Group Questions**</u>
Note to notetaker: *Create diagram identifying seat position/number and denoting gender, approximate age and race/ethnicity. Use seat position number to identify speaker during notetaking.*

Has your child (children) ever been suspended or expelled? Why?
Probes:
- Talking in class, fighting, drug use

What do you think of discipline practices in your child's school overall?
Probes:
- Too easy to get expelled or suspended
- The system is working fine
- It has issues but it's necessary for safety and it works
- It's like a jail
- It unfairly targets some groups

How do you feel suspension or expulsion practices affect kids' ability to get a good education?
Probes:
- Being expelled/suspended takes away from hours in the classroom
- Leads to low morale/not liking or trusting authority
- Removes problem kids and so other kids can focus better

How do you think that suspending and expelling kids might relate to future misbehavior, crime, violence, and even incarceration?
Probes:
- When kids aren't in school, they get in more trouble
- They get tagged as a "problem kid"
- Kids learn a lesson after being suspended or expelled
- They're more likely to keep up the problem behavior

How do you think suspending or expelling kids from school might affect their health?
Probes:
- Kids are more likely to have mental health issues – e.g., they get depressed, stressed-out, anxious
- It affects their self-esteem because it makes them look bad
- They engage in unsafe practices when they're not in school – e.g., use drugs, have sex
- And if you're willing to share, any personal stories about this

What do you think kids do when they're not in school because they've been suspended or expelled?
Probes:
- At home with parent supervision
- At home without parent supervision
- Doing drugs
- Hanging out with friends
- Getting involved with gangs or criminal activity

How connected do you feel to your community and neighborhood?
- Do you have friends in the neighborhood?

- Do you socialize in your community?
- Could you call upon your neighbors for help and support?

Do you feel that violence is an issue in your community? In what ways?
Probes:
- A lot of people have been the victims of crime and violence
- Unsafe to go outside at certain times
- Don't go into certain parts of the neighborhood

Are you comfortable with the level of safety from violence at your child's school? Do you trust that your child will be safe at school?
Probes:
- Gangs?
- Firearms?
- Fights?

How do you think school discipline practices could be contributing to the level of safety and freedom from violence?
Probes:
- Keep problem kids out of school
- Creating a safer environment
- There's not really an effect

Do you feel that drug abuse is an issue in your community? How?
Probes:
- See a lot of addiction and know that drug use is pervasive in community
- Certain areas are known for drug dealing
- Police presence for busting drug dealers/users

How do you think school discipline practices might affect drug abuse among students?
Probes:
- Kids are at a lower risk to use drugs because they know they can get in trouble if they do so - punishment/discipline works to teach them a lesson
- Kids are at a higher risk to use drugs because when they get suspended/expelled, they're on the street instead of being in school, and have less supervision

How connected do you feel to your schools?
Probes:
- Do you know teachers?
- Do you (or are you invited to) participate in school functions?
- Do you know other parents?
- Do you take pride in the school community?

Do you think discipline practices in schools affect your connection with your child's school and with the community?
Probes:
- Makes parents argue with schools more
- Makes parents trust that the schools know what they're doing
- Makes parents look bad so they dis-engage from the schools

Focus Groups: March 22, 2011
Youth Alive & Human Impact Partners
Moderators: Casey Tsui, Celia Harris, Yvonne Delbanco

Topics	School Discipline, School Climate, & Health
Key Questions	- How does school discipline affect student and community health? - Do students think that school rules are fair and reasonable? - What are the most common reasons that students get suspended? - Do punitive actions like out-of-school suspension help students learn? Do suspensions prevent people from repeating their mistakes in the future? - What strategies, other than suspension, do students think schools could use to resolve conflicts/discipline students? - How safe do students feel at school?
Before Focus Group	- Write up whole-group question(s) on chart paper - Ice Breaker #1 written out on chart paper: "How do you think being suspended or expelled might impact health???" Probes: stress → weaker immune system → get sick more, missing out on education, more likely to get hurt by violence when not in school) - Photo-copy school climate surveys - Bring pencils - Bring "treats" for students - Obtain 3 tape-recorders
Introductions (whole group) (20 Min)	- Casey, Celia, and Yvonne introduce ourselves. (3 mins) - Who we are, where we work etc. - Who are you? (2 mins) - For time's sake, students will personally introduce themselves in smaller groups. For now, we'll throw out some questions. Raise your hand if you attend EOSA, CBITs, Leadership? Raise your hand if you are a Fresh., Soph., Jun., Sen.? - Why are we here? (2 mins) - To learn students' perspectives, hear students' stories about how things that go on at school affect their health. - Explain that today we'll focus our conversations on the following topics: school safety, school rules, student-teacher trust, & school discipline (especially, suspension). - Acknowledge that there are TONS of other things that matter for students' health/daily experiences, but that for our purposes today, we are focusing on the aforementioned issues. - What's a Health Impact Assessment (HIA)? (2 mins) - A lot of topics are controversial, right? People disagree all the time about politics, about religion etc. But one thing that we can all agree about is that good HEALTH is essential if we

	want to live happy, productive lives. At HIP, we believe that many things that go on in our daily lives directly impact how healthy we are. And moreover, we don't think that people discuss these things enough or work together to problem-solve when things are harming our health. One topic that we're particularly interested in is how school discipline (suspensions, expulsions, detentions etc.) affect your health. We're working to help schools like yours create healthier disciplinary policies.
	
	• Ice-Breaker (8 minutes) [Two Options TBD]
	   ○ OPTION 1: Present 1 brainstorming question on chart paper. "How do you think being suspended or expelled might impact health???" (Probes: stress → weaker immune system → get sick more, missing out on education, more likely to get hurt by violence when not in school)
	   ○ Have students turn to a partner, discuss. Elicit 3 pairs to share out to larger group.
	   ○ OPTION 2: Some sort of call/response. We call out some questions, they raise hands if experience resonates with them (e.g. raise your hand if you have a teacher you admire etc.)

Focus Groups (Transition/ Introduction/Ground Rules) (5 min)	• Divide large group into 3 groups of roughly 10 students
	   ○ Students call off "1-2-3" and divide into groups by 1's, 2's, & 3's
	   ○ Casey, Celia, and Yvonne lead one group each
	• Introduce purpose of group
	   ○ This is our opportunity to hear your stories
	• Ground Rules:
	   ○ I (moderator) will begin by asking a question. I will call on someone to respond. Thereafter, you'll call on each other. Raise your hands, and your classmate will call you by name to speak.
	   ○ ANYONE can speak (the goal is that everyone will speak), so long as we respect each other's airtime. I might interrupt if we're getting off topic.
	   ○ Every now and then, I will pose a follow-up question. Really, the goal is for us to chat together and for you to have an opportunity to express yourselves about topics that only you know about.

Focus Groups (Conversation) (30 min)	• Share the following scenarios. Give students a couple minutes to mull over each one, perhaps talk to a partner, then share out a couple reactions. This should take no more than 8 minutes. ○ Scenario #1: One day, you're playing a game of basketball during recess. You leave your backpack on the other side of playground. When you get back to it, you can't find your iPhone. You ask around, and eventually find out that one of

	your classmates stole your phone. You report your classmate to a teacher or the AP or Principal. What do you think should happen to the student who stole your phone?
	  o Scenario #2: Your math teacher just caught one of your classmates with some pot. What do you think should happen to that student?
	  o Scenario #3: You're leaving school on a Friday afternoon, and as you are walking out, a classmate who has personal problems with you approaches you and pulls a gun on you. What do you think should happen to that student?
	• So what ACTUALLY happens at your schools when those sorts of things happen?
	  o Theft?
	  o Drugs?
	  o Violence? Weapons possession?
	• Now, some follow-up questions about suspension: (*prioritize questions based on time*)
	  o Why do you think people get suspended at your school? What are the most common reasons that you feel people get suspended at school?
	  o Do you think that suspension helps people learn and prevents them from doing the same sorts of things in the future? (probes: would students stop doing the things that got them into trouble like fighting, drugs, talking in class, etc?) How safe do you feel at school?
	  o What do you think students do when they are suspended when they're not in school?
	  o How do you think suspension affects health? (probes: stress, depression, drugs, violence, friendships/connections with other students and teachers, learning healthy skills/behaviors)
	• Some questions about ALTERNATIVES to suspension:
	  o What other kinds of ways to you think schools could discipline students?
	  o If you were a victim of violence at school, would you feel comfortable talking to people in a "circle" about the incident?
	  o Have you noticed any changes in your school when it comes to school discipline? (This question is hinting at whether students are feeling the effects of restorative practices)

Surveys **(3 groups of 10)** **(10 min)**	• TBD

Appendix J. CADRE Focus Group Summaries

School Discipline and Health Focus Group
April 7, 2011& April 14, 2011
Moderators: Celia Harris, Human Impact Partners
Agustín Ruelas, Community Asset Development Re-defining Education

Participants
13 parents total: 6 African American, 7 Latina/o, 8 English-speaking, 5 Spanish-speaking. All parents have or have had children in Los Angeles Unified School District (LAUSD): most children attend Fremont High School (4), followed by Bethune Middle School (3), John Muir Middle (1), and Bret Harte Middle (1). Several parents have younger children enrolled in elementary school as well. 3 parents have children who attend charter schools; only one parent provided a school name — LA Academy, which is part of LAUSD. All participants, except for 2, live in South Los Angeles ("South Central"); 1 parent lives in Inglewood and another in Gardena. Focus groups were conducted in both English and Spanish on two separate occasions. Participants are not necessarily representative of all LAUSD parents, as they all voluntarily participate in CADRE's community-based parent empowerment programming.

Focus Group Protocol
The focus group covered participants' personal experiences with school *suspension and expulsion (e.g. "exclusions"), school discipline practices, consequences of out-of-school time, connectedness to school, community cohesion, and alternatives to exclusions.* Moderators briefly introduced the focus group topic and described the Health Impact Analysis (HIA) process, though participants were already knowledgeable about HIA from prior workshops. Participants spoke freely; with participant permission, moderators tape-recorded the focus group and transcribed the discussion.

Introduction
This following section provides an overview of a school discipline focus group conducted with Los Angeles public school parents. Human Impact Partners (HIP) conducted the focus group in partnership with Los Angeles community membership-based parent organization, Community Asset Development Re-defining Education (CADRE). The summary spotlights key take-aways from the focus group, highlighting common insights about school discipline, health, and community cohesion shared among participants.

School Climate

Teachers lack classroom management skills.
Several participants noted that teachers and school staff lack adequate classroom management skills. Parents argued that too often, teachers take unnecessary disciplinary action instead of implementing effective classroom management strategies that could prevent escalations.

Low morale among teachers affects students' experiences at school.
Parents observed that teachers do not always model the kinds of inter-personal attributes that students ought to observe in school. Specifically, several parents commented that teachers often do not greet one another in the morning, setting a negative example for students. Parents argued that if teachers fail to display compassion, trust, and respect for one another, then students do not learn how to treat one another with respect. Parents agreed that the school climate significantly impacts student behavior.

Relationships between adults and students are weak and low trust.
Parents lamented that schools resort to severe dicsiplinary action before investigating students' personal situations. One parent shared a story about a young woman who struggled to overcome her label as a "rebellious" student; eventually, the student was expelled from school for repeatedly exhibiting defiance towards teachers and authority figures. The parent explained that the student, who was living with a parent who struggled with substance abuse, was the victim of violence and trauma at home. According to this parent, the school never looked into the underlying challenges driving the student's behavior. In turn, the school expelled the student without implementing positive behavioral interventions first. Other participants added that in general, schools misallocate funding, such that there are not nearly enough on-site counselors who can work with at-risk students.

Out-of-School Time

Time spent out of school promotes risky behavior.
Participants generally agreed that time spent out of school due to suspension or expulsion promotes risky behavior. Parents mentioned that when students are not in school, they have a higher likelihood of succumbing to negative peer pressure, interacting with gangs, using drugs, and engaging in illicit or illegal activities. As one parent remarked, the impact of time spent out of school is that children are "pushed towards delinquency." According to this parent, sometimes youth do not even inform parents that they have been suspended from school. Even teachers, the parent claimed, occasionally fail to notify parents that their children have been suspended. As a consequence, youth "end up in the street. They get together with

other friends, and we [parents] don't know who they are, and we don't know what they're doing."

Time spent out of school increases likelihood of contact with law enforcement.
Participants expressed concerns that out-of-school time increases students' likelihood of experiencing contact with law enforcement. Moreover, some parents worried that time spent out of school is especially risky for Black and Latino youth. One parent commented that "we know that police officers are focusing on Black and Latino kids," making minority youth targets for truancy ticketing, arrests, and detainment. "Racial profiling," another parent agreed, is a big problem in many Los Angeles neighborhoods.

Suspension and expulsion financially burden parents.
School exclusions not only affect students' short- and long-term life outcomes, but they also negatively impact parents' and families' livelihoods. Parents argued that the cost of suspension and expulsion to care-takers is an important and overlooked dimension of school discipline. Several parents commented that if guardians want to be responsible and provide supervision for suspended youth, then they need either to take time off from work or purchase child care. Supervising youth on school days is "hard for us to afford," one parent remarked. "I have four children, and I would have to find someone to watch them. Child care is not cheap." Moreover, out-of-school youth often receive truancy tickets for up to $150 per violation. Fines double if left unpaid, exerting tremendous financial pressure on poor parents, many of whom work described themselves as working on "fixed incomes," or "receiving government assistance." The financial ramifications of school exclusions deeply impact parents of suspendees.

Community Cohesion

Parent Voices

"All of our stories are the same."

-LAUSD Parent

Pervasive community violence impacts the culture of neighborhood schools.
The topic of community cohesion sparked passionate discussion among participants. One parent began: "All of our stories are the same. I live in South Central. There's gang violence all the time. There are two-to-three shootings easily [every week]. There are homeless people who live in the area. They are always bothering young kids or young ladies." Parents agreed that community violence severely limits families' capacities to maintain safe, healthy homes. As one participant explained, "People really try to take care of their homes, but the gang violence is just overwhelming." Community violence is so pervasive that it has practically become the status quo in certain Los Angeles neighborhoods. According to some parents, community members and law enforcement have become complacent, turning a blind eye to daily violence. "The sad part is that the violence that goes on, you never see it. It goes unreported." Most distressing to parents is that community violence cannot be self-contained. The culture of conflict seeps into the

schools and school systems, one parent explained. "That's why [a lot of these young men] react [in a violent] way. That's what they see."

School campuses are not safe.
According to parents, community violence spills over into schools, creating a "mentality" that condones violence as a viable strategy for settling conflicts. Participants described how security measures in schools (like metal detectors) do little to prevent youth from bringing weapons to schools. "Campuses are dangerous," one parent commented. Society has made it okay to end a conflict by fighting. In the community we live in now, that's how things are settled."

Community violence weakens community cohesion.
Participants described how rampant violence creates a culture of self-preservation, whereby families self-isolate in order to stave off negative influences from the outside community. One parent commented: "I feel like I don't fit in with my community. I have a front and a back door. I keep my front door closed. I notice the people ahead sell drugs, shootings. I don't let my kids go out. I take them out of the community." Parents described a stark division between those community members who celebrate violence and those who teach youth to resolve conflict non-violently.   One participant declared that it is the community's responsibility to lead efforts to reduce violence. "*We* have to change [the current] mentality," one parent emphasized.

Parent Engagement

Strong parent engagement encourages students to stay on track.
Several times during the focus group, participants identified parent engagement as a key ingredient in maintaining school safey. One mother shared a personal success story about her and her daughter. This parent, who holds multiple jobs, characterized her own daughter's challenging behavior as a function of her parental "neglect." This parent reacted to her daughter's troubles in school by increasing her involvement in school and at home, monitoring her daughter's school work and giving her as much personal attention as possible. As a result, the young woman reformed her behavior at school, completing the school year without incident.

Parents must take the initiative to learn the "system."
Parent engagement requires more than parental buy-in, however; it also requires a considerable time commitment. One parent described what authentic parent engagment entails. According to this parent, engaged parents must not only keep track of their own children's academic perfromance and behavior in school, but they must also have a firm grasp of the entire eductional "system." For many parents, and especially non-English-speaking parents, the "system" can feel overwhelming and disorienting. Knowing what "reading level" students are on, as well as which benchmarks they should have reached in every grade, while fully comprehending state standardized test schedules and requirements for college, can feel overwhelming to many parents. As one participant

commented, when parents feel intimidated by the breadth of the system, they avoid spendignn time at school. "'They think that by saying 'no' [to participating in their child's school life] they are free from responsibility. But this is something that affects them and more importantly their children." Many participants identified parent engagement as one of the most important factors in determining student behavior and academic success.

Socio-Emotional Ramifications of School Exclusions

School exclusions rouse feelings of anger and resentment among affected students.
A number of parents agreed that suspending and expelling youth may lead to higher levels of violence. One parent commented that suspendees "feel displaced and react with anger." Suspended students can inherit a reputation as "bad kids," leading to intense feelings of rejection and alienation both inside and outside of school. Labeling occurs in the early grades as well. One parent shared how her son had been branded as "bad" in first grade. By age six, this participant's son said he hated school; he carried the psychological wounds with him into middle school and beyond. Participants also described instances in which negative reputations followed youth outside of the community. In one instance, neighbors prohibited their children from socializing with certain youth because of a perception of those youth as "lazy."

Participants did not condone all in-school disciplinary alternatives as categorically better than exclusions. In fact, certain disciplinary alternatives, such as having students pick up trash, humiliate students, making them feel exploited and exhibited as trouble-makers.

School Discipline and Health Focus Group
April 7, 2011
Moderators: Casey Tsui, Human Impact Partners
Yvonne Delbanco, UC Berkeley, Goldman School of Public Policy

Participants
7 youth total: all participants attend Los Angeles Unified School District (LAUSD) elementary, middle, or high schools. Youth are not necessarily representative of all LAUSD students, as they are the children of parents enrolled in Los Angeles community membership-based parent organization, Community Asset Development Re-defining Education (CADRE).

Focus Group Protocol
The focus group covered participants' personal experiences with school *suspension and expulsion (e.g. "exclusions"), fairness of school discipline policies, consequences of out-of-school time, connectedness to school, community cohesion, and alternatives to exclusions.* Moderators briefly introduced the focus group topic and described the Health Impact Analysis (HIA) process to youth participants. Participants spoke freely; with participant permission, moderators tape-recorded the focus group and transcribed the discussion.

Introduction
This following section provides an overview of a school discipline focus group conducted with Los Angeles public school students. Human Impact Partners conducted the focus group in partnership with Los Angeles community member-based parent organization, Community Asset Development Re-defining Education (CADRE). The summary spotlights key take-aways from the focus group, highlighting common insights about school discipline, health, and community cohesion shared among participants.

Community Cohesion

Communities surrounding school sites are not safe.
Youth overwhelmingly agreed that they do not feel safe when school "gates" are open into the community. All participants described the communities surrounding their schools as "very dangerous," rife with violent crime and drug trafficking. Several participants shared stories about instances in which community members disrupted school campus peace by shooting guns and engaging in violence outside of the school. One student described an incident in which a community member infiltrated her school campus and shot a gun; the school was put on "lockdown" until police apprehended the intruder. Students also added that there is a pervasive lack of supervision on school playgrounds, where many fights erupt during recess and after school.

Socio-Emotional Ramifications of School Exclusions

Disciplined students are socially stigmatized in school.
Students remarked that severe disciplinary action, including suspension from school, "embarrass" disciplined students, making them feel "shy" and reticent to interact with authority figures thereafter. Youth described feeling "alone" and "stressed" after facing disciplinary actions. One participant explained that school suspensions cause stress, in part because parents incur additional childcare costs and might have to take time off of work.

Expulsions make it difficult for students to transition to new schools.
Participants remarked that expelled students suffer from extensive social stigma, developing reputations as juvenile delinquents. In turn, participants argued that expelled students struggle to find new schools that openly accept them into the community.

In-school disciplinary strategies embarrass students.
Participants noted that out-of-school suspension is not the only disciplinary strategy that impacts students' psychological well-being. According to youth, less formalized in-school practices, such as "sending kids to younger classes," serve only to demoralize and "embarrass" students, lending little educational value to misbehaving youth.

School Exclusions Impact Learning

School exclusions negatively impact student learning.
Participants commented that naturally, when students are excluded from school, they miss a considerable amount of instructional time, setting suspendees up for academic failure.

Excluding disruptive students can help other students feel less distracted in the classroom.
While participants did characterize school exclusions as harmful for disciplined students, they agreed that sometimes excluding chronically disruptive students can benefit other students. One middle school student shared that suspending a "really, really loud" student from her class helped her "get better grades, because there were no interruptions." The participant explained that when her teacher devotes the majority of instructional time to managing one student and "saying stuff like, 'stop doing that,'" it is very difficult for other students to learn. Excluding disruptive peers from class can help students "sit [in class] actually doing work and paying attention and listening to the teacher instead of listening to [disruptive students'] big ol' mouth[s]."

School Climate

Students highly value relationships with teachers whom they can trust.

Participants spoke extensively about the value of having strong relationships with "cool" teachers whom they can trust with their personal problems and troubles. All participants shared examples of teachers whom they respect. Students characterized trusting teachers as having strong senses of humor, being willing to talk about problems, and generally "understanding" youth. One high school student lamented recent LAUSD lay-offs, which resulted in the termination of many "cool teachers." The student described cool teachers as usually "young" and "fun." Cool teachers "understand [youth] as teenagers," as opposed to older teachers who are less acquainted with youth culture.

Students self-isolate in order to avoid certain groups of students reputed as "bad" or "ghetto."
Several participants characterized their schools as deeply racially/ethnically divided. One high school freshman described how she and her friends voluntarily isolate themselves from certain peers in order to avoid intermingling with badly behaved cliques. Students spoke frequently about how different racial/ethnic cliques have distinct behavioral reputations. Participants also described how each social group congregates in certain areas in school buildings, enabling students to avoid certain locales that are prone to "fighting."

Out-of-School Time

Students treat out-of-school time as vacation time.
Participants agreed that suspended students rarely use out-of-school time as an opportunity to reflect on their behavior. Instead, suspended students — when left unsupervised — go to the beach, go shopping, and just "hang out."

Out-of-school time encourages youth to engage in additional delinquent activities.
Participants described how suspended youth take part in further illicit activities when they are out of school. Several participants shared that suspended youth band together to "go robbing" in local neighborhoods; other suspended youth return to their schools to "start fights."

Most Common Reasons for School Exclusions

Students' perceptions of the most common reasons for suspension are theft, fighting, insolence, defiance (e.g. "cursing and mouthing off") to teachers and to one another, and "creating rumbles and riots"

Suspension and Recidivism

Only two participants agreed that suspension prevents future suspension. Their rationale was that suspension jeopardizes permanent records. Remaining participants concluded that suspension is ineffective in preventing future delinquency.

Appendix K. Salinas Interview Summaries

Elizabeth Husby Interview Summary
June 6, 2011

Restorative Justice Partners has been in operation since 1987. Until 2009, RJP worked with juvenile offenders, using RJ principles for mediation with victims. Volunteer mediators and probation departments participated. The result of this was that 87% did not re-offend in the first year.

In 2009, RJ programs began in schools. Training was conducted for teachers in Sherwood and Kammann Elementary Schools. Sherwood Elementary, in the SCESD school district, was one of the first schools to conduct RJ. Training for 25 students was also conducted at Kammann Elementary. The students who were trained were enthusiastic even though training was conducted early in the morning.

Ms. Husby and RJP feel that integrating RJ principles in elementary and middle schools is important because kids are still young. Salinas has some of the worst gang problems in the country, and in many families, kids, their parents, and their grandparents have all been in gangs. Thus, it is important to reach kids early so they can learn conflict resolution skills. It may be most effective to offer these skills by 5th or 6th grade, before students enter middle school.

Donna Vaughan Interview Summary
September 20, 2011

Background - Restorative Justice in Salinas

Dr. Donna Vaughan is the Superintendent of Salinas City Elementary School District, which includes 8,500 students in 13 elementary schools. Thirty-five SCESD teachers are currently being trained in RJ principles and practice, and soon, 7 out of the 13 schools in the district will have trained teachers. Students in these schools completed respect agreements as well.

Three SCESD schools are currently implementing PBIS. Dr. Vaughan believes that funding could be a reason that more schools aren't implementing PBIS.

The next target for RJ advocates in Salinas is the Alisal Union School District. However, the AUSD administrative context could make collaboration with the district challenging. The AUSD school board has little power due to the fact that the district is currently run by the state. When AUSD had financial problems years ago, the state took control of the district and granted the district state loans. The state education board could potentially grant AUSD autonomy again at their next bi-monthly meeting in November, but this is uncertain.

Dr. Vaughan is very engaged with all of the schools in her district, and in fact she is required to be physically at school sites for 40% of her time.

History – Restorative Justice in Salinas

Monterey County has a long history of using RJ principles with juvenile offenders. The first RJ program in Salinas schools, in 2009, was at Sherwood Elementary School in the Salinas City Elementary School District. This school is considered a high needs school, and is located in the "905 zip code" in eastern Salinas. Today, this school still implements the respect agreements portion of the RJ program, but its peer mediation program didn't take off.

In 2010, RJ was piloted at Kammann Elementary School. At the end of the first school year there were improvements ("very clean data") with attendance and disciplinary referrals. The pilot program at Kammann Elementary is typical of how RJ is introduced to schools in Salinas: beginning a pilot program in schools that want it, and if that initial program is successful, other schools subsequently opt in.

In 2011, an RJ resolution (modeled after OUSD's RJ resolution) was passed for Salinas City Elementary School District. Now that the school year is beginning, the plan is that RJ will be implemented in all elementary schools throughout the district. In this first year, RJ is being implemented at 7 of the 13 schools, and there is a three-year plan in place so that all 13 schools have implementation by the end of three years. The RJ resolution has three parts: **respect agreements, peer mediation** (older students are trained as mediators and wear red vests, and they are available for other students to talk to about issues), and **making it right** (resolution of a conflict, at the discretion of peer mediators, supervisors, and teachers).

The prior discipline policy at SCESD was zero tolerance in compliance with federal law. However, district-level policies have been passed to allow the school board to take recommendations from school administrators as opposed to simply following federal discipline policy.

Impact of RJ on Health Determinants in our HIA

There is no data on educational outcomes yet, but this is expected by the end of this year. Attendance data from last year and the year before may be available sooner. There may be data on the impact of an orchestra program on reduced absences.

On whether RJ influences students' success in school: Monterey County has a history of being punitive in treatment of kids. Restorative Justice teaches life skills, teaches that it's okay to make a mistake, and is a way to break the cycle. Also, it keeps students in school, and if you're in class you're going to learn more. If you're engaged you're going to do better. There has been a paradigm shift from focusing on what teachers teach to focusing on what students learn.

On whether RJ influences disciplinary and incarceration outcomes: "drop outs are made in elementary school." RJ also reduces referrals to police.

On whether RJ affects the relationship between parents/youth and law enforcement: It depends on whether discipline consequences reach a level where youth interact with law enforcement, but this community does have a bad and fearful relationship with police. One problem is that most officers can't speak Spanish – this makes it difficult to form positive relationships, and also it leads to more man-hours for translation. It's a shame that police don't have better relationships with kids, because kids like police when they're little.

On whether RJ influences misbehavior in schools: RJ raises awareness. Impulsive misbehavior will happen with kids no matter what, but RJ leads to fewer repeat incidents.

On whether RJ influences mental health: RJ can improve general well-being because stress levels can go down for both students and teachers. Teachers have better job satisfaction. For more serious mental imbalances, RJ can help distinguish referrals. These impacts occur because RJ makes for a healthier environment in which everyone is cooperating. Less time is being taken away from school by dealing with negative behaviors. Everyone is more able to do what he or she needs to do. In addition to RJ, there's a program called "Sticks and Stones" at every school that provides counseling for children that come from violent homes.

On whether RJ influences violence: Kids at her schools don't get in a lot of fights, but there is some bullying. Often there are cultural differences in what is considered acceptable and not acceptable. The Sticks and Stones counseling helps address this.

On whether RJ impacts crime rates in the community: "Yes!" Schools are hubs of community and reflect pain that the community experiences. Kids bring RJ learned at school into their homes. Dr. Vaughan would like to see RJ implemented county-wide, even including adults, and keep the hubs at schools.

On whether RJ impacts drug abuse: "Drug use is an escape." If you don't have stress, drugs are less of a draw. RJ offers skills to deal with serious drug offenses. Yes, there may be a relationship

between RJ in schools and a student's future risk of drug abuse: there may be a ripple effect originating in schools and going out to influence the whole community.

On whether RJ impacts student connection to schools, peers, and teachers: it can only help. There's a big transient issue in Salinas, with a lot of farm workers moving in and out. Out of a population of 8,500 students in SCESD, 1,050 are designated as homeless. As for connection between families and a child's school, Dr. Vaughan doesn't see a big connection aside from sharing RJ skills learned at school.

Appendix L. CADRE Parent Survey Questionnaire

School Discipline and Health Survey

Thank you for participating in this survey. Community Asset Development Re-defining Education (CADRE) is working on a project to understand the health impacts of school discipline practices in South Los Angeles schools. Your input on this survey will help us with this effort.

Your responses are completely confidential and your name will not be associated with any of your responses. You will not be judged based on any of your answers. If you would like a copy of the final report or would like to learn about ways to participate in our efforts, please contact _____ [phone number].
****

1. How many children between the ages of 12 and 18 are you the primary caregiver for who have ever attended LAUSD schools? *Circle one:*

0   1   2   3   4   5 or more

2. What grade is your child (or children) in?
Child one_____
Child two_____
Child three_____
Child four_____
Other children_____
N/A

For the following questions, please answer for YOUR OLDEST CHILD STILL ATTENDING LAUSD schools

3. How many years has that child attended an LAUSD school? _____

4. What is that child's gender?   *Circle one:*   Male   Female   Transgender

5. What is that child's race/ethnicity? *Check all that apply:*

Latino/Hispanic   African-American/Black   White   Asian/Pacific Islander   Other:_____

6. Has that child ever been suspended?   *Circle one:*   Yes   No *(if no, skip to #9)*

7. For the most recent time that child was suspended, what was the reason? *Circle all that apply:*

Fighting   Drugs/Alcohol   Disrespecting an employee   Acting out in class   Other_____

8. How long was that child suspended for?_____

9. Has that child ever been expelled or given an opportunity transfer? *Circle one:*

Yes – expelled   Yes – opportunity transfer   No (if no, skip to #12)

10. For the most recent time that child was expelled or received an opportunity transfer, what was the reason? *Circle all that apply:*

Fighting   Drugs/Alcohol   Disrespecting an employee   Acting out in class   Other_____

11. How long was that child out of school following the expulsion or opportunity transfer?_____

12. Does suspension/expulsion lead to more or less misbehavior in school? *Check one:*
        _____ **Less**
        _____ **No effect**
        _____ **More**

13. What do you suspect kids do when they're not in school because they've been suspended or expelled?
Check all that apply:

_____At home with parent supervision   _____Hanging out with friends
_____At home without parent supervision   _____Getting involved with gangs or criminal activity
_____Doing or selling drugs/alcohol   _____Other: _____
_____Graffiti

14. What are the top five health issues you're most concerned about for your child? *Number them 1, 2, 3, 4, 5:*

_____Getting sick a lot   _____Eating well
_____Physical assault   _____Getting exercise
_____Stress/Anxiety/Depression   _____Sex/Pregnancy/Sexually transmitted-infections
_____Smoking   _____Other: _____
_____Drug/Alcohol use

15. What are the top three educational issues you're most concerned about for your child? *Number them 1, 2, 3:*

_____Doing well in school   _____Getting suspended/expelled
_____Graduating   _____Cutting class
_____Going to college   _____Other: _____

Please indicate the degree to which you agree or disagree with the following statements (Interviewer: please repeat this phrase at beginning of every question): How strongly do you agree or disagree that...	Strongly Agree 👆	Agree	Neutral	Disagree	Strongly Disagree 👎
16.Suspensions and expulsion practices increase violence at school					
17. Suspensions and expulsion practices create safer school environments					
18. Suspensions and expulsion practices create better learning environments					
19. Suspensions and expulsion practices decrease the chances of my child's graduating from high school					
20. Suspensions and expulsion practices decrease the chances of my child going to college					
21. Suspensions and expulsion practices increase the chances of my child using drugs or alcohol					
22. Suspensions and expulsion practices lead to my child having stress/anxiety/depression					
23. Suspensions and expulsion practices increase the chances of my child having unsafe sex					
24. Suspensions and expulsion practices increase the chances of my child getting sick					
25. Suspensions and expulsion practices increase the chances of my child not eating well					
26. Suspensions and expulsion practices increase the chances of my child coming into contact with law enforcement					

27. Does strict discipline at your child's school affect how involved you are in the school?
Strict discipline would cause me to be (circle one):   Less involved   More involved   Neither

28. Overall, on a scale of 1-5, how engaged do you feel in your child's school?
(1 = not connected at all, 5 = very connected)   *Circle one:*   1   2   3   4   5

29. Please feel free to share any other thoughts with us about how school discipline affects you and/or your child:
_____
_____
Thank you for your time!!!!

Appendix M. CADRE Parent Survey Findings

Los Angeles CADRE Parents surveys

![SurveyMonkey]

1. How many children between the ages of 12 and 18 are you the primary caregiver for who have ever attended LAUSD schools?

		Response Percent	Response Count
0		1.0%	1
1		**40.4%**	**40**
2		32.3%	32
3		16.2%	16
4		3.0%	3
5 or more		7.1%	7
		answered question	99
		skipped question	21

2. What grade is your child (or children) in?

		Response Percent	Response Count
Child one		**95.0%**	**96**
Child two		39.6%	40
Child three		13.9%	14
Child four		1.0%	1
Other children		2.0%	2
N/A		0.0%	0
		answered question	101
		skipped question	19

3. How many years has that child attended an LAUSD school?

	Response Count
	99
answered question	99
skipped question	21

4. What is that child's gender?

		Response Percent	Response Count
Male		**58.4%**	66
Female		41.6%	47
Transgender		0.0%	0
		answered question	113
		skipped question	7
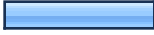
5. What is that child's race/ethnicity?

		Response Percent	Response Count
Latino/Hispanic		**76.5%**	91
African-American/Black		23.5%	28
White		0.0%	0
Asian/Pacific Islander		0.8%	1
Other (please specify)			1
		answered question	119
		skipped question	1

6. Has that child ever been suspended?

		Response Percent	Response Count
Yes		12.7%	15
No		**87.3%**	**103**
	answered question		118
	skipped question		2

7. For the most recent time that child was suspended, what was the reason?

		Response Percent	Response Count
Fighting		**66.7%**	**6**
Drugs/Alcohol		11.1%	1
Disrespecting an employee		33.3%	3
Acting out in class		22.2%	2
Other (please specify)			5
	answered question		9
	skipped question		111
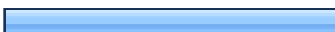
8. How long was that child suspended for?

	Response Count
	15
answered question	15
skipped question	105

9. Has that child ever been expelled or given an opportunity transfer?

		Response Percent	Response Count
Yes-expelled		1.0%	1
Yes-opportunity transfer		2.0%	2
No		**97.0%**	**98**
	answered question		101
	skipped question		19

10. For the most recent time that child was expelled or received an opportunity transfer, what was the reason?

		Response Percent	Response Count
Fighting		50.0%	2
Drugs/Alcohol		25.0%	1
Disrespecting an employee		**75.0%**	**3**
Acting out in class		50.0%	2
	Other (please specify)		0
	answered question		4
	skipped question		116
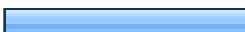
11. How long was that child out of school following the expulsion or opportunity transfer?

	Response Count
	3
answered question	3
skipped question	117

12. Does suspension/expulsion lead to more or less misbehavior in school?

		Response Percent	Response Count
Less		13.5%	10
No effect		39.2%	29
More		**47.3%**	**35**
		answered question	74
		skipped question	46

13. What do you suspect kids do when they're not in school because they've been suspended or expelled?

		Response Percent	Response Count
At home with parent supervision		36.4%	39
At home without parent supervision		39.3%	42
Doing or selling drugs/alcohol		42.1%	45
Graffiti		31.8%	34
Hanging out with friends		**50.5%**	**54**
Getting involved with gangs or criminal activity		43.9%	47
Other (please specify)			7
		answered question	107
		skipped question	13

14. What are the top five health issues you're most concerned about for your child?

		Response Percent	Response Count
Getting sick a lot		43.8%	49
Physical assault		45.5%	51
Stress/Anxiety/Depression		**63.4%**	**71**
Smoking		33.0%	37
Drug/Alcohol use		48.2%	54
Eating well		46.4%	52
Getting exercise		42.0%	47
Sex/Pregnancy/Sexually transmitted-infections		42.0%	47
Other		5.4%	6
	answered question		112
	skipped question		8

15. What are the top three educational issues you're most concerned about for your child?

		Response Percent	Response Count
Doing well in school		**91.2%**	**104**
Graduating		89.5%	102
Going to college		75.4%	86
Getting suspended/expelled		15.8%	18
Cutting class		18.4%	21
Other		0.9%	1
		answered question	114
		skipped question	6

16. How strongly do you agree or disagree that

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Response Count
Suspensions and expulsion practices increase violence at school	30.5% (36)	**37.3% (44)**	12.7% (15)	11.9% (14)	7.6% (9)	118
					answered question	118
					skipped question	2

17. How strongly do you agree or disagree that

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Response Count
Suspensions and expulsion practices create safer school environments	11.8% (14)	18.5% (22)	17.6% (21)	**31.9% (38)**	20.2% (24)	119
					answered question	119
					skipped question	1

18. How strongly do you agree or disagree that

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Response Count
Suspension and expulsion practices create better learning environments	8.3% (9)	16.7% (18)	13.9% (15)	**41.7% (45)**	19.4% (21)	108
					answered question	108
					skipped question	12

19. How strongly do you agree or disagree that

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Response Count
Suspensions and expulsion practices decrease the chances of my child graduating from high school	29.7% (35)	**43.2% (51)**	7.6% (9)	11.0% (13)	8.5% (10)	118
					answered question	118
					skipped question	2

20. How strongly do you agree or disagree that

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Response Count
Suspensions and expulsion practices decrease the chances of my child going to college	29.1% (34)	**42.7% (50)**	8.5% (10)	12.8% (15)	6.8% (8)	117
					answered question	117
					skipped question	3

21. How strongly do you agree or disagree that

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Response Count
Suspensions and expulsion practices increase the chances of my child using drugs or alcohol	33.6% (38)	**38.1% (43)**	9.7% (11)	12.4% (14)	6.2% (7)	113
					answered question	113
					skipped question	7

22. How strongly do you agree or disagree that

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Response Count
Suspensions and expulsion practices lead to my child having stress/anxiety/depression	30.7% (35)	**36.8% (42)**	10.5% (12)	15.8% (18)	6.1% (7)	114
					answered question	114
					skipped question	6

23. How strongly do you agree or disagree that

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Response Count
Suspensions and expulsion practices increase the chances of my child having unsafe sex	25.7% (29)	**35.4% (40)**	16.8% (19)	16.8% (19)	5.3% (6)	113
					answered question	113
					skipped question	7

24. How strongly do you agree or disagree that

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Response Count
Suspensions and expulsion practices increase the chances of my child getting sick	19.8% (23)	22.4% (26)	20.7% (24)	**26.7% (31)**	10.3% (12)	116
					answered question	116
					skipped question	4

25. How strongly do you agree or disagree that

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Response Count
Suspensions and expulsion practices increase the chances of my child not eating well	16.4% (19)	21.6% (25)	24.1% (28)	**27.6% (32)**	10.3% (12)	116
					answered question	116
					skipped question	4

26. How strongly do you agree or disagree that

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Response Count
Suspensions and expulsion practices increase the chances of my child coming into contact with law enforcement	**35.1% (40)**	32.5% (37)	14.0% (16)	10.5% (12)	7.9% (9)	114
					answered question	114
					skipped question	6

27. Does strict discipline at your child's school affect how involved you are in school?

		Response Percent	Response Count
Less involved		9.3%	4
More involved		44.2%	19
Neither		**46.5%**	**20**
		answered question	43
		skipped question	77

28. Overall, on a scale of 1-5,(1=not connected at all, 5=very connected)

	1	2	3	4	5	Response Count
How engaged do you feel in your child's school?	2.6% (3)	7.0% (8)	**40.4% (46)**	15.8% (18)	34.2% (39)	114
					answered question	114
					skipped question	6

29. Las practicas de disciplina escolar afectan la manera en que se involucra en la escuela de su hijo?

|		Response Percent	Response Count
Si		55.7%	34
No		44.3%	27
	answered question		61
	skipped question		59

30. Please feel free to share any other thoughts with us about how school discipline affects you and/or your child:

	Response Count
	21
answered question	21
skipped question	99

Appendix N. Tables and Figures, Los Angeles Case Study (Section 6)
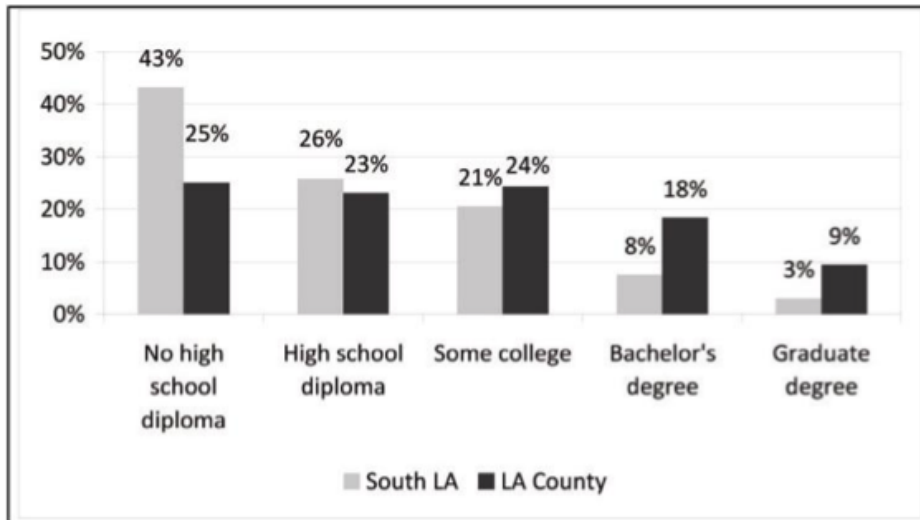
Appendix N. Tables and Figures, Los Angeles Case Study (Section 6)

Figure N-1. Racial characteristics of South Los Angeles compared to LA County from the American Community Survey, 2006
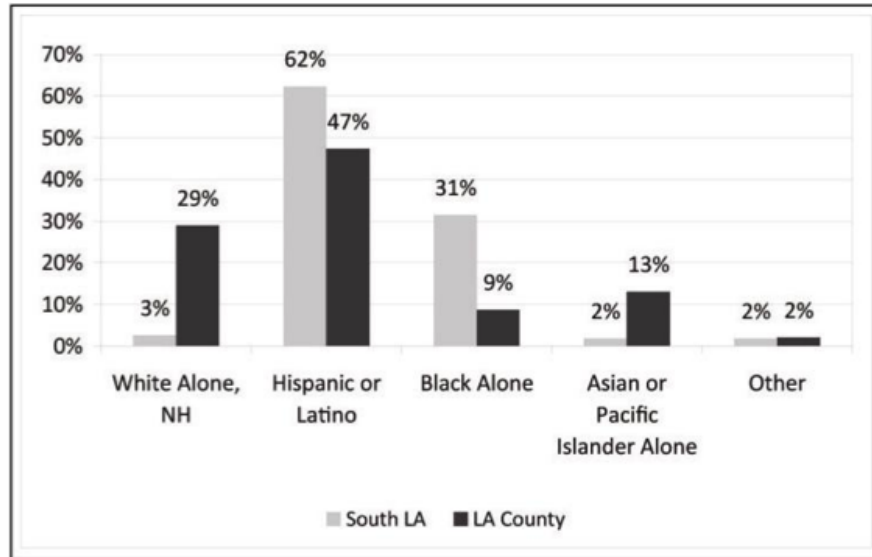
Source: Ong et al. 2008[111]

Figure N-2. Educational attainment in South LA compared to LA County, 2006

Source: Ong et al, 2008[111]

Table N-1. Life expectancy in South LA and LA County, 2005-07

| Life Expectancy	South Los Angeles	LA County
Total	76	80
Asian/Pacific Islander	82	85
Black	72	74
Hispanic	82	82

White	67	80

Source: LA HealthDataNow![118]

Table N-2. Health status of children (ages 0-17) in South LA and LA County, 2007

Health Status	South Los Angeles	LA County
Excellent/Very Good	56%	68%
Good	31%	24%
Fair/Poor	13%	8%

Source: LA HealthDataNow![118]

Figure N-3. Truancy rates in LAUSD, LA County, and California, 2004-05 to 2009-10
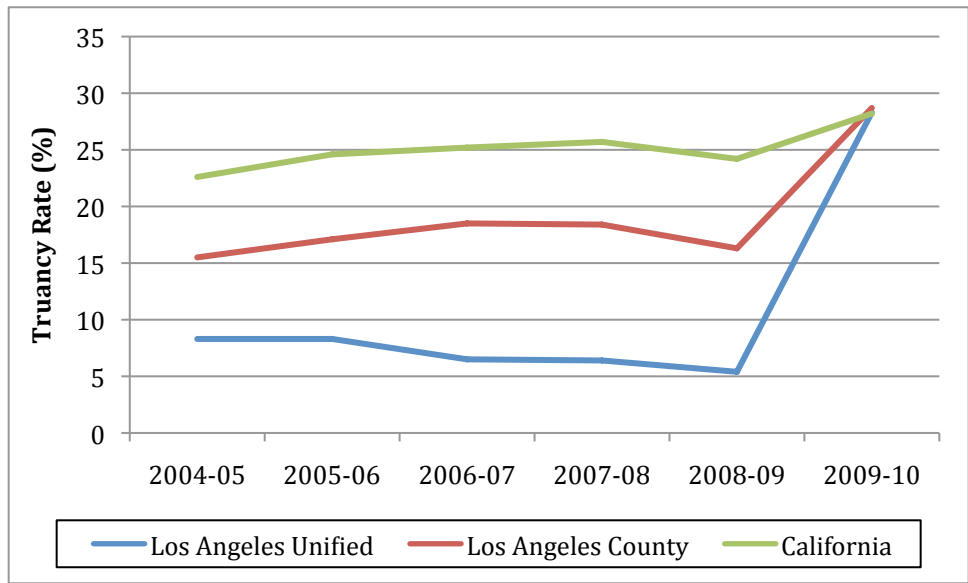
Source: CA Department of Education, Dataquest[117]

Note: it is speculated that the sudden shift in 2009-10 may be due to a new system121 for reporting students' school enrollment across all school districts in the state that was launched by California Department of Education in 2004-5 and influenced data reported after 2007.

Table N-3 Suspensions in Local District 7, by race and ethnicity, 2010-11

Race/Ethnicity	# Students Enrolled	% Students Enrolled	Number of Suspensions, YTD	Percent of Total Suspensions, YTD	Days Suspended	Average Length of Suspensions, YTD (Days)
American Indian/Alaska Native	107	0.2	1	0.1	1	1.0
Asian	186	0.3	1	0.1	1	1.0
Black	9,642	17.9	973	51.1	1,514	1.6
Filipino	4	0.0	-	-	-	-
Hispanic	43,689	81.2	914	48.0	1,417	1.6
Pacific Islander	25	0.0	-	-	-	-
White	171	0.3	16	0.8	23	1.4
Overall	**53,824**	**100.0**	**1,905**	**100.0**	**2,956**	**1.6**

Source: Los Angeles Unified School District Local District 7 Office, 2011[122]
Note: this table includes statistics from all LD7 schools, including elementary schools, in the district.

Table N-4 Office disciplinary referrals in Local District 7, by problem behavior, 2010-11

Problem Behavior	All LD7 (n=53,824)		African American (n=9,642)		Hispanic (n=43,689)		Other Race/Ethnicity (n=493)	
	# of Problem Behaviors	% of Problem Behaviors	# of Problem Behaviors	Risk Ratio	# of Problem Behaviors	Risk Ratio	# of Problem Behaviors	Risk Ratio
Abusive Language	1,372	13.2	701	4.8	665	0.2	6	0.5
Battery	165	1.6	83	4.6	82	0.2	0	0.0
Brandishing of a Dangerous Object	44	0.4	25	6.0	19	0.2	0	0.0
Bullying/Hazing	312	3.0	166	5.2	145	0.2	1	0.3
Cheating/Forgery/Lying	159	1.5	90	6.0	67	0.2	2	1.4
Defiance	3,547	34.2	1,690	4.2	1,826	0.2	31	1.0
Disruption	3,083	29.7	1,442	4.0	1,593	0.2	48	1.7
Extortion	10	0.1	9	41.2	1	0.0	0	0.0
Fighting	347	3.3	187	5.4	159	0.2	1	0.3
Harassment	221	2.1	116	5.1	102	0.2	3	1.5
Inappropriate Sexual Behavior	92	0.9	49	5.2	42	0.2	1	1.2
Misuse of Electronic Device	182	1.8	54	1.9	128	0.5	0	0.0
Physical Aggression	439	4.2	229	5.0	208	0.2	2	0.5
Possession of Alcohol	4	0.0	0	0.0	4	N/A	0	0.0
Possession of Dangerous Object	29	0.3	11	2.8	17	0.3	1	3.9
Possession of Drugs	27	0.3	8	1.9	19	0.6	0	0.0
Possession of Firearm	1	0.0	1	N/A	0	0.0	0	0.0
Property Damage/Vandalism	99	1.0	37	2.7	61	0.4	1	1.1
Robbery	15	0.1	9	6.9	6	0.2	0	0.0
Selling Drugs	4	0.0	0	0.0	4	N/A	0	0.0
Sexual Assault/Battery	4	0.0	3	13.7	1	0.1	0	0.0
Sexual Harassment	29	0.3	14	4.3	15	0.2	0	0.0
Terroristic Threat	5	0.0	4	18.3	1	0.1	0	0.0
Theft	39	0.4	16	3.2	23	0.3	0	0.0
Threat	141	1.4	93	8.9	48	0.1	0	0.0
Overall	**10,370**	**100**	**5,037**		**5,236**		**97**	

Source: Los Angeles Unified School District Local District 7 Office, 2011[122]

Subgroup Student Enrollment	53,824		9,642		43,689		493	

Note: this table includes statistics from all LD7 schools, including elementary schools, in the district.

Figure N-4. Map of violent crimes per 1,000 population in South LA, 2006
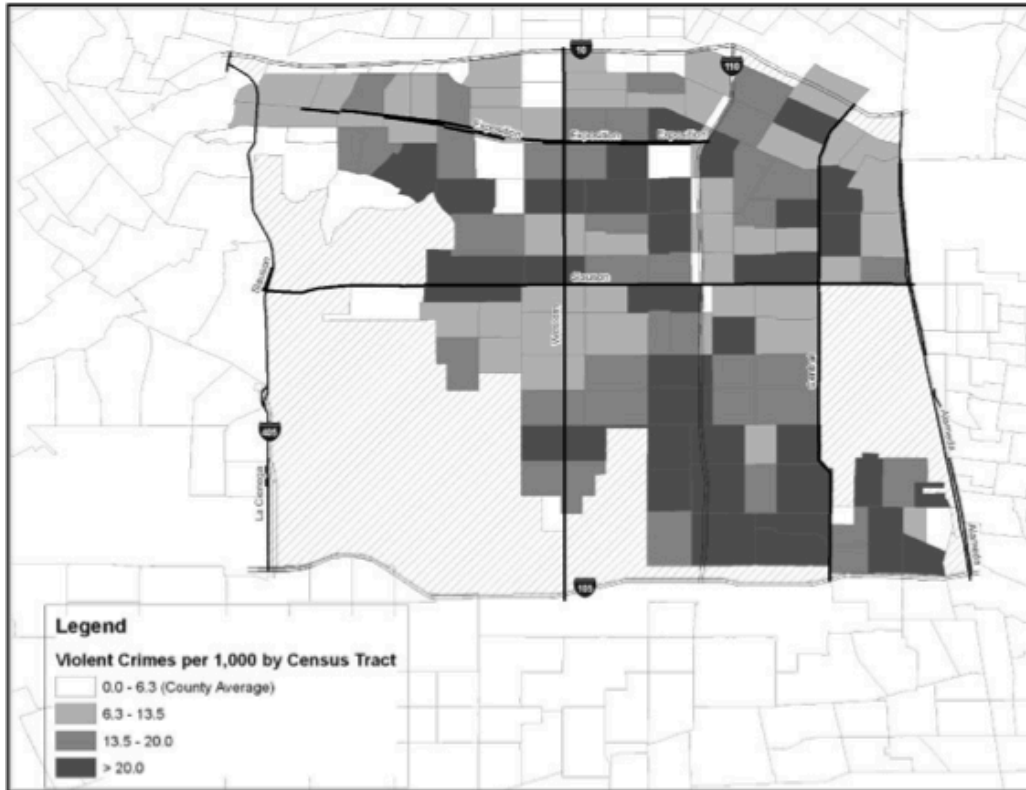
Source: Ong et al. 2008[111]

Notes: This figure specifically assigns a shade to a census tract if it had a violent crime rate that was higher than the county average. Areas that are shaded with grey stripes had no available data.

Figure N-5. Property crimes per 1,000 population in South LA, 2006

Note: for this figure, there were a subset of census tracts in South LA that had lower property crime rates compared to the county average of 17.9 – 26.3 property crimes per 1,000 population, and so these tracts are displayed as white.

Appendix O. HIA Monitoring Plan – Los Angeles

School Discipline Policy Health Impact Assessment – South Los Angeles
HIA Monitoring Plan

Action Item	Responsible party/Source	Timeline	Who is checking	Results
HIA Recommendations				
1. We recommend that the Los Angeles School Police Department, the Los Angeles Police Department, and the Los Angeles County Sheriff's Department dedicate a meaningful amount of their professional development over the next three years to be trained in: ■ School-Wide Positive Behavior Support as an alternative intervention approach with South LA youth, community, and schools. ■ International Human Rights standards to understand how to treat youth and community members with dignity and respect, and the role this plays in transforming community-law enforcement relationships. A community review team, consisting of youth, parents, psychologists, residents, teachers, and school counselors, should be established jointly by the above three law enforcement agencies to generate feedback and guidance on community relationships and interactions with each agency, and to improve accountability.	Los Angeles School Police Department, Los Angeles Police Department, Los Angeles County Sheriff's Department			

Action Item	Responsible party/Source	Timeline	Who is checking	Results
2. To reduce the direct (i.e., injuries and death) and indirect (i.e., stress and mental health) health impacts of violence on our children, we recommend that LAUSD and Local District 7: ■ Reduce violence by fully complying with defining and modeling behavior expectations as mandated in its Discipline Foundation SWPBS Policy ■ Track all instances of violence so that parents and school personnel can make better informed decisions when issues arise ■ Fully comply with its Discipline Foundation SWPBS Policy and put in place a system of intensive and non-exclusionary interventions for students ■ Redirect and seek out new funding to bring back after-school programs that keep youth engaged and less likely to encounter violence	LAUSD, LD7			
3. We recommend that LAUSD teachers and schools engage parents to the highest degree possible. In addition, parents of LAUSD students should engage with teachers and school activities to the best extent that they can given their time and financial constraints. This relationship-building may	LAUSD teachers and administrators, parents of LAUSD students			

Action Item	Responsible party/Source	Timeline	Who is checking	Results
increase school, family, and community, and cohesion.				
4. We recommend that LAUSD reverse the harmful practices of suspending students for "willful defiance" and other relatively minor offenses by: ■ Concretely and measurably defining the meaning and parameters of suspensions based on "willful defiance" so that they are concrete and can be monitored. ■ Integrating and ensuring that this definition and the parameters are reflected in LAUSD's Discipline Foundation SWPBS Policy. Other recommendations for improving mental health are: ■ Increasing its personnel's concrete understanding and ability to identify the mental health issues experienced by all of its students. ■ Examining the mental health of all students who have been suspended or expelled from school, and all students in Individualized Education Programs (IEP), to decrease negative health conditions (stress, depression, anxiety) going undetected and unaddressed. ■ Request additional funding from the Federal Government to create more school-based health centers in communities like South LA, where there is a high	LAUSD			LAUSD agreed to begin process of defining "willful defiance" (November 2011)

Action Item	Responsible party/Source	Timeline	Who is checking	Results
demand for mental health services.				
HIA Indicators				
Graduation rate	CDE			
API or standardized test score	CDE			
Rates of attendance / truancy	CDE, CHKS			
Parent/family/youth view of relationship between SDP, educational attainment, and health	CADRE parents and youth			
Suspension rate	CDE			
Length and location of suspension in relation to severity of behavioral event	Individual schools			
Expulsion rate	CDE			
Reasons for and length of expulsions	Individual schools			
Number of and reasons for disciplinary referrals	Individual schools			
Staff perceptions of school environment and student behavior	CSCS			
Number of and reasons for disciplinary referrals referred to police within schools	Individual schools			
Rates of juvenile arrest and incarceration				
Rates of adult arrest and incarceration in community				
Relationship between parents/youth and law enforcement in community	CADRE parents and youth			
Parent/family view of relationship between school discipline practices and	CADRE parents and youth			
Parent/family/youth view of overall school disciplinary				

Action Item	Responsible party/Source	Timeline	Who is checking	Results
environment				
Levels of depression	CHKS			
Prevalence of suicidal thoughts/tendencies	CHKS			
Parents/families/youth view of relationship between school discipline practices and mental health outcomes such as depression, anxiety and suicide	CADRE parents and youth			
Rates of school violence	CHKS			
Indicators of violence and safety on CHKS	CHKS			
Community crime rates				
Parent/family/youth view of relationship between SDP and later risk for crime/violence/incarceration	CADRE parents and youth			
Age that youth first use drugs	CHKS			
Rates of substance abuse among students in school	CHKS			
Rates of substance abuse among students on school property	CHKS			
Other indicators of drug use on CHKS	CHKS			
Rates of drug abuse in community				
Parent/family/youth view of relationship between SDP and later risk of drug abuse	CADRE parents and youth			
Connectedness students feel to schools and peers	CHKS			
Connectedness students feel to teachers	CHKS			
Connectedness parents/family feel to schools	CADRE parents			
Connectedness parents/youth feel to greater community/neighborhood	CADRE parents and youth			
Parent/family/youth view of relationship between SDP and social/community cohesion	CADRE parents and youth			

Appendix P. Tables and Figures, Oakland Case Study (Section 7)

Appendix P. Tables and Figures, Oakland Case Study (Section 7)

Table P-1. OUSD student demographics, 2010-11

Demographic	Percentage
African- American/Black	31.5%
Asian American	13.0 %
Caucasian/White	8.0%
Filipino	0.8%
Hispanic/Latino	39.8%
American Indian/Alaska Native/Alaska Native	0.4%
Pacific Islander	1.0%
English Language Learners[1]	29.4%
Free/Reduced-Price Meals[2]	63.7%

Source: CDE Dataquest, 2011[4]

Notes:

1: English Language Learners: Percentage of public school students who are identified as English Learners, a term used to describe students who have a primary language other than English and who lack the clearly defined English language skills of listening comprehension, speaking, reading, and writing necessary to succeed in a school's regular instructional programs. Data Source: As cited on kidsdata.org, California Department of Education, English Learners by Grade and Language Data Files. Accessed online at http://www.cde.ca.gov/ds/sd/lc/fileselsch.asp (February, 1 2011).
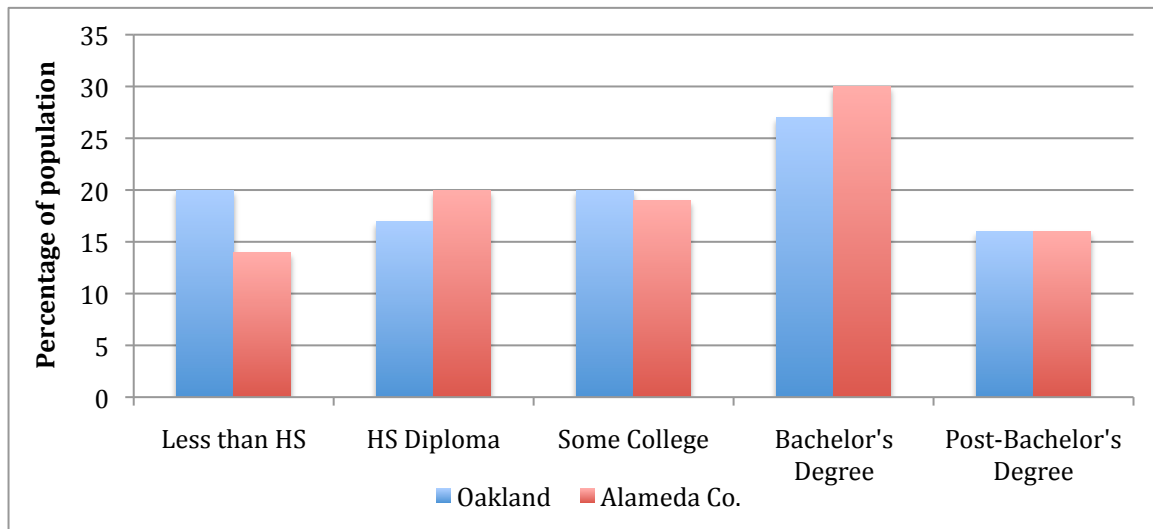
2: Free/Reduced-Price Meals: Percentage of public school students eligible to receive free or reduced price meals.

Figure P-1. Racial/ethnic demographics of Oakland city compared to Alameda County, US Census 2010
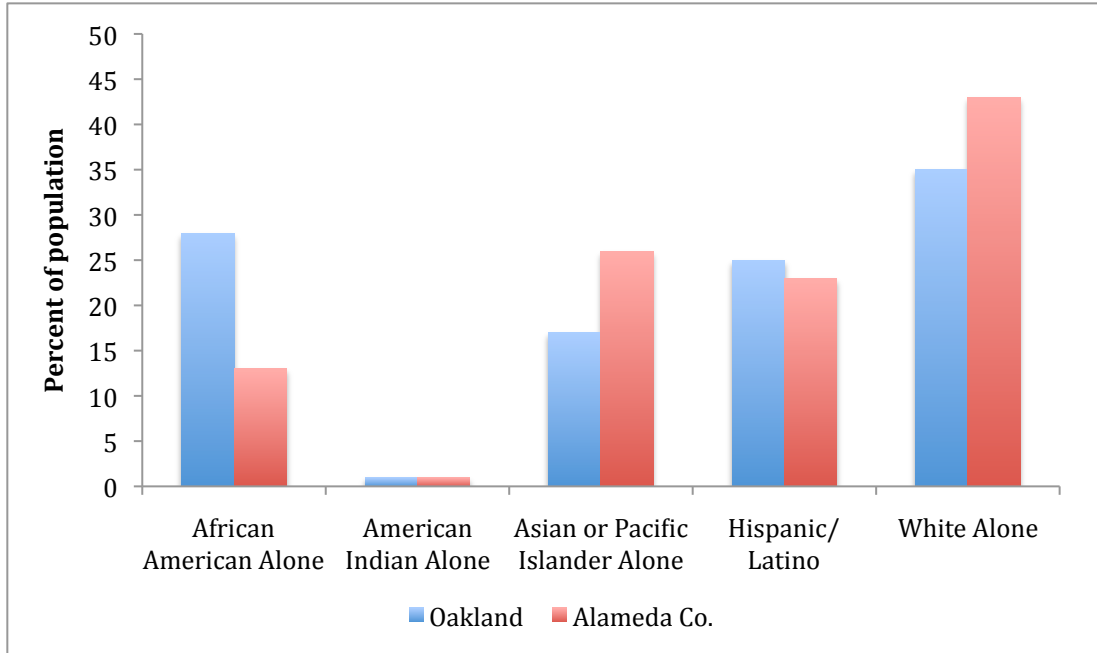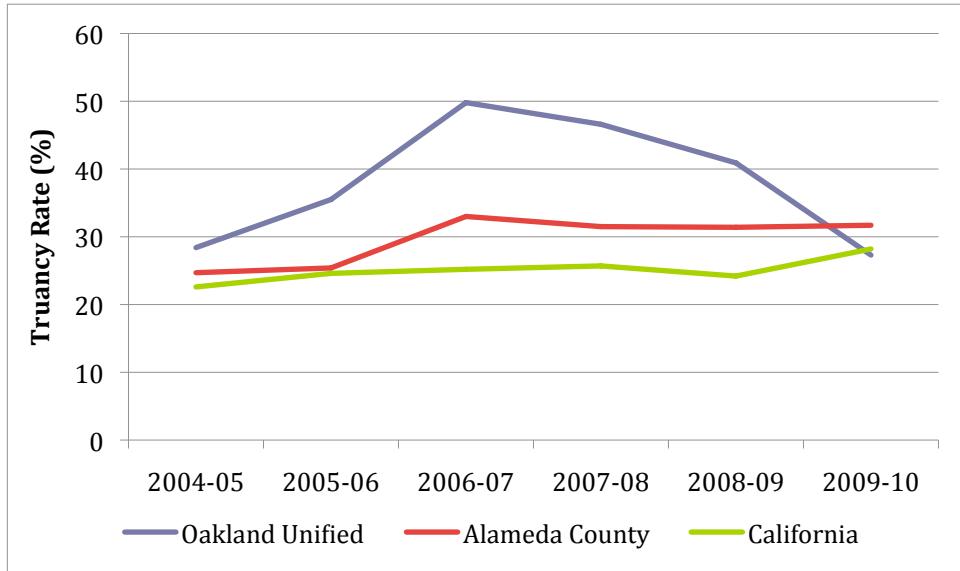

Source: American Factfinder[8]

Figure P-2. Educational attainment of Oakland and Alameda County, for residents aged 25 and older, 2010

Source: American Factfinder, American Community Survey, 1-year estimates, 2010[9]

Figure P-3. Truancy rates in OUSD, Alameda County, and California, 2004-05 to 2009-10


Source: CA Department of Education, Dataquest[4]

Notes:

It is important to note that the District's measure of truancy accounts neither for unexcused absences resulting from out-of-school suspensions nor for excused absences. Therefore, these data actually *understate* the prevalence of truancy in OUSD.

It is speculated that the sudden shift in 2009-10 may be due to a new system121 for reporting students' school enrollment across all school districts in the state that was launched by California Department of Education in 2004-5 and influenced data reported after 2007.

Figure P-4. OUSD students' level of connectedness to school, 2005-07
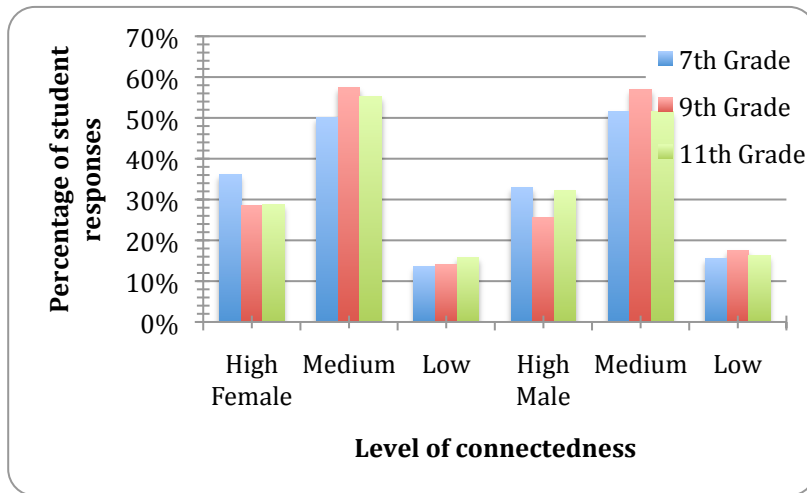
Source: California Healthy Kids Survey, 2005-07[24]

Appendix Q. HIA Monitoring Plan - Oakland

School Discipline Policy Health Impact Assessment – Oakland
HIA Monitoring Plan

Action Item	Responsible party/Source	Timeline	Who is checking	Results
HIA Recommendations				
1. We recommend continued implementation of the existing RJ pilot program at OUSD.	OUSD			
2. We recommend continued implementation of Positive Behavioral Interventions and Supports at OUSD.	OUSD			
3. We recommend a rigorous system of school discipline events data collection across schools participating in the RJ pilot program. Ideally, that data would be cross-referenced with information on student and family demographics, academic performance and advancement, and health.	OUSD			
4. In order to maximize the positive impacts of RJ implementation, we recommend the following: ■ All adults within pilot schools, across all levels of authority, should be trained in RJ. ■ The implementation of RJ should be closely monitored/evaluated throughout the implementation process in pilot schools, and in areas where gaps in implementation fidelity are found, consensus should be reached on how to improve implementation.	OUSD, RJOY, other outside monitoring organizations, teachers			

| Action Item	Responsible party/Source	Timeline	Who is checking	Results
■ The district should achieve as much buy-in as possible among administrative and teaching staff at pilot schools. ■ The RJ pilot schools should regularly engage and include community members, including parents, students, and local residents, in the comprehensive evaluation.				
5. We recommend that PBIS implementation engage parents, teachers and students, and a clear, rigorous evaluation and monitoring process should be established to ensure full compliance with its protocols.	OUSD			
6. We recommend that OUSD concretely and measurably define the meaning and parameters of suspensions based on "willful defiance" so that they are concrete and can be monitored.	OUSD			
HIA Indicators				
Graduation rate	CDE			
API or standardized test score	CDE			
Rates of attendance / truancy	CDE, CHKS			
Parent/family/youth view of relationship between SDP, educational attainment, and health	OUSD youth and parents			

Action Item	Responsible party/Source	Timeline	Who is checking	Results
Suspension rate	CDE			
Length and location of suspension in relation to severity of behavioral event	Individual schools			
Expulsion rate	CDE			
Reasons for and length of expulsions	Individual schools			
Number of and reasons for disciplinary referrals	Individual schools			
Staff perceptions of school environment and student behavior	CSCS			
Number of and reasons for disciplinary referrals referred to police within schools	Individual schools			
Rates of juvenile arrest and incarceration				
Rates of adult arrest and incarceration in community				
Relationship between parents/youth and law enforcement in community	OUSD youth and parents			
Parent/family view of relationship between school discipline practices and	OUSD youth and parents			
Parent/family/youth view of overall school disciplinary environment	OUSD youth and parents			
Levels of depression	CHKS			
Prevalence of suicidal thoughts/tendencies	CHKS			
Parents/families/youth view of relationship between school discipline practices and mental health outcomes such as depression, anxiety and suicide	OUSD youth and parents			
Rates of school violence	CHKS			
Indicators of violence and safety on CHKS	CHKS			

Action Item	Responsible party/Source	Timeline	Who is checking	Results
Community crime rates				
Parent/family/youth view of relationship between SDP and later risk for crime/violence/incarceration	OUSD youth and parents			
Age that youth first use drugs	CHKS			
Rates of substance abuse among students in school	CHKS			
Rates of substance abuse among students on school property	CHKS			
Other indicators of drug use on CHKS	CHKS			
Rates of drug abuse in community				
Parent/family/youth view of relationship between SDP and later risk of drug abuse	OUSD youth and parents			
Connectedness students feel to schools and peers	CHKS			
Connectedness students feel to teachers	CHKS			
Connectedness parents/family feel to schools	parents			
Connectedness parents/youth feel to greater community/neighborhood	OUSD youth and parents			
Parent/family/youth view of relationship between SDP and social/community cohesion	OUSD youth and parents			

Appendix R. Tables and Figures, Salinas Case Study (Section 8)
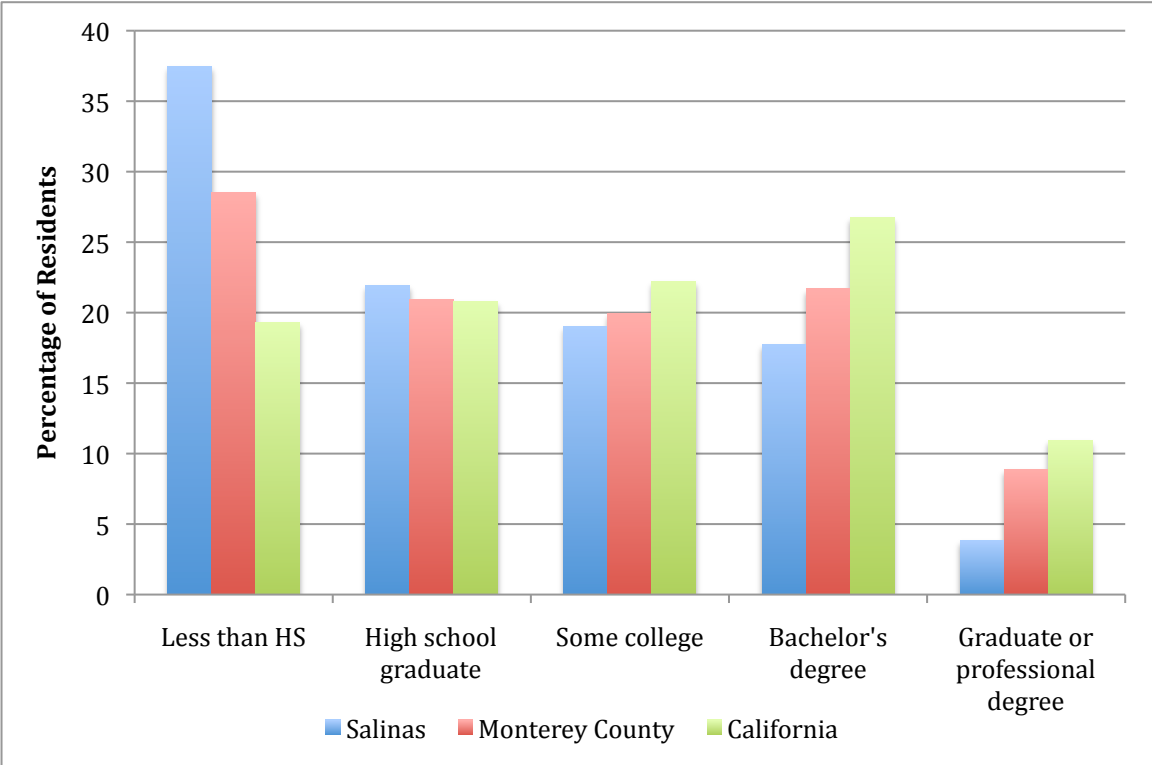
Appendix R. Tables and Figures, Salinas Case Study (Section 8)

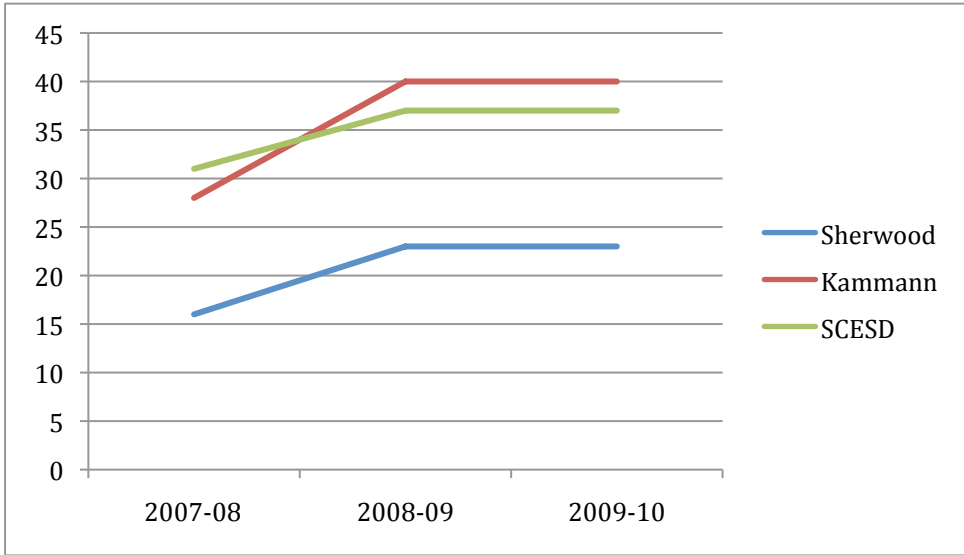**Figure R-1. Student enrollment, SCESD vs. Salinas city, 2010**
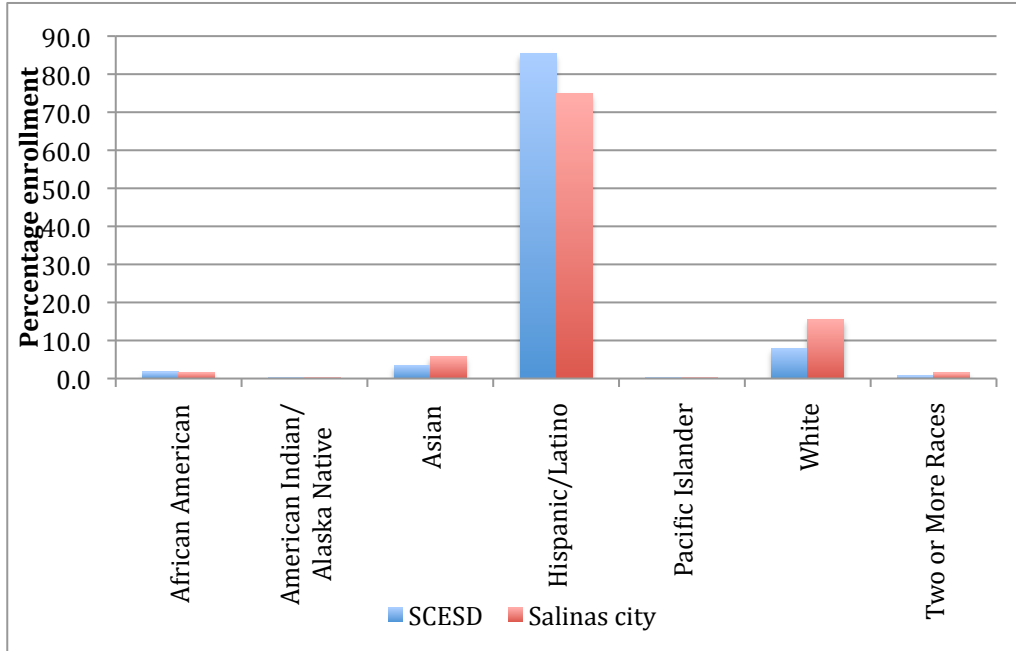
Source: CA Dept. of Education Dataquest, American Factfinder, 2011

Figure R-2. Educational attainment of Salinas, Monterey County, and California, 2010
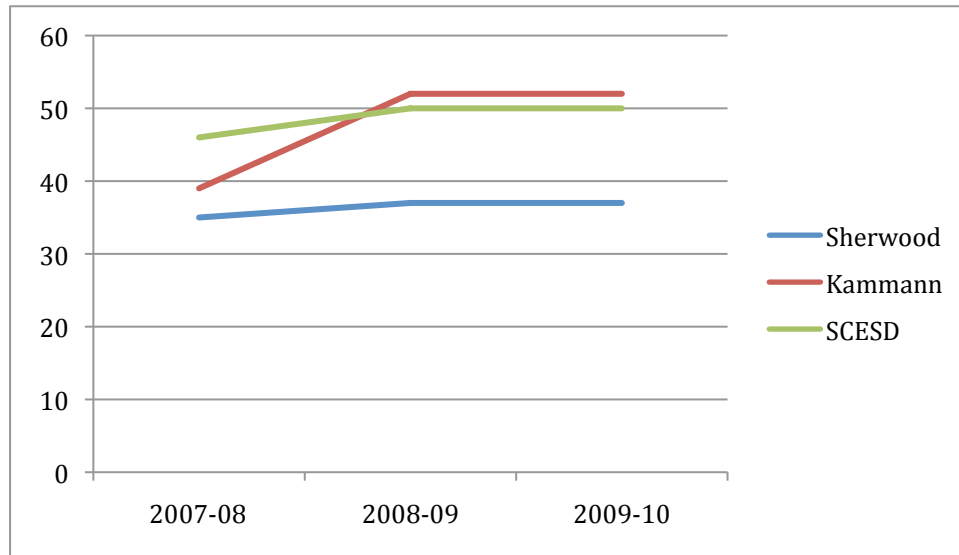

Source: American Factfinder, 2010 American Community Survey 1-year estimates[11]

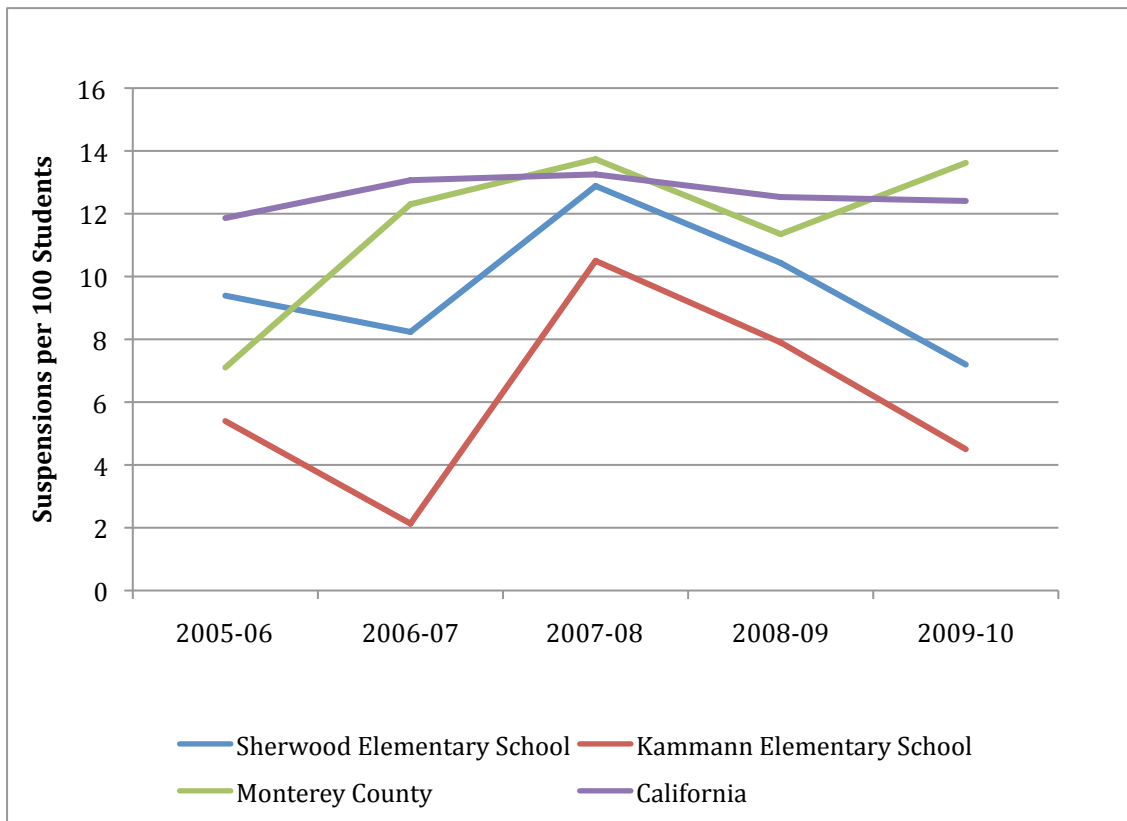**Figure R-3. English Language Arts standardized test scores, grades 2-6, 2010-11**

Source: CA Dept. of Education, Dataquest, 2011[7]

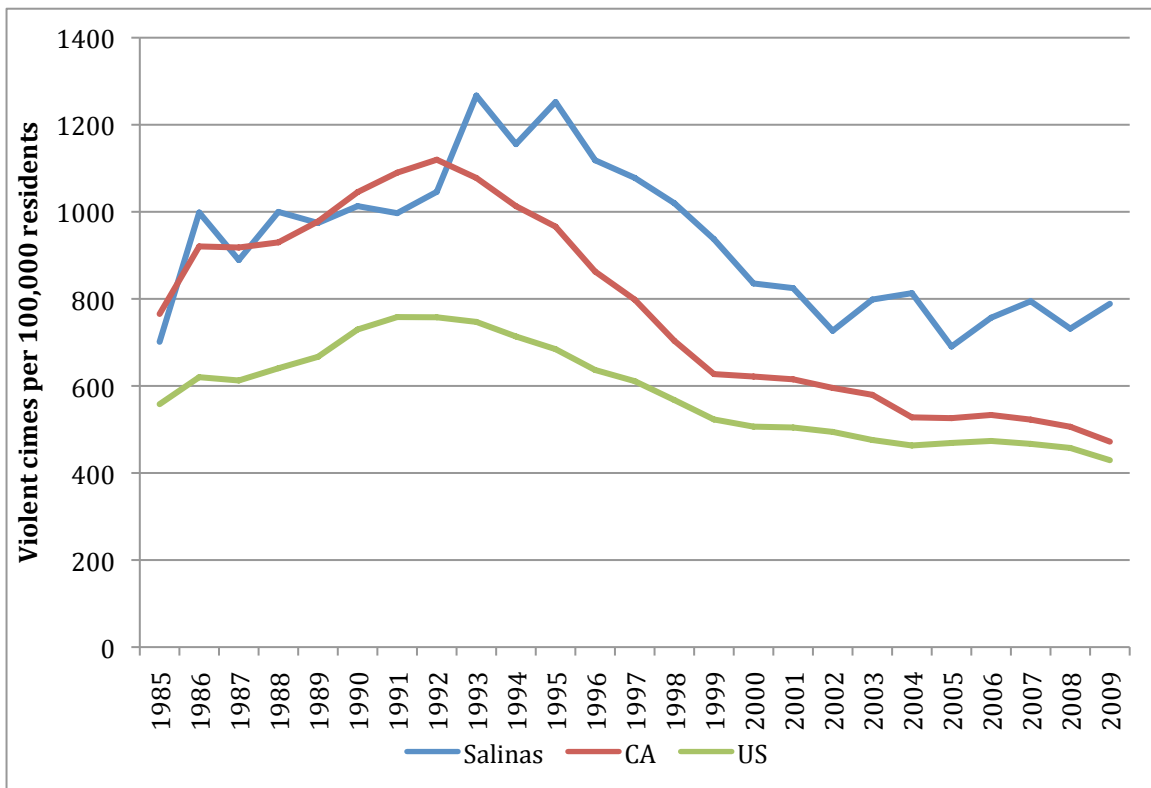## Figure R-4. Math standardized test scores, grades 2-6, 2010-11

Source: CA Dept. of Education, Dataquest, 2011[7]

Figure R-5. Suspension rates, 2004-05 to 2009-10

Source: CA Dept. of Education, Dataquest[7]
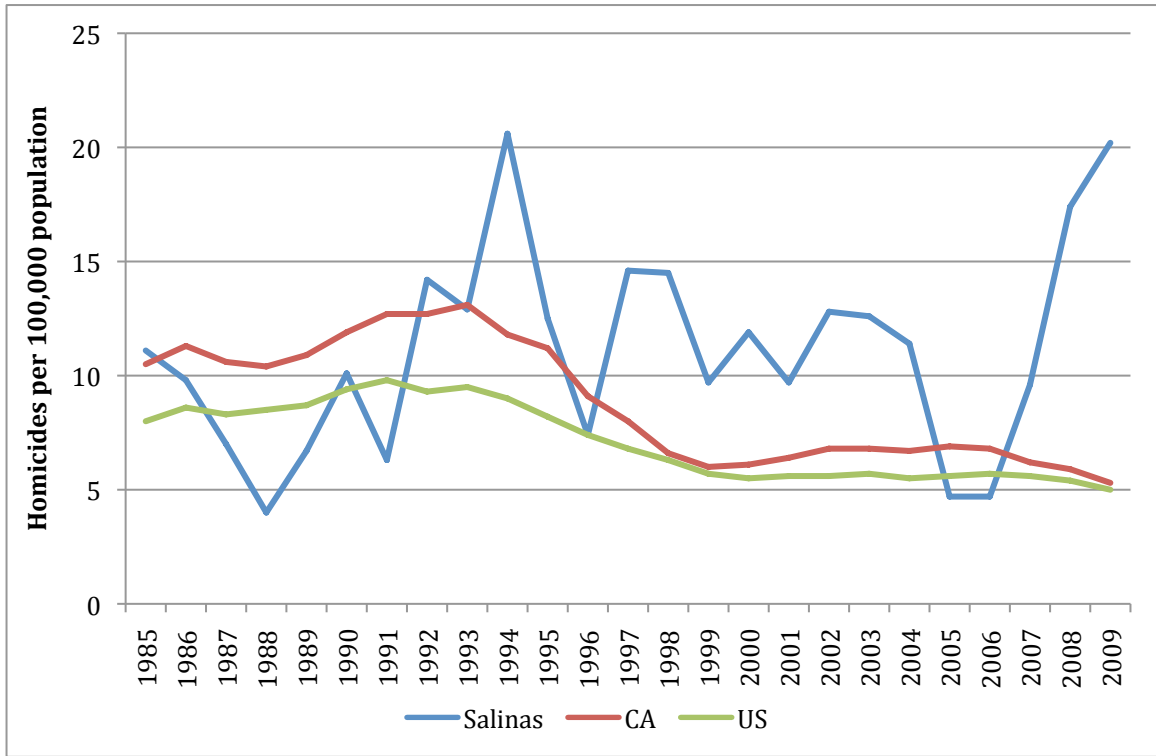
Figure R-6. Violent crimes, 1985-2009

Figure R-7. Homicide rates, 1985-2009

Source: Federal Bureau of Investigation, Uniform Crime Reporting Statistics, 1985-2009[17]

Appendix S. HIA Monitoring Plan – Salinas

School Discipline Policy Health Impact Assessment – Salinas
HIA Monitoring Plan

Action Item	Responsible party/Source	Timeline	Who is checking	Results
HIA Recommendations				
1. We recommend continued implementation of the existing Restorative Justice program at SCESD.	SCESD			
2. Secure funding for a rigorous data collection system evaluating school discipline policies (see Recommendation #3)	SCESD, RJP			
3. We recommend a rigorous system of school discipline events data collection across all Salinas schools. Ideally, that data would be cross-referenced with information on student and family demographics, academic performance and advancement, and health.	SCESD			March 2012: RJP is working with SCESD on beginning data collection system by beginning of next school year.
4. In order to maximize the positive impacts of RJ implementation, we recommend the following: ■ If pilot programs at individual schools prove successful and districts seek formal, high-level support for RJ, district-wide Restorative Justice resolutions, such as that passed at Salinas City Elementary School District in 2011, could be passed at	SCESD, AUSD, RJP, other outside monitoring organizations, teachers			

Action Item	Responsible party/Source	Timeline	Who is checking	Results
AUSD and other Salinas districts. ■ All adults within pilot schools, across all levels of authority, should be trained in RJ. Initially, trainers from Fresno Pacific University, such as Ron Claassen, are recommended to train district staff on mediation principles and other RJ tools. To assure sustainability and district-wide implementation of RJ in the Schools, we recommend subsequent inter-district trainings and/or working with a partnering organization, such as RJP. Eventually, when schools are able to train other internal stakeholders, cost will be kept to a minimum and school climate commitment to RJ principles to a maximum. ■ The implementation of RJ should be closely monitored by an outside organization (or individuals from multiple organizations) throughout the implementation process in pilot schools. In areas where gaps in implementation fidelity are identified, consensus should be reached on how to improve implementation. ■ The RJ pilot schools should regularly engage and include community members, including parents, students, and local residents, in the comprehensive evaluation.				
HIA Indicators				
Graduation rate	CDE			
API or standardized test score	CDE			
Rates of attendance / truancy	CDE, CHKS			
Parent/family/youth view of relationship between SDP, educational attainment, and health	Salinas youth and parents			

Action Item	Responsible party/Source	Timeline	Who is checking	Results
Suspension rate	CDE			
Length and location of suspension in relation to severity of behavioral event	Individual schools			
Expulsion rate	CDE			
Reasons for and length of expulsions	Individual schools			
Number of and reasons for disciplinary referrals	Individual schools			
Staff perceptions of school environment and student behavior	CSCS			
Number of and reasons for disciplinary referrals referred to police within schools	Individual schools			
Rates of juvenile arrest and incarceration				
Rates of adult arrest and incarceration in community				
Relationship between parents/youth and law enforcement in community	Salinas youth and parents			
Parent/family view of relationship between school discipline practices and	Salinas youth and parents			
Parent/family/youth view of overall school disciplinary environment				
Levels of depression	CHKS			
Prevalence of suicidal thoughts/tendencies	CHKS			
Parents/families/youth view of relationship between school discipline practices and mental health outcomes such as depression, anxiety and suicide	Salinas youth and parents			
Rates of school violence	CHKS			
Indicators of violence and safety on CHKS	CHKS			

Action Item	Responsible party/Source	Timeline	Who is checking	Results
Community crime rates				
Parent/family/youth view of relationship between SDP and later risk for crime/violence/incarceration	Salinas youth and parents			
Age that youth first use drugs	CHKS			
Rates of substance abuse among students in school	CHKS			
Rates of substance abuse among students on school property	CHKS			
Other indicators of drug use on CHKS	CHKS			
Rates of drug abuse in community				
Parent/family/youth view of relationship between SDP and later risk of drug abuse	Salinas youth and parents			
Connectedness students feel to schools and peers	CHKS			
Connectedness students feel to teachers	CHKS			
Connectedness parents/family feel to schools	Salinas parents			
Connectedness parents/youth feel to greater community/neighborhood	Salinas youth and parents			
Parent/family/youth view of relationship between SDP and social/community cohesion	Salinas youth and parents			