Redefining Dignity in Our Schools

A Shadow Report on School-Wide
Positive Behavior Support Implementation
in South Los Angeles, 2007-2010

CADRE

MENTAL HEALTH
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JUNE 2010

About the Authoring Organizations

This report was made possible through the cooperation of three non-profit entities:

Community Asset Development Re-defining Education (CADRE)

Launched in 2001 in South Los Angeles, Community Asset Development Re-defining Education (CADRE) is an independent, membership-based, community organization that supports grassroots parents and caregivers in ending school pushout and the school-to-prison pipeline through both individual advocacy and working collectively for policy changes. CADRE's mission is to solidify and advance parent leadership to ensure that all children are rightfully educated regardless of where they live, with the vision of a public education system that respects all children's and parents' human rights to dignity, participation, and a quality education. Through a range of knowledge and skill-based trainings, participatory action research, and campaign planning and decision-making meetings, CADRE parents transform their personal experiences advocating for their children into the capacity to make systemic social change from the bottom up. CADRE also avidly builds and participates in local, statewide, and national coalitions that are fueling a broad-based movement to shift away from zero tolerance and towards positive, restorative, and community strengthening alternatives that address the educational crisis in low income communities of color.

Mental Health Advocacy Services, Inc.

Mental Health Advocacy Services, Inc. (MHAS) is a non-profit law firm that has provided free legal services to people with developmental and mental health disabilities in the greater Los Angeles County area since 1977. MHAS advocates for children and adults to obtain government benefits, protect rights, and fight discrimination. MHAS provides training and technical assistance to community members, including attorneys and service providers. MHAS also participates in impact litigation to improve the lives of low-income people with mental health disabilities. MHAS has had a children's rights project since 1990. Beginning as a project in dependency court representing children with serious mental health issues, the MHAS children's rights project has grown to include special education advocacy for children and teens with serious emotional and behavioral challenges, training and outreach to parents, educators and mental health provides on special education rights and advocacy strategies, juvenile hall clinic advocacy, and legislative and policy advocacy on issues related to special education, mental health services for children and teens, foster care, delinquency, and school discipline.

Public Counsel Law Center

Established in 1970 as the public interest law firm of the Los Angeles County Bar Association, the Beverly Hills Bar Association, and the Southern California affiliate of the Lawyers' Committee for Civil Rights Under the Law, Public Counsel is the largest public interest, pro bono law firm in the U.S. Public Counsel provides access to authoritative and timely legal services and advocacy to a variety of clients struggling with extreme financial hardship. Veterans, children, consumers, child care providers and immigrants represent populations served by Public Counsel's eight law projects. Supported by over 3,700 pro bono attorneys, law students and legal professionals, Public Counsel transformed the lives of over 29,000 clients in 2009 without charge, at an estimated value of $87 million in legal services.

It was inspired and deeply informed by the experiences, testimony, analysis, and recommendations of CADRE's South LA parent leaders, with co-authorship by:

> Maisie Chin, Executive Director/Co-Founder, CADRE
> Ruth Cusick, Skadden Law Fellow/Staff Attorney, Mental Health Advocacy Services, Inc.
> Laura Faer, Directing Attorney, Children's Rights Project, Public Counsel Law Center
> Amy Lawrence, J.D., Harvard Law School & Public Counsel Law Center Volunteer
> Rob McGowan, Lead Organizer, CADRE
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To access this report online, or to get further background on the authoring organizations, please visit:
www.cadre-la.org, www.mhas-la.org, or www.publiccounsel.org

Table of Contents

Acknowledgments

Preface

Human rights only have value if they are part of people's lived experiences and not just policy standards that fail to make their way into the lives of the community. This report is part of an impressive and vibrant process to making these rights real through participatory human rights monitoring, data collection, and ongoing advocacy.

In 2007, CADRE parent leaders and organizers mobilized grassroots South Los Angeles parents along with organizational allies from around the country to achieve a stunning policy victory. One unanimous Board of Education vote made the Los Angeles Unified School District the first district in the nation to adopt "School-Wide Positive Behavior Support" as the discipline model for every school in the district. The momentum of the policy victory bred dynamic new partnerships and relentless resolve. CADRE, Mental Health Advocacy Services, Inc., and Public Counsel Law Center joined forces to ensure that the policy becomes meaningful, especially in South Los Angeles.

With a clear consensus that children in this part of the city were being criminalized and deprived of their most basic human rights, these three organizations urgently set out two years ago to elevate even further parents' abilities to transform the harsh and punitive places in which their children were forced to spend most of their time. Collectively monitoring the implementation of this new school discipline model became the next important step to ending the school to prison pipeline and creating positive learning environments for children so that they can reach their full potential as human beings.

Tapping into the boundless spirit, keen intelligence, and fierce passion for human rights at CADRE, as well as the bold community lawyering and advocacy of Public Counsel Law Center and Mental Health Advocacy Services, Inc., parents and education rights leaders in Los Angeles have provided the entire education community with yet another gift, through this report, that will support the many other efforts across the country to ensure dignity in our public schools. It shows a willingness to learn about and share these emerging best practices, and it reflects a commitment to see this process through until schools are truly transformed.

Cathy Albisa
Executive Director
National Economic and Social Rights Initiative (NESRI)
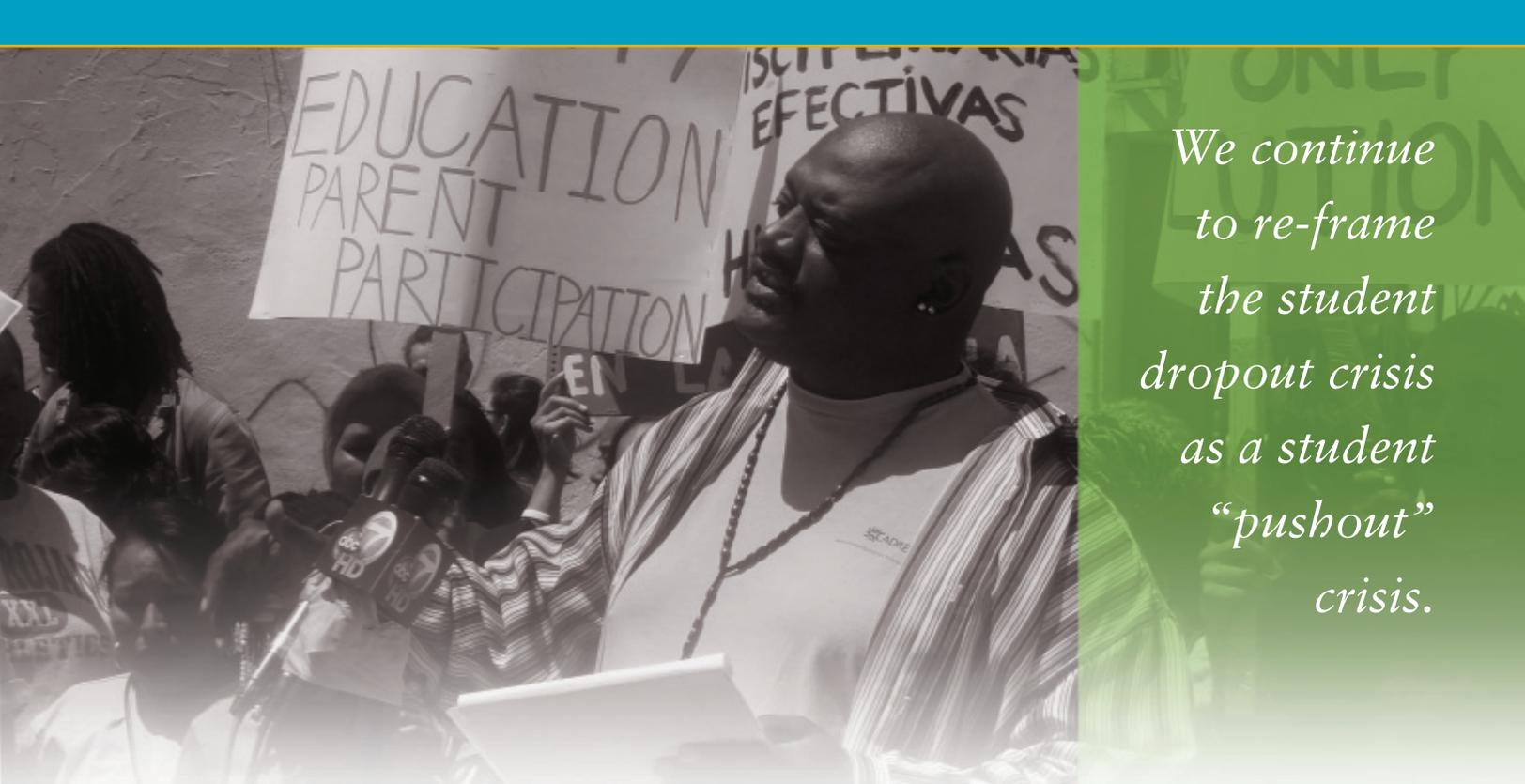
We continue to re-frame the student dropout crisis as a student "pushout" crisis.

Introduction and Goals of Report:

Ending the Pushout Crisis in South Los Angeles Schools

Why write this report?

Simply put, a school-to-dignity track with 100 percent graduation would cost our society significantly less than the current school-to-prison track where countless students end up in our delinquency and adult jails and 50 percent of students do not complete high school. We write this report with the hope that it will be a valuable contribution to our nation's quest to educate all of our children despite race, income, and need, to the decades-long effort to turn around South Los Angeles (LA) schools, and to the everlasting pursuit of quality parent engagement. Dignity, quality education, and participation in our schools are human rights, and as such they cannot exist without each other. We write this report with the belief that turning our most challenged schools around will require respect for children's dignity, meaning schools will not exclude, get rid of, or criminalize children for misbehavior or underachievement.

This report is a deliberate step in the direction of ensuring dignity, quality education, and equal participation in schools, written by a team of partners focused on this end goal. We continue to re-frame the student dropout crisis as a student "pushout" crisis that deepens community poverty and raises the likelihood for eventual incarceration. We zero in on and examine a set of outcomes that often serve to predict and indicate pushout—rates of suspension, involuntary transfer, and expulsion. We analyze, through written records, individual school case studies, discipline data, and parent and student surveys, the extent to which the Los Angeles Unified School District (LAUSD or District) has taken advantage of its own decision in 2007 to adopt and implement a forward-thinking policy solution to improving this set of outcomes, one that has set a national example. This report is specifically concerned with the extent of School-Wide Positive Behavior Support (SWPBS) implementation in South LA, a major geographic region within LAUSD's Local District 7, as measured by LAUSD's self-created goals, policy mandates, and the standards that experts agree are fundamental to successful implementation.

Our collective efforts leading up to and including this report over the past five years exemplify a multi-faceted approach to addressing the issue of school pushout and the civil and human rights violations that both precede and follow as a result. We have collected

stories of pushout and disengagement, we have turned those stories into community knowledge and leverage for both individual student and policy advocacy, and we have trained countless parents and students to understand their rights and how to use them.

While all of this culminated into significant policy change at the LAUSD-wide level in 2007, we knew that the struggle to guarantee all children a quality education did not end there. LAUSD's adoption of SWPBS three years ago as its foundational framework for addressing school discipline represented then and now our best chance to make up for lost time and lost students by moving beyond repeated, individual advocacy for students and parents, towards a district-wide system of proactive prevention and intervention that keeps as many students as possible in school and engaged in learning.

We also knew that the biggest obstacle to seeing this system benefit the children and parents most in need of such support is the quality and pace of SWPBS implementation in the most challenged area of LAUSD: South Los Angeles, and primarily Local District 7, where numerous well-intentioned policies and reform efforts have consistently failed during implementation to fundamentally alter outcomes for LAUSD's highest concentration of lowest-achieving students, most of whom are low to very low-income African American and Latino children.

The participatory action research, community organizing, and partnership between South LA parent leaders and education attorneys that fueled this report represents a comprehensive effort to identify the opportunities missed by LAUSD, Local District 7, and individual schools to provide improved services to significantly greater numbers of students. In our estimation, the future of education and quality of life for future generations in South LA depends in critical part on a complete reversal of current failure rates.

The analysis, interpretations, conclusions, and recommendations contained in this report are independent and original to the authors. They are presented here to garner serious consideration and action by LAUSD leadership at all levels to rectify these missed opportunities, and to ensure that all stakeholders work together creatively and boldly to lead the nation in reducing student pushout and fulfilling children's human rights. We believe that such a goal is in reach if we all step forward. The imperative to do so for the current and future generation of South LA children is undeniable.

What is this report about?

This report evaluates whether the LAUSD has fulfilled its promise to implement a much-needed proactive student discipline policy and program in LA schools called "School-Wide Positive Behavior Support."

In response to significant community outcry about dropout rates and the disproportionate effects of punitive school discipline on students with special needs and students of color, and in recognition of the need to implement a more effective approach, LAUSD adopted a policy in 2007 that requires implementation of SWPBS in all of its schools. SWPBS refers to an evidence-based approach to improving student behavior and learning outcomes by focusing on behavior modeling, corrective responses, and intensive proactive interventions, and by seeking to decrease the use of aversive and exclusionary punishments, such as class removal and suspension. When fully implemented, studies show that SWPBS can result in a 60% reduction in disciplinary problems and suspensions. Secondary benefits include improved academic achievement, reduced dropout rates, higher teacher retention, and a more positive school culture.[1]

Beginning with the 2007-2008 school year, each school within LAUSD was expected to implement its own SWPBS program in accordance with LAUSD's Discipline Foundation Policy (hereafter called "SWPBS Policy"). This report is designed to evaluate that effort by focusing on the progress of schools within the Local District 7 region.[2]

What are the goals of this report?

This report will assess whether, how well, and to what extent Local District 7 and its schools have implemented the mandatory SWPBS Policy, as measured against the goals and standards that LAUSD and experts agree are fundamental to successful implementation.

This report is designed to serve the following goals:

- To make the public and all school constituents (parents, teachers, students, District personnel, and administrators) aware of the pushout crisis that South LA schools face, of the proven benefits of School-Wide Positive Behavior Support, of the District's decision to adopt the framework as policy, and of the progress or lack thereof that the District and individual schools have made in implementing the new policy since its passage in 2007;

- To underscore where the current data reveals an urgent need to address this pushout crisis for the sake of racial equity, specifically in the most under-resourced, high-need schools such as those in LAUSD Local District 7;

- To highlight schools that have worked diligently and hold them up as models of successful implementation;

- To reveal those schools that have made only minimal effort with the expectation that this report, and community pressure, will ensure that they promptly comply with District requirements;

- To prompt the District to remedy any lapses in implementation at the District, Local District, or individual school levels;

- To make evidence-based recommendations as to how the District and individual schools can improve implementation; and ultimately,

- To prompt the District to continue full steam ahead in implementing this critical and mandatory policy in all of its schools, because where it is being implemented fully, schools are making great strides, students are being educated in greater numbers, and fewer students are being pushed out. Where schools are failing to implement the policy, students continue to be subjected to unnecessary, ineffective, and disproportionate discipline and to violations of their state, federal and human rights.

How was this report prepared?

This report represents the unique coming together of different voices, perspectives, and experiences that do not often come together: organized South LA parents, parent organizers, attorneys, advocates, and researchers. An independent, grassroots, policy monitoring campaign led by parent leaders conducting participatory action research, together with the partnership of attorneys and researchers, brought about the in-depth and multi-dimensional analysis and recommendations contained in this report. We have co-created and shaped this document to be as comprehensive and concrete as possible. In the spirit of equal and authentic partnership, we collectively stand behind its content. Wherever appropriate, we allow our distinct voices and perspectives to genuinely come forward and stand on their own. In this way we believe we have provided a model for how community-led monitoring of key educational policies can provide helpful and strategic perspectives that are sorely missing from current approaches to education policy implementation.

In order to determine whether the District is complying with the requirement to implement the SWPBS Policy in all LA schools, we focused on one particular area—Local District 7(LD7)[*]—which serves a portion of South LA and is particularly affected by low graduation rates and high punitive school discipline.

[*] Locke High School is not included in this report because as of 2008, it is a charter school and is not following LAUSD's SWPBS Policy.

Our report analyzes the following data and investigatory efforts:

- 2005-2009 Local District 7 discipline data (suspension, expulsion, and opportunity transfer numbers, along with enrollment data) provided by LAUSD and the California Department of Education, focusing on whether schools within LD7 have in fact reduced their use of punitive and exclusionary discipline since the adoption of SWPBS.

- Survey data collected by "parent monitoring teams" formed by CADRE in both winter 2009 and spring 2010. These teams collected 386 parent surveys door-to-door and in front of schools, and completed seven classroom observations, representing a total of 20 schools in LD7 and approximately 20 different neighborhood blocks, respectively. Students from Community Coalition's South Central Youth Empowered through Action (SCYEA) assisted CADRE's efforts by collecting 404 surveys from Local District 7 high schools in spring 2010.

- Review of implementation documents provided to us after multiple requests to LAUSD using the California Public Records Act, asking that each K-12 school within LD7 submit to us all records evidencing their efforts at implementing the mandatory SWPBS Policy. All of the records received from all K-12 schools were reviewed and assessed points and total scores based on a rubric comprised of items designed to measure compliance with District policy requirements and expectations.

- Interviews and focus groups at one elementary and one middle school in LD7 chosen based on exemplary rubric scores and low or declining disciplinary rates to highlight promising practices.

All of these sources of information combined with joint analysis by all partners led to the specific recommendations in this report.
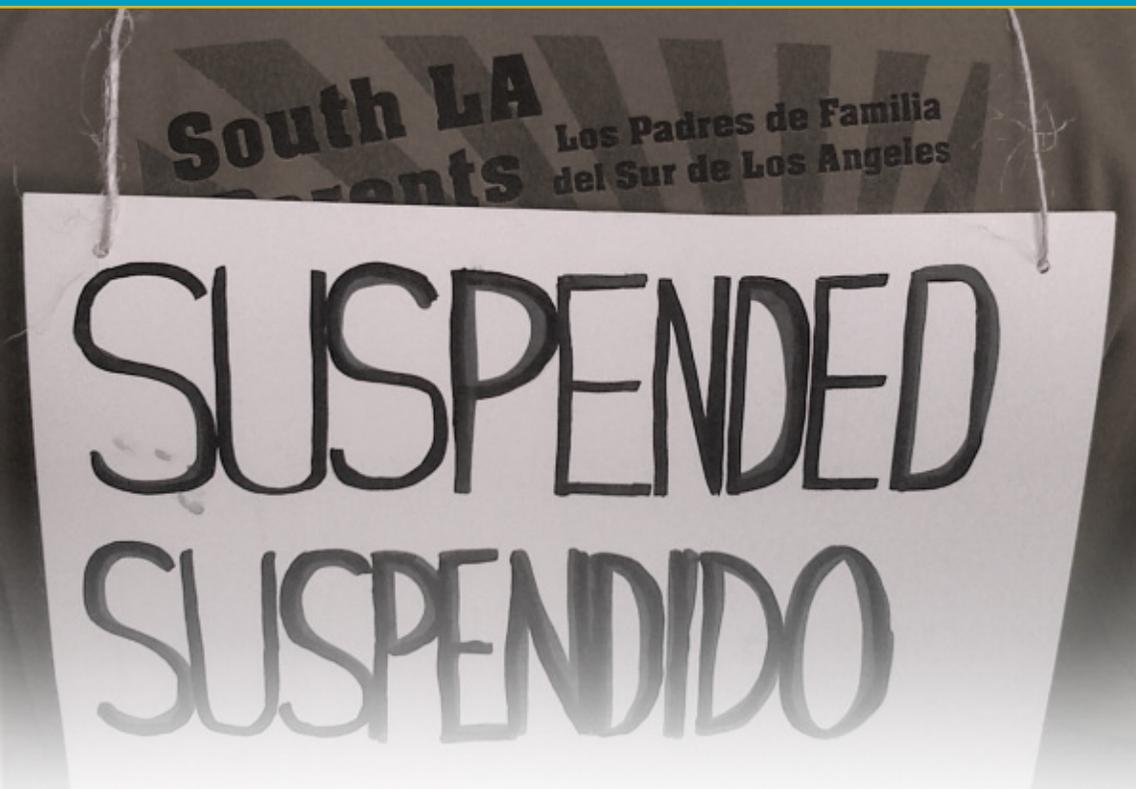
CHAPTER 1 | Evaluation of Discipline Data:
Evidence of Continuing Trends

The purpose of this section is to highlight some of the data trends regarding exclusionary discipline practices in Local District 7 during the 2005-2006 school year, immediately prior to the passage of the SWPBS Policy and, particularly, during the first two years when the District required implementation of SWPBS in all of its schools. As will be discussed further below, there is both good and bad news in the data analyzed. The bad news is that Local District 7 has made little to no progress in reducing the extraordinarily disproportionate rate at which African American students are being excluded from its classrooms. It is alarming to see how not only African American students, but students with disabilities, continue to be treated in relation to their peers. Given that LAUSD policies are to be implemented without regard to race and disability and are neutral on their face, there is absolutely no excuse for these disturbing statistics.

The good news: In Local District 7, the actual numbers and rate of suspensions, expulsions, and opportunity transfers have decreased over the past four years, especially during the first two years in which SWPBS was implemented. These statistics are encouraging, and suggest that if the District and the local schools would just redouble their efforts, follow the recommendations in this report, and focus more attention on SWPBS implementation, the number of children being educated, remaining in school, and graduating would continue to increase.

What data is presented in this section?

The data presented in this section is based on the aggregated number of disciplinary actions employed during the 2005-2006, 2006-2007, 2007-2008, and 2008-2009 academic school-years in all K-12 schools in Local District 7 that are required to implement SWPBS. Data was obtained directly from the LAUSD through Public Records Act requests but, to supplement our analysis, we added enrollment data from the California Department of Education Dataquest system. The tables that follow show how the use of disciplinary actions have changed over time as well as how discipline actions impact students within specific demographic groups.

What does the data show?

The Bad News

At an alarming and disturbing rate, African American students continue to be disproportionately impacted by suspensions, expulsions, and opportunity transfers.

- In 2007-2008, over 45% of LD7 suspensions were to African American students; in 2008-2009, that percentage rose to over 47%. In both instances, these percentages were over twice the proportion of African American student in LD7 schools.

- In 2007-2008, African American students and students with disabilities were more than twice as likely to be suspended compared to other ethnic groups; in 2008-2009,[A] they were over three times more likely, with the exception of Pacific Islanders.

Percent of Suspension by Race/Ethnicity/Disability Status and Percent of Each Group Suspended – LD7 K-12 Schools[B]

		African American	American Indian, Native Alaskan	Asian	Filipino	Latino	Pacific Islander	White	With Disabilities[D]
2005-2006[C]	% of Population	21.5%	0.2%	0.3%	0.1%	77.7%	0.0%	0.3%	
	% of Suspensions	47.3%	0.1%	0.1%	0.0%	52.2%	0.1%	0.2%	
	% of Students Suspended	23.1%	8.8%	2.1%	0.0%	7.1%	12.9%	8.4%	
2006-2007	% of Population	20.8%	0.2%	0.3%	0.1%	78.1%	0.0%	0.3%	
	% of Suspensions	46.3%	0.1%	0.1%	0.0%	53.2%	0.0%	0.3%	
	% of Students Suspended	25.1%	7.0%	2.2%	4.5%	7.7%	10.7%	12.0%	
2007-2008	% of Population	19.8%	0.2%	0.3%	0.1%	78.9%	0.0%	0.5%	9.0%
	% of Suspensions	45.3%	0.0%	0.1%	0.0%	54.2%	0.0%	0.2%	–
	% of Students Suspended	24.1%	2.7%	3.5%	5.1%	7.2%	9.1%	5.0%	25.2%[E]
2008-2009	% of Population	18.9%	0.2%	0.3%	0.1%	79.5%	0.1%	0.5%	9.9%
	% of Suspensions	47.1%	0.1%	0.1%	0.0%	52.4%	0.1%	0.2%	–
	% of Students Suspended	22.6%	5.8%	4.0%	0.0%	6.0%	14.3%	3.2%	18.4%[E]

In particular, African American students accounted for a proportion of each disciplinary action that is over twice their proportion in the population of our schools. Even though SWPBS implementation began in 2007-2008, African American students still accounted for a 45.3% of the total suspensions, 46.3% of the total expulsions, and 36.9% of the total opportunity transfers, despite comprising only a small percentage (18.9%) of the total student population. For suspensions and expulsions, this amounts to more than twice their proportion in the student population in the local district's sixty K-12 schools. In 2008-2009, these percentages worsened in every category of disciplinary action, with the exception of opportunity transfers. At unacceptable rates and for no justifiable reason, African American students are still being disproportionately impacted by the use of exclusionary discipline.

[A] It should be noted that the statistics in the following two tables related to the "percent of students' in each group suspended (third and/or sixth line in each row) account for the proportion of each respective demographic group that was suspended in that given year. This allows us to make comparisons between groups.

[B] Discipline data was directly obtained from the District and enrollment data taken from the California Department of Education (Dataquest, 2010). Does not include Early Education Centers, which are not K-12 schools.

[C] West Adams Prep and Jordan New Tech HS are not included.

[D] The demographic data was taken from school report cards and the actual discipline data disaggregated by students with disabilities was provided through our public records access request.

[E] There were six schools in this category for which data was not available.

Percent of Other Disciplinary Action by Race/Ethnicity and Percent of Each Group Disciplined – LD7 K-12 Schools[A]

		African American	American Indian, Native Alaskan	Asian	Filipino	Latino	Pacific Islander	White	With Disabilities[C]
2005-2006[B]	% of Population	21.5%	0.2%	0.3%	0.1%	77.7%	0.4%	0.3%	
	% of Opportunity Transfers	41.7%	0.0%	0.0%	0.0%	57.8%	0.0%	0.0%	
	% of Students Opportunity Transferred	2.0%	1.6%	0.0%	0.0%	0.8%	3.2%	0.5%	
	% of Expulsions	37.0%	0.0%	0.0%	0.0%	63.0%	0.0%	0.0%	
	% of Students Expelled	0.1%	0.0%	0.0%	0.0%	0.1%	0.0%	0.0%	
2006-2007	% of Population	20.8%	0.2%	0.3%	0.1%	78.1%	0.0%	0.3%	
	% of Opportunity Transfers	40.7%	0.0%	0.2%	0.0%	58.6%	0.2%	0.2%	
	% of Students Opportunity Transferred	1.7%	0.9%	0.6%	0.0%	0.6%	3.6%	0.5%	
	% of Expulsions	47.9%	0.0%	0.0%	0.0%	52.1%	0.0%	0.0%	
	% of Students Expelled	0.2%	0.0%	0.0%	0.0%	0.1%	0.0%	0.0%	
2007-2008	% of Population	19.8%	0.2%	0.3%	0.1%	78.9%	0.0%	0.5%	9.0%
	% of Opportunity Transfers	36.9%	0.0%	0.0%	0.0%	62.7%	0.0%	0.2%	–
	% of Students Opportunity Transferred	1.5%	0.0%	0.0%	0.0%	0.6%	3.0%	0.3%	1.1%[D]
	% of Expulsions	46.3%	0.0%	0.0%	0.0%	53.7%	0.0%	0.0%	–
	% of Students Expelled	0.2%	0.0%	0.0%	0.0%	0.1%	0.0%	0.0%	N/A
2008-2009	% of Population	18.9%	0.2%	0.3%	0.1%	79.5%	0.1%	0.5%	9.9%
	% of Opportunity Transfers	35.1%	0.0%	0.6%	0.0%	64.3%	0.0%	0.2%	–
	% of Students Opportunity Transferred	1.0%	0.0%	1.2%	0.0%	0.4%	0.0%	0.0%	0.4%
	% of Expulsions	47.1%	0.1%	0.1%	0.0%	52.4%	0.1%	0.2%	–
	% of Students Expelled	0.1%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	N/A

Taking into consideration the specific proportions of each demographic group within Local District 7, the data also shows that African American students and students with disabilities continue to be suspended far more frequently than their peers. In 2007-2008, African American students and students with disabilities were over twice as likely to be suspended than any other group. In 2008-2009, the overall percentages of African Americans and students with disabilities numbers improved slightly compared to the 2007-2008 school year, however the percentages of these two groups being suspended still remains unacceptably high compared to other groups.[E]

The Good News

- Suspensions, Expulsions, and Opportunity Transfers have decreased over the past 4 years across Local District 7 K-12 schools, especially during the two years in which SWPBS was implemented.

Discipline Actions and Discipline Action Proportions by Year for LD7 K-12 Schools[A]

Academic Year	2005-2006[B]	2006-2007	Change	2007-2008	Change	2008-2009	Change
Total Enrollment	71,776	68,671	-4.3%	67,652	-1.5%	65,998	-2.4%
Total Suspensions	7,537	7,677	1.9%	6,952	-9.4%	5,877	-15.5%
Rate of Suspensions (Suspensions/Enrollment)	10.5%	11.2%	6.5%	10.3%	-8.1%	8.9%	-13.3%
Total Expulsions	54	73	35.2%	67	-8.2%	29	-56.7%
Rate of Expulsions (Expulsions/Enrollment)	0.1%	0.1%	41.3%	0.1%	-6.8%	0.0%	-55.6%
Total Opportunity Transfers (OTs)	725	575	-20.7%	518	-9.9%	345	-33.4%
Rate of Opportunity Transfers (OTs/Enrollment)	1.0%	0.8%	-17.1%	0.8%	-8.6%	0.5%	-31.7%

[A] Discipline data was directly obtained from the District and enrollment data taken from the California Department of Education (Dataquest, 2010). Does not include Early Education Centers, which are not K-12 schools.

[B] West Adams Prep and Jordan New Tech HS are not included for this year, as they were not yet open.

[C] The demographic data was taken from school report cards and the actual discipline data disaggregated by students with disabilities was provided through our public records access request.

[D] There were six schools in this category for which data was not available.

[E] The data used in the above two tables does not account for repeat suspensions. We requested data from the District that would have allowed us to account for repeat suspensions. However, the District did not provide the data.

LAUSD Local District 7 K-12 schools have shown an overall decrease along each disciplinary action category for the past four years. Though this decrease was accompanied by a decrease in overall enrollment, the overall change and change since the first year of SWPBS implementation suggest, assuming all data is being entered accurately and completely, that these schools are making progress toward reducing the use of exclusionary and averse disciplinary actions. Notably, even taking into account the reduction in overall enrollment at Local District 7 schools, and by analyzing disciplinary actions as a percentage of the total enrollment at a school, there has been a 13.3% decrease in suspensions, a 55.6% decrease in expulsions, and a 31.7% decrease in opportunity transfers.

While these statistics suggest that the implementation of SWPBS and overall focus on positive behavior support and alternatives to exclusionary discipline in the District's policy has helped reduce exclusionary and averse disciplinary actions, because we cannot control for other variables, we cannot draw the conclusion that implementation of SWPBS directly caused the decreases in disciplinary actions. In any event, the data speaks for itself.

SPECIAL INSERT:
Legal Limits to Punitive Discipline

State, federal, human rights, and international law require the LAUSD to maintain and enforce a policy of School-Wide Positive Behavior Support

Each year, far too many students, and particularly students of color, are pushed out of Los Angeles schools by harsh and inflexible disciplinary measures that are calculated to punish, exclude, and force out those who misbehave or are struggling, instead of intervening to address their underlying academic and social-emotional needs.[3] After failing to graduate from high school, many of these students find their way into the correctional system, creating a "school-to-prison" pipeline[4] that has a devastating impact on many lives and communities in Los Angeles.[5] The excessively punitive disciplinary policies that give rise to this "school-to-prison" pipeline are unlawful because they effectively force students out of school, depriving them of their fundamental right to an education under the California Constitution. The data in this report related to Local District 7 shows that LAUSD's discipline policies are still being applied in a manner that disproportionately impacts students of color and students with disabilities, in violation of, among other things, state, federal, and human rights mandates. Here we provide just a brief and non-inclusive survey of some of the laws and principles that set limits on the use of punitive and disproportionate discipline:

Violations of California law

Under the California Constitution, education is a fundamental right "at the core of our free and representative form of government"[6] and "necessary for full participation in the 'uninhibited, robust, and wide-open' debate that is central to our democracy."[7]

- Excessive and unnecessary suspensions, expulsions, and involuntary transfers have been consistently linked by research to school pushout.[8]

- When LAUSD permits or encourages schools to use these measures with frequency and for all but the most egregious of misbehavior, it deprives students of their fundamental right to an education under the California Constitution.[9]

- There is no legitimate interest in employing a zero-tolerance or punitive disciplinary system, because experts in the field agree that such policies serve no educational goals: they are ineffective at reducing student misbehavior, do not make schools safer, and fail to improve academic achievement.[10]

The California Education Code also provides that "schools have an affirmative obligation to combat racism, sexism, and other forms of bias, and a responsibility to provide equal educational opportunity."[11] Similarly, California Government Code § 11135 prohibits discrimination by any program that receives state financial assistance.[12]

- Punitive disciplinary systems disproportionately impact students of color, low-income students, and students with disabilities,[13] even where studies indicate that students of color are no more likely to engage in disruptive behavior than are other students.[14]

- The LAUSD's routine disciplinary practices, absent implementation of an effective SWPBS policy, consistently result in the disproportionate application of suspension and other forms of exclusionary discipline to students of color. In this regard, in Chapters 2 and 4, we discuss that in the worst schools, those with the most suspensions, SWPBS implementation is almost non-existent and students of color, particularly African American students, are disciplined at unacceptable rates.

Violations of federal law

The Equal Protection Clause of the Fourteenth Amendment[15] and Title VI to the Civil Rights Act of 1964[16] prohibit discrimination on the basis of race, color, or national origin.

- The gross disparities apparent in the application of suspension to African American students by the LAUSD in years past and currently make clear that, absent an effective SWPBS policy, the District employs practices that are inconsistent with federal law.

Violations of the standard of care

The United States Supreme Court has declared, "Where the rights of individuals are affected, it is incumbent upon agencies to follow their own procedures."[17]

- LAUSD's District-wide policy requires implementation of School-Wide Positive Behavior Support in all schools, thereby establishing a minimum standard of care owed to all students in Los Angeles.[18] According to the policy itself, implementation of SWPBS is necessary to achieve the right that every student has to "be educated in a safe, respectful and welcoming environment,"[19] a right that is also guaranteed as fundamental by the California Constitution.

- The evidence compiled in this report shows that while a small section of schools in Local District 7 are meeting this standard of care, the majority are not. In its departure from a minimally adequate provision of education, the LAUSD deprives students of their fundamental right to an education in violation of the California Constitution.[20]

Violations of human rights and international law

Human rights provide a framework to assess our education system, identify gross violations, and demand accountability to universal standards.

- The Convention on the Rights of the Child—the most widely ratified human rights treaty in the world— requires schools to provide an environment where children feel safe and supported, and are able to learn regardless of race, class, age, language, or other factors. It demands mutual respect between staff and students, and discipline policies that protect against harsh or humiliating treatment and that ensure students are not prevented from learning.[21]

- The International Convention on the Elimination of All Forms of Racial Discrimination provides that states shall "undertake to prohibit and eliminate racial discrimination in all its forms and to guarantee the right of everyone…in the enjoyment of....the right to education and training."[22]

- The evidence in this report shows that the human rights of LAUSD students are being violated, where lack of SWPBS implementation results in students facing disciplinary practices that exclude them, push them out of school, and result in criminalization.

CHAPTER 2 |
School-Wide Positive Behavior Support:
Why Its Adoption Is Critically Important for South Los Angeles Schools

The pushout crisis in America's schools

The LAUSD has one of the highest dropout rates in the country. This is in fact because many students are effectively pushed out of school and toward the juvenile or adult delinquency systems through punitive school discipline and unsupportive school environments, forming a school-to-prison pipeline.

A close look at graduation statistics in the United States reveals a sad state of affairs. Fewer than seven out of every ten students graduate from high school nationwide,[23] with approximately 1.3 million youth leaving high school each year.[24] The graduation rate for students of color is even lower—barely half of all African American, Latino, and Native American students graduate on average annually.[25] This problem is at the forefront of political and social discussions about education reform—President Obama named it one of the three most important issues facing our country when he first addressed Congress.[26] This "dropout" crisis, as some have called it, has far-ranging negative effects not only for those students who leave school but also for the rest of American society. Evidence shows that children who do not graduate from high school "lead much harder lives, earn far less money and demand vastly more public assistance than their peers who graduate."[27] Estimates are that children who leave school earn 37 cents for every dollar[28] that is earned by someone with a high school diploma, and are three times more likely than graduates to be incarcerated during their lives.[29] What's more, the nation's abysmal graduation rate costs taxpayers hundreds of billions of dollars per year in either lost taxation of revenue or increased expenditures on welfare, unemployment, crime prevention, and prosecution.[30]

What many refer to as a dropout crisis is more accurately called a "pushout" crisis, where poorly funded and under-resourced American schools are effectively pushing out underperforming and struggling students rather than taking the time and resources to deal appropriately with their academic and social-emotional needs. Dropping out is, in fact, only "the last twist in a downwards spiral"[31] that often begins with severe and inadequate discipline policies that unnecessarily criminalize even trivial misbehavior and fail to provide much-needed support and interventions for students in crisis.

The high cost of punitive discipline

Suspension is among the most widely used of disciplinary responses, and it is not necessarily reserved only for the most serious misbehavior.[32] In some cases, suspension may be the first intervention of choice.[33] Significant research has very consistently shown that low-income students and students of color are disproportionately targeted for suspension, that they often receive more severe and punitive consequences and that their punishments tend to be delivered in a more unprofessional manner than the punishment of high-income or white students.[34] Nonwhite students received higher rates of suspension even where studies controlled for socioeconomic status, and even where investigations found <u>no</u> evidence that African American students misbehaved at significantly higher rates.[35] In fact, research shows that African American students often receive more severe punishments than white students for less severe offenses.[36]

As disciplinary rates increase, racial disparities in discipline only continue to widen. As U.S. Secretary of Education Arne Duncan remarked this March in his speech on civil rights and education, "African American students without disabilities are more than three times as likely to be expelled as their white peers. African American students with disabilities are over twice as likely to be expelled or suspended as their white counterparts. Those facts testify to racial gaps that are hard to explain away by reference to the usual suspects."[37]

There is no evidence that punitive discipline measures actually prevent student misbehavior or improve school safety generally; in fact, several studies have indicated that severe discipline policies actually exacerbate behavioral problems and even that "suspension functions as a reinforcer…rather than as a punisher."[38] The American Psychological Association has determined that suspensions and expulsions are correlated with increased likelihood of future misbehavior, academic difficulty, disengagement, and dropout.[39] Ironically, suspension may be most ineffective when applied to students exhibiting the most severe or chronic misbehavior.[40]

Schools using punitive discipline policies also tend to have poorer educational outcomes,[41] even after adjusting for demographic differences.[42] What's more, punitive discipline is correlated to significant negative long-term outcomes for high-risk students. Students who exhibit problem behavior in the classroom are also likely to have difficulties in academic, social, and daily functioning. If the underlying cause of their troubled behavior is not addressed, such students are more likely than other students to be "pushed out" of school and ultimately find themselves in the juvenile or adult delinquency system. Instead of helping such students, punitive discipline policies, by focusing on school exclusion, increase their chances of becoming involved in the criminal justice system by denying them access to an education and criminalizing their behavior, a life path commonly referred to as the "school-to-prison" pipeline. Studies have shown correlations between suspensions and dropouts, and "prior engagement with school discipline [is] among the strongest predictors of dropout."[43] Other factors often work in conjunction with punitive discipline to exacerbate the problem of pushout. For example, schools often lack the resources to follow-up with students who leave, even when they want to bring them back.

The current disciplinary rates are the highest in our nation's history, and have more than doubled over the past three decades.[44] What is still more concerning is that students of color bear a disproportionate burden of school discipline and dropout (Please see Chapter 1). Although there may occasionally be instances where a student threatens the safety of a school and must be removed from the classroom, the overuse of these practices is clearly reaching a crisis level.

How pushout affects Los Angeles students

The LAUSD has had one of the highest dropout (or "pushout") rates in the country; at its worst, half of all students who started high school in LAUSD failed to graduate.[45] School discipline policies within LAUSD are highly reliant on exclusionary punishments, which disproportionately affect students of color. For example, during the 2005-2006 academic year, students of color accounted for approximately 92% of all suspensions, and the rate for African American students was nearly twice their enrollment rate in the district.[46]

In January 2006, leaders of CADRE set out to uncover whether the true cause of LA's low graduation rate was in fact active school pushout. What CADRE discovered was a wide-ranging pushout crisis, a near-universal lack of positive behavior supports within LA schools, and consistent human rights violations of students and parents.[47] Our investigation, located primarily within Local District 7 in South LA, consisted of individual interviews, door-to-door canvassing, surveys, and other means of hearing directly from students and parents in Local District 7 about their experiences with school discipline. According to CADRE's June 2006 "Call to Action," the following problems were uncovered:

Violations of the students' right to dignity

What we at CADRE discovered was that a large number of students and parents felt that students were mistreated during the suspension process, including through the use of name-calling and hostility; and that school staff often used excessive physical force, even where the situation posed no risk of harm.[48] CADRE also found that students' rights to due process were regularly violated.[49] Suspension was the disciplinary method of first resort and was often given even for minor misbehavior.[50] Among students who dropped out of high school, 23% said that the way in which they were treated by the school was one of the reasons that they left.[51]

Violations of the students' right to education

Students reported to our CADRE parents and volunteers that they experienced frequent out-of-class removals; often, no notification was made to parents about these removals.[52] While out of class, students were often sent to a counselor or dean's office, where they waited for long periods of time and received no academic work or instructional support.[53] Students also missed out on assignments and tests while they were suspended and fell behind.[54] CADRE discovered that so-called "opportunity transfers," which are transfers from one district school to another, were actually a method of pushout, a "fast track" mechanism by which schools could free themselves of problem students.[55] Schools failed to properly follow correct OT policy and procedures, including restrictions on transfers, the protection of parents' rights, and continued monitoring of the progress of students transferred.[56] CADRE discovered that 49% of students and parents surveyed reported that the student had been asked to leave school, and among these, 33% were told that they had to leave.[57]

Violations of the parents' right to participation

The CADRE team uncovered many stories of parents who had been barred from participating in significant decisions about their child's education.[58] In particular, schools did not notify parents about a child's suspension from school and the right to appeal.[59] Parents also had a hard time setting up conferences with teachers to discuss behavioral and other important issues; even when such meetings occurred, translation services were not provided.[60] Of students who were asked to leave school, 65% of parents were not provided with any written notice about this decision, and 76% were not told that they could challenge it.[61]

The campaign to end pushout in Los Angeles schools

Based on the results of our many interviews and surveys, CADRE's 2006 "Call to Action" demanded that the LAUSD remedy its violations of the human rights of students and parents by ensuring that each school in the district have a School-Wide Positive Behavior Support plan in place requiring it to significantly reduce the use of exclusionary and aversive punishment mechanisms.[62] On June 14, 2006, we presented our findings at a public hearing in South LA. For the next eight months, CADRE with the support of other organizations including Public Counsel Law Center, vigorously continued the campaign to end the pushout crisis and human rights violations in LA schools by holding demonstrations, collecting letters of support, and meeting repeatedly with LAUSD and United Teachers of Los Angeles (UTLA) staff. Finally, on March 27, 2007, the LAUSD Board of Education unanimously approved adoption of the district-wide discipline policy, also known as the LAUSD Discipline Foundation Policy, Bulletin 3638.0.

SPECIAL INSERT:
How CADRE parents came to focus on ending pushout

2001 CADRE opened its office in South LA after two years of planning, and embarked on a year-long door-to-door and school-front canvassing effort to identify the core issue facing parent engagement.

2002 CADRE identified the core issue to be the lack of respect for and response to South LA parents when they advocated for their children, often resulting in a feeling of being dismissed, disrespected, and excluded from their children's educational process until it is too late.

2003 CADRE began using participatory action research to dig deeper into the issue and identify the policy changes needed in parent engagement across LAUSD (parent surveys, analysis of survey results, and development of recommendations).

2004 CADRE parents released "We Interrupt This Crisis—With Our Own Side of the Story: Relationships between South LA Parents and Schools", which highlighted relationships between South LA parents and schools. This report's findings resulted in the development of CADRE's Standards of Dignity and Respect for Parents platform, detailing ten specific practices by schools that would create the necessary conditions for parents to participate equally in schools and their children's educational process as partners. One of the key standards is parents being allowed to monitor school and District policies and practices and suggest improvements when needed.

2005 CADRE adopted the human rights framework and began a human rights documentation project that entailed going door-to-door in South LA to find out the nature of the drop out crisis and school discipline practices in Local District 7, and the extent to which parents were included in prevention, intervention, and discipline decisions.

2006 CADRE released "More Education. Less Suspension—A Call to Action to Stop the Pushout Crisis in South Los Angeles." That same year CADRE held a South LA "people's hearing" to shine a light on LAUSD's unjust and exclusionary discipline practices. This launched a nine-month campaign to build support for new, proactive discipline policy in LAUSD that would eliminate the disciplinary practices that lead to pushout. After careful analysis, CADRE threw its support behind the recently introduced SWPBS policy as an important first step towards reversing the high discipline rates that were deepening racial inequities for African American and Latino students.

2007 CADRE actively engaged the media, organized allies from around the nation and city, and continued to meet with LAUSD Board of Education members, the LAUSD Superintendent and Central Office staff, and United Teachers of Los Angeles to ensure broad, undeniable support for SWPBS as District-wide policy. In March of that year, the LAUSD Board of Education unanimously approved SWPBS as the District's Discipline Foundation Policy.

2008 CADRE launched its Parent Educational Empowerment Academy to train parents in planning and goal setting, human rights and advocacy, reflection and critical thinking, the school structure and decision makers, how to understand the LAUSD school report cards, and parent leadership and SWPBS. In partnership with Public Counsel and MHAS, a two-year policy monitoring campaign is launched to examine whether SWPBS was being implemented specifically in South LA and Local District 7.

2009 CADRE released the preliminary results of its first year of monitoring SWPBS in Local District 7.

2010 CADRE, along with partners Public Counsel and MHAS, releases the first-ever full-length community-led "shadow report" documenting assessment of SWPBS implementation in Local District 7. The recommendations emerging from this report will shape CADRE's on-going parent-led campaign to end school pushout for the next three years.

What is School-Wide Positive Behavior Support?

School-Wide Positive Behavior Support (SWPBS) is an evidence-based approach to improving student behavior and learning outcomes that relies on the consistent teaching and reinforcement of appropriate behavior and discourages reliance on punitive discipline. For the South LA parents of CADRE, it means being included, and respecting their children's dignity by building on their strengths and capacity to learn and grow, rather than dismissing their potential based on rash judgment and stereotypes about their behavior.

SWPBS is not one specific behavioral method or model but is instead a collection of practices, interventions, and systems change strategies that have been derived from decades of behavioral research and have been empirically shown to improve student behavior and social-emotional skills and increase overall student learning outcomes.[63] SWPBS proactively prevents misbehavior by removing triggers of problematic behavior and substituting them with a structure that facilitates desirable behavior. It emphasizes that desirable behaviors must be explicitly taught and modeled to students and then continually reinforced throughout the school year.[64] The use of punitive and exclusionary punishment should be minimized. Instead, schools should respond to misbehavior with correction and further supportive interventions as needed.[65] SWPBS has been nationally recognized as an effective means of proactively structuring school discipline, and it is estimated that more than 10,000 schools currently utilize an SWPBS system.[66] One of its key features is parent and family collaboration, making it an important alternative to the current exclusion of parents in discipline that is commonly the norm, and a tool for improving parent engagement in schools overall.

Why SWPBS is a necessary alternative to traditional behavioral theory

Traditional behavioral theory is unacceptable because teachers and school staff who adhere to that theory view student misbehavior as being inherent to the "problem" student, without taking into account the context in which misbehavior arose or any triggers that may have produced the misbehavior.[67] Under traditional behavioral theory, responses to misbehavior rely heavily on exclusionary and aversive measures, including detention, suspension, and expulsion.[68] This form of response is, in fact, only temporary and does not provide a long-term solution to problematic behavior on the part of the individual student or more generally for other students.[69] Instead of viewing misbehavior as the result of a bad student, SWPBS looks to remove the environmental factors that trigger misbehavior and to substitute them with a structure that facilitates and encourages appropriate conduct, including by explicitly teaching, modeling, and reinforcing acceptable behavior.[70]

For the African American and Latino parents in CADRE, a move toward SWPBS means a move away from the often reactionary responses to their children, towards a more humanizing and inclusionary way to help identify and address underlying issues related to their children's specific behavior in school settings, which may not surface until or unless they are in such an environment. A behavior support approach that systematically creates an opening for such recognition and improved handling of minor misbehavior essentially creates a "stop gap" to the frequent misunderstanding and stereotyping of children whose life experiences and perspectives are different than those in the position of teaching them. Furthermore, SWPBS is an approach that provides the highest chance for eliminating behavioral obstacles to learning within the classroom environment, and for parents to be full participants in improving their children's ability to negotiate their relationships with other adults. SWPBS also represents a chance for their children to experience self-growth, self-analysis, and empowerment through reflection about their behavior and future actions, rather than disempowerment through punitive discipline based on immediate removal from their peers and learning environment.

What are key features of a successful SWPBS system?

Team-based implementation and administrative support.[71]

SWPBS should be implemented by a team or committee within the school with the clear mission and purpose of implementing SWPBS and the authority to carry out the mission. This leads to a consistent and comprehensive effort and provides accountability for implementation. It is also imperative that the school administration consider the implementation of SWPBS a high priority. School administrators should be actively involved in the team's efforts and should communicate relevant SWPBS developments to other constituents, including faculty, students, and parents.

Parent and community collaboration and involvement.[72]

Parents of students as well as other community constituents should be actively involved in the process of developing and establishing a School-Wide Positive Behavior Support plan. Parents should be invited to participate in the team responsible for implementing SWPBS, they should be consistently receiving information about the school's progress in implementing SWPBS, and they should be receiving reports about the school's discipline data (i.e., how many suspensions and office referrals are occurring each month, etc.). Parents should also be receiving SWPBS training so that they are able to model and reinforce appropriate behavior to their children and otherwise support the school's SWPBS efforts at school and at home.1

Clear behavioral expectations that are taught and reinforced.[73]

In order that students know what behavior is expected of them, schools must identify and then explicitly teach what behavior is desirable and what behavior is inappropriate. Behavioral expectations should be clearly identified for each common area of the school (i.e., cafeteria, classroom, bathrooms, etc.) and should be continually taught, modeled, and reinforced throughout the school year. This should be done during class time through lesson plans that highlight school rules through role-playing and provide opportunities for students to practice and model appropriate behavior with one another. Behavioral expectations may also be discussed during school assemblies and reinforced through the use of posters prominently displayed throughout the school. Schools should establish reward systems and other means of recognizing and encouraging students exhibiting desirable behavior. Positive and encouraging interactions between school staff and students should outnumber negative or punitive interactions by four to one.

Use of alternatives to suspension or class removal.[74]

Critical to SWPBS is that student misbehavior be addressed by means other than exclusionary and aversive discipline. When students are removed from the classroom setting for misbehavior, they never learn the correct way to behave and they fall behind in school work, leading to later academic failure, drop-out, and even delinquency and prison. Responses to student misbehavior should be performed in the context where the misbehavior occurs, and students should remain in class whenever possible.

A consistent discipline policy and intensive interventions for high-risk students.[75]

Positive Behavior Support requires that each school develop a clear discipline policy so that misbehavior is dealt with in a predictable, consistent and non-exclusionary manner. For students exhibiting chronic or severe misbehavior, schools must have in place a system of intensive and non-exclusionary interventions, which can include intensive academic support, intensive social skills training, parent-teacher collaboration, mentoring programs, meetings with disciplinary review teams (such as a Student Success Team), mental health counseling, individualized behavioral plans, and referrals to outside agencies.

Data-based decision-making.[76]

SWPBS is a decision-making framework that guides schools and districts in implementing the best evidence-based practices for improving social and academic outcomes. This means that schools should be consistently monitoring all of their discipline data, including numbers of office referrals, suspensions, expulsions, and "opportunity" transfers (which are essentially involuntary transfers), and the reasons for such punishments. This should ideally be done on a monthly basis. This data should be summarized and shared with staff, students, and parents. The data should serve as the basis for further decisions about the school's discipline policy, including the effectiveness of current practices and interventions, and the desirability of modifying or adding new features to the school's current program.

LAUSD's Adoption of SWPBS in 2007 – Policy Bulletin 3638.0

Through Policy Bulletin 3638.0, the LAUSD mandated in March 2007 that each of its schools adopt a Positive Behavior Support plan. Implementation began with the 2007-2008 school year.

Policy Bulletin 3638.0, titled "Discipline Foundation Policy: School-Wide Positive Behavior Support" lays the groundwork for implementing SWPBS in LAUSD schools and serves as the framework within which all District SWPBS practices must be applied. The bulletin opens with a discussion of the importance of the policy: adoption of SWPBS will help ensure that each

student have "the right to be educated in a safe, respectful and welcoming environment," and that each teacher enjoy "the right to teach in an atmosphere free from disruption and obstacles that impede learning." These objectives "will be achieved through the adoption and implementation of a consistent School-Wide positive behavior support and discipline plan for every school in LAUSD."[77] All school plans must be consistent with the District's Culture of Discipline—a set of guiding principles for both the school and student, embodying values such as respect, honesty, responsibility, safety, appreciation of differences, and life-long learning.[78] The bulletin then lays out the basic framework of the District's policy, including key components of the school-level plan and the responsibilities of the various school stakeholders.

Key features of school plans under the policy

Each school within LAUSD is required to develop a school-wide positive behavior support and discipline plan consistent with the District's mandates. In addition to the various responsibilities of stakeholders, listed separately, important components of each school's plan should include:

- Formation or use of a pre-existing team or committee within the school responsible for and having as its clear mission and purpose the school-wide implementation of a positive behavior support and discipline plan.
- Development of school-wide behavioral expectations and the consistent teaching, modeling, and re-teaching of appropriate behavior, in addition to use of a violence-prevention curriculum.
- The application of fair, reasonable, age-appropriate and corrective discipline, including use of a system for reinforcing and rewarding positive behavior and the use of alternatives to suspension.
- Collaboration and consistent communication with parents and other community stakeholders about school discipline issues.
- Use of a three-tiered approach to discipline that offers universal supports to all students as well as more intensive interventions for at-risk and high-risk students, including use of a disciplinary review team.
- The regular collection and evaluation of discipline data for the purposes of evidence-based decision-making regarding the effectiveness of the school's discipline structure and interventions.

Responsibilities of school administrators under the policy

According to the policy, administrators hold the ultimate responsibility for ensuring that the school develops a positive behavior support plan consistent with district requirements.[79] School administrators are required by the policy to be actively involved in the effort to implement SWPBS at each school, including participation on the team responsible for implementation, issuing a written invitation to all stakeholders, and in particular parents, to participate in the implementation team, and continually communicating news and developments regarding the school's positive behavior support plan to all interested stakeholders.[80] Administrators must ensure that the school has developed a system for collecting and analyzing discipline data to aid the school's disciplinary review team in making evidence-based decisions about the effectiveness of the school's policy and interventions; they are also responsible for providing training to staff and parents in SWPBS and for ensuring that the school consistently use reasonable alternatives to suspension.[81] School administrators must also form a disciplinary review team to assist students with chronic behavior problems by designing appropriate individualized interventions—these teams should be multi-disciplinary and should involve the student's parent whenever possible.[82]

Responsibilities of teachers and other staff under the policy

Under the district's policy, the teacher has "a fundamental role in supporting a positive classroom and school."[83] Consequently, teachers are required to define, teach, review and model behavioral expectations and school rules for students, reinforce positive behavior, provide corrective feedback and re-teach skills when misbehavior occurs, collaborate with families, teach a violence prevention curriculum, follow appropriate behavioral support plans for students with disabilities, and collaborate with the school's disciplinary review team to make data-based disciplinary decisions and assist with interventions for students with chronic behavioral problems.[84] Other school staff, particularly those having a supervisory role, are also required to model and reinforce appropriate behavior at all times and provide corrective feedback for misbehavior.[85]

Responsibilities of students and parents under the policy

Under the district's policy, students are expected to learn and model behavioral expectations taught to them at school, to follow all school rules and demonstrate appropriate social skills, and to improve behavioral skills that are not satisfactory. Parents are expected to actively participate in supporting the school's efforts under the policy by being familiar with behavioral expectations and school rules and reviewing/modeling them at home, positively reinforcing appropriate behavior when demonstrated, and collaborating with the school when necessary to address any behavioral problems on the part of their child.[86]

Responsibilities of the district under the policy

Each Local District is responsible for ensuring the proper implementation of the SWPBS Policy within the schools in its area. This includes developing intervention procedures, analyzing data and monitoring school policies to ensure best practices, and ensuring that schools use alternatives to suspension and expulsions and reduce their use of opportunity transfers.[87]

The Central District is responsible for ultimately ensuring that all schools within the LAUSD implement SWPBS in accordance with the District's policy—creating a positive school culture through positive behavioral support is a top District priority.[88] Consequently the central office is responsible for developing training for parents, students, and all professional staff, ensuring that data is collected and evaluated, providing assistance to schools in implementing their own SWPBS plans, and appointing an independent auditor who will investigate complaints and alleged violations of the policy.[89] The District is also responsible for forming a Task Force of representative stakeholders who can work with the independent auditor to monitor and evaluate implementation of the policy.[90]

The implementation timeline

After the district approved Policy Bulletin 3638.0 in March 2007, it formed the Task Force mentioned in the policy, which began to meet monthly, and a Central Implementation Committee, which, at the outset, met weekly.

The end product of those meetings was the LAUSD "Resource Manual," which was finalized and distributed to schools in June 2007. The Resource Manual is the guidebook that schools are expected to follow in producing their own positive behavior support and discipline plans. It includes instructions and suggestions, examples to follow, and checklists to guide implementation.

Training year – 2006-2007:
In July 2007, Local District implementation teams were given a full-day training so that they could support individual schools in their Local Districts. In August 2007, the Local Districts began training the implementation teams of the schools within their regions.

Implementation Year One – 2007-2008:
Schools were expected to begin implementation during the 2007-2008 school year. The Central Implementation Committee has continued to work with the Task Force to provide follow up training, increased support from District behavior specialists and support to Local District implementation teams.

CHAPTER 3 |
Parent and Student Engagement Survey Results:
Evidence of Missed Opportunities

Participatory action research has become part of CADRE's organizing and leadership development strategy. Participatory action research is an interactive process where the goals, experience, and expertise of the members of the community play a major role in shaping the research. This process engages community members in generating the research questions, analysis, understanding, and conclusions. This research approach is used to produce knowledge that can promote change that "is consistent with a vision of a more equitable society." Over the past seven years, CADRE has amplified the ability of South LA parents to engage LAUSD leadership through this approach.

CADRE parents elected to independently gather information to monitor SWPBS implementation in LD7. In order to gauge how SWPBS was being implemented in LD7, we chose to look at some specific indicators. The two major indicators were basic awareness of the policy itself and how schools practiced SWPBS in key areas related to parent and family collaboration, specifically LD7's ability to communicate effectively around the new implementation of SWPBS. The results to the exact survey questions are shown on the following page.

CADRE Parent Survey Results, Findings, and Key Themes

Question						
1. I have been introduced to LAUSD new discipline policy (also known as School Wide Positive Behavior Support) N=263	Yes 51%	No 49%				
2. I have seen the District-wide Code of Conduct (Culture of Discipline) N=263	Yes 54%	No 45%	No Response 1%			
3. I am offered training from my child's school on how to be a part of shaping discipline practices at my child's school. N=263	Strongly Disagree 15%	Disagree 13%	Never 17%	Agree 46%	Strongly Agree 9%	
4. I am given "early warnings" by school staff or faculty at the first signs of misbehavior from my child. N=386	Most of the Time 56%	Sometimes 23%	Never 15%	Not Sure 3%	Decline to State 2%	No Response 1%
5: I am asked for my input on the best ways to help my child learn appropriate behavior. N=386	Most of the Time 45%	Sometimes 30%	Never 20%	Not Sure 3%	Decline to State 1%	No Response 1%

Parents are most often not seen as assets.

49% of parents surveyed had no knowledge of LAUSD's discipline policy, and 45% of parents had never been offered training on how to be a part of shaping the discipline practices at their child's school.

While having 51 percent of parents with an awareness of the SWPBS policy is definitely encouraging for LD7 going forward, after three years of implementation parent knowledge of the SWPBS policy and engagement around it should be at far higher rates. While the research shows conclusively that parents are the critical piece of successful SWPBS implementation, our survey results show that they are not being prioritized as partners in the implementation of SWPBS.

With the potential of SWPBS to make a dramatic difference in LD7 schools, we believe that parent engagement is the easiest way to turn back the tide of pushout in South LA. Too often in schools serving students of color and low-income students, parents are seen as part of the problem in education. Since 2008, CADRE parents have engaged in planning and goal setting, human rights and advocacy, reflection and critical thinking, and taken it upon themselves to learn how to understand the SWPBS policy, even where the school and the District failed to involve them. However, the efforts of CADRE parents must be met by schools' willingness to view all parents, regardless of race and income, as invaluable contributors and equal partners. Schools furthermore have little reason to claim lack of knowledge in how to engage parents. The knowledge base exists; it is a matter of will.

> *The schools never ask the parents anything important.*
>
> – South LA parent
>
> *Parents have a wealth of wisdom and insight that's worth just as much as a college degree.*
>
> – South LA parent

Schools continue to unacceptably miss engaging parents at critical moments.

38% of parents were not given "early warnings" by school staff at the first signs of misbehavior by their child. 50% were not asked for their input on the best ways to help their child learn appropriate behavior all or most of the time.

These findings point to similar levels of missed opportunities for engaging parents and ensuring the positive benefits of SWPBS. Engaging parents after it is too late, or after the decision has been made to remove the child, only expands the margin for error in responding to our children's behavior appropriately or in a timely fashion. Schools are supposed to be the places where our children are inspired to become the best at whatever they choose to do in life. Local District 7 faculty and staff are not doing enough to reach out to the families and the communities of the students that attend local schools. A lack of knowledge about the student, his/her family, and their neighborhood leads to discipline practices that violate the student's rights to dignity, education, and participation.

Student Survey Results, Findings, and Key Themes

CADRE also sought the perspectives of students within LD7 to get a sense of whether students were experiencing changes in their school environment and relationships with school staff as a result of SWPBS implementation over the past three years. Only high school students were surveyed.

N=404	Most of the Time	Sometimes	Never	Don't Know	Decline to State or Does Not Apply
1. The faculty and staff at my school teach and model for me, what it means, to act and behave in a positive manner.	21%	54%	15%	8%	1%
2. I am encouraged by my teachers to have a positive attitude towards my schoolwork and behavior at school.	31%	46%	15%	6%	1%
3. I feel like I am a part of the decision-making process at my campus.	6%	25%	52%	13%	3%

South LA students are rarely benefiting from adult support or being included in decisions that affect their education.

Only 21% of students said that the faculty and staff at their school most of the time model in a positive manner what it means to behave. Only 31% of students said they were encouraged to have a positive attitude towards their schoolwork and behavior. 15% said they were never encouraged to do so.

LAUSD is responsible for the overall school environment and establishing a space that is supportive by being knowledgeable about the student and the community where they live. When faculty and staff are not consistently modeling, acknowledging, and reinforcing proper student behavior, students are more likely to elect to not return to an unsupportive environment. This leads to pushout. Every single student should be encouraged to be full participants in their educational process while on campus, yet:

52% of the students surveyed said they felt like they were never part of the decision making process at their schools.

While the student surveys were conducted at high schools, this lack of positive support and inclusion from adults in no less vital. These young adults are at a critical point, not only in their educational lives, but in their social lives also, and adult modeling should be maintained even through high school.

The Implications

We cannot end pushout without dignity and respect for parents.

South LA parents have not been included in the most basic and fundamental aspects of the school environment -- how schools discipline their children. Although parents are experts when it comes to their kids, they are not regularly consulted, given early warnings, or asked for their input. By not doing these things, CADRE parents feel that LAUSD is not respecting their expertise, life experiences, and input. We have the human right to not only dignity and respect, but also to participate and ensure our children's human right to a quality education. CADRE parents see the systemic patterns of not treating parents and children with dignity and respect as being connected to pushout, low education rates, high unemployment rates, high incarceration rates, and even the devaluing of the very neighborhoods where our families live.

We need to re-define what "dignity and respect" looks like in our schools.

CADRE parents define dignity based on how they are treated at the schoolhouse door all the way to how their involvement in their child's school impacts not only that one student, but every other student in that school. Real parent participation not only affects the environment and climate at the school, but also affects the self worth of parents and students. In South LA, where the positive sparks of life are hard to see sometimes, CADRE parents realize that how students and their parents are seen and treated at school, has a lasting impact on how bright that child's future will be.
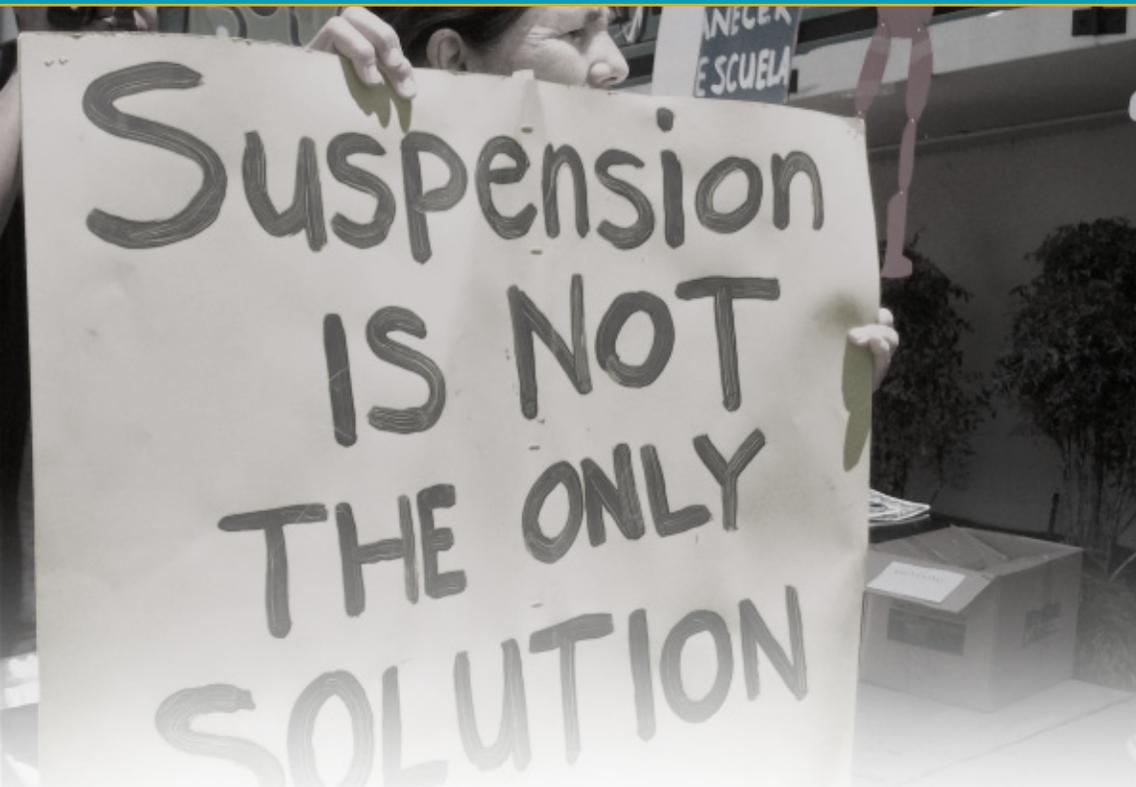
CHAPTER 4 |
Assessment of Local District 7 Implementation:
Evidence of Serious Noncompliance

What is this chapter about?

This chapter discusses and evaluates how much progress each school in Local District 7 has made in implementing a School-Wide Positive Behavior Support system between the fall of 2007, when schools were expected to begin implementation, and the fall of 2009, when documentation from each school was received and reviewed.[91]

On what basis did we evaluate how well each school had done?

Beginning in 2008, we submitted a series of requests to the LAUSD pursuant to the California Public Records Act, requesting that each school within Local District 7 submit to us an "evidence binder" containing all of the school's records showing the efforts that the school had made to implement SWPBS. We reviewed those records and assigned each school a range of points depending on how well it had met the requirements of the District's policies, according to a "rubric" designed in consultation with an expert in SWPBS to assess critical features of SWPBS that schools are required to put in place. We separated our rubric evaluation based on the years of implementation, giving schools rubric scores based on the District's first year of implementation, 2007-2008, and the years after, 2008-present. We did this because we wanted to evaluate the initial implementation effort and how it improved over time. For more information about the rubric and how items were chosen for inclusion in the rubric, see the Appendix to this report.

What are the items and categories on which schools were evaluated?

Schools were evaluated on how well they completed 28 discrete tasks that were required by the District SWPBS Policy. These 28 items fall within **five major categories:**

> **Category 1: Team-based implementation and administrative leadership and support—**Does the school have a team or committee with the clear mission and purpose of implementing an SWPBS plan and did this team

meet regularly to lay the groundwork for successful implementation by, in part, completing all District-provided forms and checklists?

Category 2: Parent and community collaboration—Has the school been actively working to involve parents and community?

Category 3: Behavior expectations defined and taught—Has the school formulated guiding principles and behavioral expectations for students, and has it taught and modeled those expectations to students on a regular and ongoing basis?

Category 4: Evidence of SWPBS in action—Has the school used important components of SWPBS such as a rewards system to acknowledge and reinforce positive behavior, a disciplinary review team to help students with chronic behavioral problems, the consistent application of non-exclusionary consequences to address misbehavior, and intensive interventions for high-risk students?

Category 5: Data-based decision-making—Has the school been collecting and reviewing discipline data so that it can make data-based decisions about the effectiveness of its current behavioral support system and make any necessary improvements?

How is the data organized and presented in this chapter?

This chapter presents data regarding how well schools in Local District 7 did on each of the five major categories listed above, by showing what percentage of schools were in compliance with each rubric item between 2007 and the present. It then shows how many schools had zero compliance with each of the five major categories, in order to emphasize where stronger efforts are particularly needed. Finally, it groups all schools into five levels of implementation, labeled as "Substantial SWPBS Implementation," "Partial SWPBS Implementation," "Limited SWPBS Implementation," "Very SWPBS Limited Implementation," and "No SWPBS Implementation," depending on how well each school performed. The Appendix also contains several other tables, including raw scores for all schools and a rank of schools relative to one another.

SWPBS Implementation in Local District 7 Overall

What does the data reveal about overall SWPBS implementation in LD7?

As is evident from the data that follows, implementation is lacking in all five major categories.

CADRE Parents' Responses to the Assessment of LD7 Implementation

Vetting this information with the community, and CADRE parents specifically, was an important and necessary task in order for the community to not only see the progress the schools in Local District 7 have made in implementing SWPBS, but also to consider their analysis and share it with and engage other community members in CADRE's ongoing monitoring. Throughout several months and countless meetings CADRE parents conducted their own analysis of these findings, and as a result, identified the implications of SWPBS implementation in its first three years. CADRE parents' responses to the findings are included in each category covered in the evaluation.

Schools were particularly negligent in using discipline data to make decisions about the school's discipline policy. At the time records were reviewed, 41 schools or 66% of all schools had absolutely no compliance with the entire category of "Data-based decision-making," and only 11% of schools were using data to make disciplinary decisions. Schools were similarly negligent in involving parents and community members in the school's SWPBS efforts. The LAUSD's SWPBS Policy specifically requires that schools send a letter to parents inviting them to be members of the school's SWPBS implementation team, yet only 6% of schools showed evidence that they had done this. Schools are also required by the SWPBS Policy to ensure that parents receive SWPBS training so that they can support the school's positive behavior efforts while at home, but less than 10% of all schools provided any evidence that they were doing this.

Scores were better in the category of "Team-based Implementation and Administrative Leadership and Support," but as of the time that records were reviewed, almost 40% of all schools still did not have an SWPBS team in place to implement the school's SWPBS plan. Schools scored highest in the area of defining behavioral expectations and reinforcing correct behavior with a rewards system, with 86% of schools having formulated a set of guiding principles for the school, 78% having defined behavioral expectations for common areas of the school, and 73% of schools having established a system of rewards for good behavior. However,

almost 40% of all schools were not consistently teaching and modeling expected behavior, and even fewer were making efforts to ensure that students who are at-risk or struggling are receiving individualized positive interventions.

Category 1: Team-based Implementation & Administrative Leadership/Support

What items are in this category and why are they important?

This category evaluates whether schools have laid the groundwork for effective SWPBS implementation by forming a committee to guide the school's efforts and ensuring the active participation and leadership of school administrators.

Research shows that a team approach is optimal because it provides a consistent and comprehensive effort and provides accountability. To be most effective, the team should be meeting regularly and should represent all school constituents, including parents and the school's administration, whose support and active leadership are paramount. The team should be completing all required checklists and surveys provided by the District, since these were designed by experts in the field to guide the team's efforts at determining the school's progress. It is essential that the team consistently arrange for the training and professional development of all school staff, especially teachers, to support the school's SWPBS efforts by modeling and reinforcing correct behavior, providing appropriate interventions, and reducing reliance on punitive discipline.[92]

Team-Based Implementation and Administrative Leadership/Support

Rubric Item #	Rubric Description	Schools in Compliance in 2007-2008	Schools in Compliance in 2008-2009, 2009-2010
1	Evidence that a School-Wide Positive Behavior Support (SWPBS) team to implement the School-Wide Discipline Policy has been established	30.2%	61.9%
2	Evidence that at least one administrator is part of the SWPBS team	25.4%	49.2%
3	Evidence that the SWPBS team has regularly scheduled meetings	25.4%	31.7%
4	Effective Behavior Support (EBS) survey has been completed	17.5%	11.1%
5	Evidence that an audit of the school's capacity to implement SWPBS has been completed	20.6%	19.0%
6	Evidence that school has completed Team Implementation Checklist	11.1%	50.8%
7	Evidence that school has completed Action Plan	22.2%	22.2%
8	Evidence that school support staff has received ongoing professional development to ensure that they teach and model appropriate behavior	7.9%	9.5%
9	Evidence that school administrators have received ongoing professional development to ensure that they teach and model appropriate behavior	17.5%	4.8%
10	Evidence that teachers have received ongoing professional development to ensure that they teach and model appropriate behavior	15.9%	38.1%

What do the records reveal about LD7 progress in this category?

School records from Local District 7 reflect that only 62% of schools had an SWPBS implementation team in place by Spring 2010.

While this is more than double the number of schools having such a team during the first year of implementation of the SWPBS policy, it still means that nearly 40% of all schools have not yet installed the prerequisite and bare minimum for instituting an effective policy—someone with the responsibility and authority to do it. Records also revealed that just under 32% of schools had SWPBS teams that were meeting regularly, defined as at least five times during the school year.

Without a leader on the team with decision-making authority, it is unlikely that such a team will be effective at School-Wide implementation.

Only about half (49%) of the schools that did have a team in place also had the participation of at least one member of the school's administration on their team. This is important, because school administrators have a unique role in setting the priorities and direction of the school throughout the year and informing parents and the community about the school's SWPBS progress.

To date, 51% of the schools that have a team in place still had not completed the Team Implementation Checklist, an important survey provided by the District that allows schools to determine which components of SWPBS they have successfully installed and which are still needed. Based on this checklist, schools are expected to formulate an Action Plan, of which only 22% of schools had evidence. This low percentage of schools with evidence of an Action Plan for formulation is significant because it is the main school team plan for implementation. Most schools were similarly negligent in completing the other important documentation provided by the District—the "Effective Behavior Support Survey[93]" (a checklist of important SWPBS features) and the "Resource Survey[94]" (an audit of the school's pre-existing SWPBS structures and resources).

Schools performed most poorly in the area of training and professional development for school staff.

Training is important because positive interactions between students and school staff are at the heart of an effective SWPBS plan. While 38% of schools were providing training for teachers by Spring 2010, only 5% trained school administrators, and 9.5% trained support personnel.

What are the implications of this data?

Schools with an SWPBS team in place tended to do better at achieving other important components of SWPBS, while schools without such a team tended to do worse.

This supports the critical importance of having a team in place. Schools trying to implement a policy without doing so under the auspices of a dedicated committee will find themselves without the necessary administrative support, parent involvement, and authority to direct the school's efforts.

Category 2: Parent and Community Collaboration

What items are in this category and why are they important?

This category measures whether schools have effectively involved parents in SWPBS implementation, a necessary component to School-Wide change.

As required by the LAUSD Policy, the rubric category evaluates whether parents have been invited to participate in the school's SWPBS team, whether parents are participating on the team, whether the school has provided parents with SWPBS training and made them aware of school behavioral expectations, and whether SWPBS and disciplinary data is integrated into parent meetings and parent communications.

Parent and community involvement is critical to full implementation because SWPBS and its interventions are most effective when used across settings, integrating family and school approaches.[95] Additionally, SWPBS experts recognize that family input is essential in creating effective intervention strategies.[96] The District's SWPBS Policy, by requiring parent involvement in a school's implementation team, goes beyond recognizing that parent input is necessary for individualized interventions and reinforces that parent involvement is indispensable for the school culture change that SWPBS envisions. Evidence and research strongly support the policy in this regard.

Parent and Community Collaboration

Rubric Item #	Rubric Description	Schools in Compliance in 2007-2008	Schools in Compliance in 2008-2009, 2009-2010
11	Evidence that the SWPBS team includes a parent	17.5%	15.9%
12	Evidence that parents have been informed of behavior expectations and have been told to review the rules with their children and reinforce positive behavior	12.7%	44.4%
13	Evidence that parents have received SWPBS training	7.9%	9.5%
14	Evidence that SWPBS and/or discipline data is addressed at parent meetings or in school newsletters	1.6%	14.3%
15	Evidence that parents received an invitation to participate in the SWPBS Team	3.2%	6.3%

What do the records reveal about LD7 progress in this category?

The rubric data collected for LD7 schools shows a very low level of parent and community collaboration.

From the outset this was a particularly weak area of focus in schools' implementation efforts. For 2007-2008 for all of the rubric items, fewer than 20% of schools were in compliance and for three of the items fewer than 10% were in compliance. Schools in 2007-2008 scored highest for rubric item eleven, which looks for evidence that the SWPBS team simply includes a parent, with compliance at 17.5%. Schools scored particularly poorly for item fourteen, which measures whether the school shares data with parents, and item fifteen, which looks for evidence that the school invited parents to participate on the implementation team.

In more recent years, there was marked improvement in most areas. The percentage of schools that are informing parents about the school's behavioral expectations was almost four times larger, at 44%. This still means, however, that more than half of all schools are still not sharing this important information with parents, which is necessary in order for parents to reinforce correct behavior at home. It is particularly disappointing that even after two years of implementation, only 6% of schools showed evidence that they were inviting parents to participate on the school's implementation team; the percentage of schools with a parent on their team actually dropped over the years from 17.5% to 16%.

What are the implications of this data?

The Parent and Community Collaboration data demonstrate that the majority of LD7 schools have done little or no outreach to parents to seek their genuine involvement in SWPBS implementation.

This is a serious area of concern with less than one fifth of LD7 SWPBS teams having a parent member as of this report and less than 6% of schools evidencing the invitation of parents to participate in the SWPBS team. Effective implementation necessitates parent involvement which is severely lacking in LD7. In order for parent involvement to become a reality in LD7, these efforts must be supported and monitored by the Local and Central District offices.

Category 3: Behavior Expectations Defined and Taught

What items are in this category and why are they important?

This category measures whether schools are identifying and modeling the behavior that they expect from students.

Schools are required to identify and define three to five behavioral expectations that are universal to the school, to serve as guiding principles. These rules should be posted throughout the campus. They should be memorable, positively-stated, and easily understood by students. Schools must also identify and define appropriate behaviors for all common areas of the school, including the restrooms, cafeteria, and recess areas.

> **CADRE Parents' Principal Concern:**
> *Exclusion of parents.*
>
> The District cannot expect parents to support them in teaching and modeling positive behavior expectations to their children if we are not being valued enough to be included in trainings, planning, and decision-making, and reviewing data. It is clear that parents are not valued unless they are needed to superficially meet requirements of District policies. While 44% of schools have at least informed parents of SWPBS, the rubric item with the highest number of schools in compliance in Category 5, it is still less than half of all schools in LD7. Parents recognize the need to be a part of the decision making process and will do what is necessary to ensure their inclusion in the decision-making process, even though at this point only 16% of LD7 schools show evidence that parents are involved in an SWPBS team.

Expectations must be taught and modeled to students at the beginning of the school year and then re-taught and reinforced on a regular and ongoing basis. Schools are also expected to integrate the teaching of appropriate conduct and expectations into the classroom curriculum, and teachers should provide students with opportunities to discuss and role-play desirable behavior.[97] Elementary and middle schools should also be ensuring that all students are taught a violence prevention curriculum, as mandated by federal and state law.

Behavior Expectations Defined and Taught

Rubric Item #	Rubric Description	Schools in Compliance in 2007-2008	Schools in Compliance in 2008-2009, 2009-2010
16	Evidence that 3-6 school expectations/principles have been developed	25.4%	85.7%
17	Evidence that school has identified expectations or positive examples of behavior for each common area of the school	22.2%	77.8%
18	Evidence that expectations have been taught to students (lesson plans, assemblies, etc.)	9.5%	61.9%
19	Evidence that undesirable behaviors are clearly defined and easily understandable from the student's perspective	19.0%	76.2%
20	Evidence that the school is using a district- or state-approved violence prevention curriculum that teaches social-emotional skills in elementary and middle schools (i.e., Second Step Program)	19.0%	52.4%

What do the records reveal about LD7 progress in this category?

LD7 schools showed the strongest level of implementation in this category. Most schools (86%) have developed guiding principles for the school, and 79% have defined behavioral expectations for common areas. This is almost triple the number of schools with these items in place during the first year of implementation, reflecting that schools have been making progress.

CADRE Parents' Principal Concern:
Behavior expectations inconsistently taught and modeled.

This essentially nullifies a key intended benefit of SWPBS, leaving thousands of students out of benefiting from a common message and understanding. Our children are being set up to fail. It not only takes time and effort to implement behavioral expectations, but a willingness to see all students as having the potential to do well. Not just a select few. Even with this being the easiest aspect of SWPBS to do, all schools in LD7 still did not do this well. Combined with the fact that schools have not done nearly enough to fully implement Parent and Community Collaboration (Category 2), we feel progress in this category will have minimal impact. Just as important to parents is schools' implementation of a violence prevention curriculum, and yet only 52% of schools show such evidence. This is yet another missed opportunity to fully support students in South LA, who absolutely need skills and support to negotiate their environment and interactions in larger society.

However, identifying behavioral expectations will not produce positive behavioral results if schools are not diligent in teaching and modeling these expectations to students on a regular and ongoing basis throughout the school year. And unfortunately not all schools that have these expectations in place have been consistently reinforcing them to students—only 62% of schools provided evidence that they were teaching their expectations to students. This means that almost 40% of all schools within LD7 are expecting students to conform to appropriate behavior, and likely punishing them when they do not. However, the schools have not been diligent in explaining to students what appropriate conduct looks like, which research has consistently shown is a critical component of motivating students to behave well. Also significant, only a little more than half of all schools showed evidence that they were teaching the mandated violence prevention curriculum.[98]

What are the implications of this data?

LD7 schools are still inconsistent in their communication and teaching of behavioral expectations, leaving students, parents, and school staff at a disadvantage and unable to benefit from SWPBS.

Although schools have made good progress in this category, there is no reason why 100% of schools cannot come up with guiding principles and behavioral expectations for each common area of the school, especially since the District provided schools with sample guiding principles and sample behavioral expectations from model schools to serve as examples. It is preferable that schools customize and tailor expectations to their own unique cultural environments, but they can at the very least adopt and use the District's model expectations.

Category 4: Evidence of SWPBS in Action

What items are in this category and why are they important?

This category measures whether schools have implemented the multiple levels of support that form the systematic approach of the SWPBS discipline policy.

Each school, as part of the LAUSD policy, is required to establish three tiers of behavior support—primary, secondary, and tertiary—to address and reduce problem behaviors. Within this tiered support system, students are provided intensive and individualized supports based on a functional assessment of their behaviors. The primary tier supports are school-wide systems for all students and staff. The secondary and tertiary tiers are used only when appropriate to meet the higher-risk behavior needs of individual students.[99] These include more specialized group and individual interventions to help students learn to address and correct their problem behaviors. In addition, schools must have a system of positive consequences, or rewards, for supporting and encouraging appropriate behavior.

Evidence of SWPBS in Action

Rubric Item #	Rubric Description	Schools in Compliance in 2007–2008	Schools in Compliance in 2008–2009, 2009–2010
21	Evidence of a system of rewards for behavior (i.e., points, awards, assemblies, etc.)	25.4%	73.0%
22	Evidence of a consistent range of non-exclusionary consequences and procedures for responding to undesirable behavior (first-tier response)	12.7%	46.0%
23	Evidence that at-risk students and high-risk students are receiving appropriate interventions and responses other than suspension or out-of-class removals (second and third-tier response)	17.5%	36.5%
24	Evidence that school has assembled a disciplinary review team with appropriate staff and the parent/caregiver to address escalated behaviors of an individual student who engages in ongoing misconduct to design and implement an effective individualized behavior support plan (i.e., a COST or SST team)	9.5%	42.9%

Together, the SWPBS three-tiered system provides a consistent and clearly defined set of preventions or interventions to meet the needs of all individuals.[100] More importantly, the implementation of the three-tier support system transforms the way a school approaches discipline. Rather than simply defining consequences to punish or control behavior, schools under SWPBS must focus on changing the school environment and teaching skills that will render students' problem behaviors irrelevant and inefficient.[101] Thus when fully implemented and used to address disciplinary issues, the multiple levels of support have been shown to significantly reduce school suspensions and office referrals.[102]

What do the records reveal about LD7 progress in this category?

The rubric data collected from Local District 7 school binders shows poor implementation of "SWPBS in Action" during the initial year of implementation, and only a modest improvement in more recent years.

Strongest levels of implementation in this category were seen in schools having established a reward system to recognize good behavior, with 73% of all schools having such a system in place by Spring 2010. Schools had low scores for rubric items twenty-two and twenty-three, which together measure whether the school is using the three tiers of SWPBS support, with fewer than half of all schools showing evidence of having implemented these items at present. Rubric item twenty-four, which requires schools to form a disciplinary review team to assist students with chronic behavioral problems, showed extremely low implementation in the initial year (9.5%) with improvement in later years but still at a rate of less than half of all schools (43%). While the progress made in establishing a rewards system has been substantial and should be commended, it is nevertheless very disappointing that fewer than half of all schools have in place the intensive individualized interventions that are at the heart of an effective SWPBS policy.

What are the implications of this data?

Based on the disappointing results of the "SWPBS in Action" category data, the District, Local District 7, and individual LD7 schools must all intensify their implementation efforts in this area, particularly in implementing the three tiers of support, which stress the need for individualized interventions for struggling students.

Individualized interventions are critical to SWPBS because without them, at-risk and high-risk students do not receive the support for their social-emotional needs that will allow them to improve and stay in school. Without individualized supports, such students are more likely to leave school and ultimately end up in the correctional system.[103] Furthermore, the three tiers of support emphasize that schools should be using individualized interventions in place of exclusionary and aversive discipline practices, which are the precursors to school pushout and the school-to-prison pipeline. Those concerns were the impetus for adoption of the District's SWPBS Policy in the first place.

Category 5: Data-based Decision-Making

What items are in this category and why are they important?

This category measures whether schools are collecting discipline data and using that data to inform their disciplinary practices.

Schools should be continually collecting and monitoring such information as the number of students referred to the office, suspended, expelled, and transferred from the school, the reasons for the disciplinary measure, and the demographic information about the students subjected to those measures. This data should be regularly summarized and shared with students, teachers, and parents, and then should be "utilized to support decisions in allocating professional development and support" and to "adjust school-wide, classroom and individual student intervention and prevention."[104]

Research on SWPBS has shown that collecting disciplinary data is important in both determining the impact of disciplinary practices and interventions and in adapting those practices and interventions to better serve students.[105] Additionally, using data can be a form of positive reinforcement for implementation efforts especially when practices result in intended outcomes.[106]

Data-Based Decision Making

Rubric Item #	Rubric Description	Schools in Compliance in 2007-2008	Schools in Compliance in 2008-2009, 2009-2010
25	Evidence that office referral data is collected and reviewed regularly in order to improve school practices and reduce referrals	15.9%	23.8%
26	Evidence that suspension, expulsion, and opportunity transfer data is collected and reviewed regularly in order to improve school practices and reduce exclusionary discipline	14.3%	15.9%
27	Evidence that data is summarized and shared regularly with staff in order to improve school practices and reduce exclusionary discipline	4.8%	9.5%
28	Evidence that data is used to guide decisions by SWPBS team about interventions and effectiveness	6.3%	11.1%

What do the records reveal about LD7 progress in this category?

Across category items and years in compliance, the figures show that very few schools in LD7 have collected data and used it to inform their disciplinary practices.

In the initial year of implementation, only 16% of schools collected and reviewed referral data and only 14% collected and reviewed suspension, expulsion, and opportunity transfer data. Even more disappointing, a mere 5% of schools shared their data with students, parents, and teachers, and only 6% of schools used data to guide decisions and interventions. The figures for later years are slightly better but still unacceptably low. **Less than a quarter (24%) of schools collected and reviewed referral data, and 16% collected and reviewed suspension, expulsion, and opportunity transfer data. The percentage of schools that shared data with students, parents, and teachers nearly doubled from 4.8% to 9.5% but remains abysmally low.** The same pattern describes the percentage of schools whose SWPBS team used data to guide decisions and interventions (11%). Overall, there was some progress across years of compliance, but these numbers are negligible and only translate into a few additional schools that meet the category item criteria.

What are the implications of this data?

Schools in LD7 have done an abysmal job of collecting and utilizing disciplinary data to inform their interventions and practices.

This means that in the majority of LD7 schools, current disciplinary practices may be ineffective or perhaps exacerbating discipline problems, but the school is unaware of this connection because it is not informed about its disciplinary numbers or their correlation with existing practices. This also means that in the majority of LD7 schools, parents and students have been kept out of the loop and are not aware of how often exclusionary disciplinary measures are being taken and for what reasons. This prevents their being able to hold the schools and District accountable to their collective promise to reduce the use of exclusionary and punitive discipline.

> **CADRE Parents' Principal Concern:**
> *Schools basing their discipline decisions not on data but rather on perceptions.*
>
> Without data and data collection, parents have no way of knowing what prevention and intervention methods schools are using and what steps are taken to avoid suspending a student. If schools are not tracking and reviewing discipline decisions related to each student, and making such information available, then they will not be prepared to deal with students that need different interventions. Parents are further excluded when this data is not shared with them, especially when it comes to determining the reasons behind the discipline decisions regarding their child. Data-based decision-making is key to improved disciplinary practices and we see a total lack of it in LD7. Students and parents are suffering the most because they are paying the price due to the lack of information sharing.

Zero Compliant Schools by Rubric Category

What is a zero compliant school?

The table below shows the number and percentage of schools that accomplished absolutely none of the rubric items in a particular rubric category.

If a school earned even one point on any of the category items, they are not represented by the table on the following page. In other words, the table represents the number of schools that have completely failed to fulfill an entire categorical requirement of the discipline policy.

LD7 Schools with Zero Points by Rubric Category

Category	Number of Schools with Zero Points for Compliance in 2007-2008	Percentage of Schools with Zero Points for Compliance in 2007-2008	Number of Schools with Zero Points for Compliance in 2008-2009, 2009-2010	Percentage of Schools with Zero Points for Compliance in 2008-2009, 2009-2010
Team-Based Implementation and Administrative Leadership/ Support	29	46.8%	10	16.1%
Parent and Community Collaboration	44	71.0%	22	35.5%
Behavior Expectations Defined and Taught	37	59.7%	4	6.5%
Evidence of SWPBS in Action	42	67.7%	9	14.5%
Data-Based Decision Making	48	77.4%	41	66.1%

What does the table reveal about LD7 schools?

During the first year of implementation, 2007-2008, high percentages of schools showed absolutely no evidence of implementation in any of the five categories, which indicates the need for immediate attention by LAUSD and LD7.

The data shows that in 2007-2008, 60 to 77% of the 62 schools in LD7 had zero compliance in one or more of the five rubric categories—"Behavior Expectations Defined and Taught," "Evidence of SWPBS in Action," "Data-Based Decision Making," and "Parent and Community Collaboration." Even in the relatively successful category—"Team-Based Implementation and Administrative Leadership/Support"—nearly half of the schools (47%) failed to earn a single point. This category possesses the largest number of rubric items (10) compared to the other categories (4 or 5), which may account for the lower percentage of schools earning zero points in it.

Substantial progress, however, was made during the 2008-2009 and 2009-2010 years of compliance. The percentage of schools with zero compliance in the "Behavior Expectations Defined and Taught" category dramatically dropped from 60% to only 6.5%. Both the "Team-Based Implementation and Administrative Leadership/Support" category and the "Evidence of SWPBS in Action" category were down to 16% and 14.5% from their previous percentages (47% and 68%, respectively). The "Parent and Community Collaboration" category dropped by half to 35.5%, but this percentage still warrants concern. Lastly, the "Data-Based Decision-Making" category was down to 66%. This percentage is unreasonably high considering that these numbers reflect compliance after two years of implementation.

What are the implications of these zero compliant schools?

While schools in LD7 have made significant progress over the last few years, there is still an unaccountably high number of schools that have completely ignored their mandate to implement critical components of SWPBS. The high rates of zero compliance in data-based decision making and parent involvement warrant immediate school and District level action.

Additionally, these high rates of zero compliance raise questions about the accountability and oversight that the District and the Local Districts have been providing. After two years of implementation, it is unacceptable for even one school to have zero compliance within any category.

Level of Implementation for Each Individual School

How were levels of SWPBS implementation determined and what do the levels explain about each school?

Schools could have received a total of twenty-eight possible points on the rubric for each time period. Based on the percentage of this total that they reached, we have labeled them as falling into a particular "level" of implementation. Each level corresponds to an approximate twenty percent interval except for the lowest assessment level, which is only given to schools with zero points. The assessment levels are categories that generally explain how well a school is implementing the SWPBS policy. The percent intervals for each category along with the description of each level are as follows:

- **Full Implementation** – Total rubric score equals 80% to 100% of the total points possible.
  The school is diligently implementing the SWPBS policy in compliance with all or a majority of the discipline policy requirements. Though there may be areas for improvement, these are minimal and generally do not warrant immediate concern. However, due to the proactive nature of SWPBS, school stakeholders must continue to evaluate and monitor their discipline data to ensure that their school practices are meeting the individual needs of students.

- **Substantial Implementation** – Total rubric score equals 60% to 79% of the total points possible.
  The school is adequately implementing the policy overall but there are areas that require immediate attention. To improve implementation, the school needs to focus its attention on specific aspects of the discipline policy. If not already doing so, the school must also involve stakeholders and evaluate and monitor discipline data to ensure that school practices are meeting the individual needs of students.

- **Partial Implementation** – Total rubric score equals 40% to 59% of the total points possible.
  The school may be implementing some aspects of the discipline policy but there are areas of concern that require remedial action. To improve its implementation, the school needs to immediately address both general and specific areas of concern. If not already doing so, the school must also involve stakeholders, and evaluate and monitor its discipline data to ensure that school practices are meeting the individual needs of students.

- **Limited Implementation** – Total rubric score equals 20% to 39% of the total points possible.
  The school has implemented only a few basic aspects of SWPBS and has generally done very little. This school requires immediate attention and must be held accountable for its inaction. It is likely that all aspects of the discipline policy need to be revisited by the school and addressed through remedial action. It is essential that the school work to create and implement an SWPBS plan that matches its disciplinary needs.

- **Very Limited Implementation** – Total rubric score equals 1% to 19% of the total points possible.
  The school has made little or no effort to implement the SWPBS Policy. It may have implemented a few basic aspects of the policy but nothing that would be considered even minimally adequate. The limited action by this school in implementing SWPBS is an immediate concern for students, parents, and the District. Improvement for this school needs to begin with revisiting the school's policy and seeking support from the District for guidance and assistant in implementing SWPBS.

- **No Implementation** – Total rubric score equals <u>zero</u>.
  The school has done absolutely nothing to implement the SWPBS policy. The inaction of this school in implementing SWPBS is an immediate concern for students, parents, and the District. Improvement for this school needs to begin with revisiting the school's policy and seeking support from the District for guidance and assistant in implementing SWPBS.

For example, a school with a rubric score of 17 out of 28 earned 61% of the total points possible and would receive a "substantial implementation" assessment. Schools only received the "No Implementation" assessment if they received absolutely zero points for a rubric score.

It must be acknowledged that even within categories there can be considerable variation between schools, especially in relation to where they earned points. For example, two schools can be assessed at the "substantial implementation" level based on a 17 point score. However, one school may have earned more points in the "SWPBS in Action" category whereas the other school earned more points in the "Data-based Decision Making" category. Please see the appendix for individual school scores and a breakdown of where rubric points were earned.

Schools with "Full Implementation"

No schools earned enough points to be classified at the "Full Implementation" assessment level.

Schools with "Substantial Implementation"

School	Type	Total Scores	Percent (out of 28)
2007-2008			
Bethune	Middle	18	64.3%
Norwood	Elementary	17	64.3%
2008-2009 and 2009-2010			
MLK	Elementary	19	67.9%
Edison	Middle	18	64.3%
96th Street	Elementary	17	60.7%
Russell	Elementary	17	60.7%
Fremont	High	17	60.7%
Foshay	Learning Center	17	60.7%

Schools with "Partial Implementation"

School	Type	Total Scores	Percent (out of 28)
2007-2008			
122nd Street	Elementary	16	57.1%
Russell	Elementary	16	57.1%
Weigand	Elementary	15	53.6%
Loren Miller	Elementary	14	50.0%
Fremont	High	14	50.0%
South Park	Elementary	13	46.4%
Thomas Riley	High (Continuation)	13	46.4%
92nd Street	Elementary	12	42.9%
2008-2009 and 2009-2010			
Florence Griffith Joyner	Elementary	16	57.1%
Manchester	Elementary	15	53.6%
McKinley	Elementary	15	53.6%
Norwood	Elementary	15	53.6%
Parmelee	Elementary	14	50.0%
South Park	Elementary	14	50.0%
Thomas Riley	High (Continuation)	14	50.0%
Bethune	Middle	14	50.0%
118th Street	Elementary	13	46.4%
122nd Street	Elementary	13	46.4%
Alexander Science Center	Elementary	13	46.4%
Budlong	Elementary	13	46.4%
Weemes	Elementary	13	46.4%
Lanterman	High	13	46.4%
Rodia	High (Continuation)	13	46.4%
32nd Street	K-8 Magnet	13	46.4%
107th Street	Elementary	12	42.9%
109th Street	Elementary	12	42.9%
52nd Street	Elementary	12	42.9%
92nd Street	Elementary	12	42.9%
Loren Miller	Elementary	12	42.9%
Miramonte	Elementary	12	42.9%

Schools with "Limited Implementation"

School	Type	Total Scores	Percent (out of 28)
2007-2008			
Barrett	Elementary	10	35.7%
Edison	Middle	10	35.7%
Foshay	Learning Center	9	32.1%
68th Street	Elementary	8	28.6%
112th Street	Elementary	7	25.0%
Vermont	Elementary	7	25.0%
109th Street	Elementary	6	21.4%
Flournoy	Elementary	6	21.4%
Manchester	Elementary	6	21.4%
Y.O.U.	High School (Alt)	6	21.4%
2008-2009 and 2009-2010			
66th Street	Elementary	11	39.3%
Vermont	Elementary	11	39.3%
Bright	Elementary	10	35.7%
112th Street	Elementary	9	32.1%
61st Street	Elementary	9	32.1%
Barrett	Elementary	9	32.1%
Compton	Elementary	9	32.1%
Grape Street	Elementary	9	32.1%
Menlo	Elementary	9	32.1%
Normandie	Elementary	9	32.1%
King Drew Medical Magnet	High	9	32.1%
68th Street	Elementary	8	28.6%
75th Street	Elementary	8	28.6%
John W. Mack	Elementary	8	28.6%
John Muir	Middle	8	28.6%
Selvin	EEC	7	25.0%
Graham	Elementary	7	25.0%
Charles Drew	Middle	7	25.0%
West Adams	Prep	7	25.0%
Ritter	Elementary	7	25.0%
Figueroa	Elementary	7	25.0%
Flournoy	Elementary	6	21.4%
Weigand	Elementary	6	21.4%
Y.O.U.A.H.S.	High School (Alt)	6	21.4%
99th Street	Elementary	6	21.4%

Schools with "Very Limited Implementation"

School	Type	Total Scores	Percent (out of 28)
2007-2008			
Alexander Science Center	Elementary	5	17.9%
Grape Street	Elementary	5	17.9%
Charles Drew	Middle	5	17.9%
61st Street	Elementary	4	14.3%
32nd Street	K-8 Magnet	4	14.3%
52nd Street	Elementary	3	10.7%
Compton	Elementary	3	10.7%
Graham	Elementary	3	10.7%
Weemes	Elementary	3	10.7%
93rd Street	Elementary	2	7.1%
John W. Mack	Elementary	2	7.1%
Selvin	EEC	1	3.6%
107th Street	Elementary	1	3.6%
75th Street	Elementary	1	3.6%
Bright	Elementary	1	3.6%
Budlong	Elementary	1	3.6%
MLK	Elementary	1	3.6%
Jordan	High	1	3.6%
King Drew Medical Magnet	High	1	3.6%
Lanterman	High	1	3.6%
Hope	High (Continuation)	1	3.6%
Rodia	High (Continuation)	1	3.6%
John Muir	Middle	1	3.6%
Gompers	Elementary	1	3.6%
2008-2009 and 2009-2010			
36th Street	EEC	5	17.9%
116th Street	Elementary	5	17.9%
Jordan	High	5	17.9%
Hope	High (Continuation)	5	17.9%
Manual Arts	High	4	14.3%
Markham	Middle	3	10.7%
Gompers	Elementary	3	10.7%
93rd Street	Elementary	1	3.6%

Schools with "No Implementation"

School	Type	Total Scores	Percent (out of 28)
2007-2008			
36th Street	EEC	0	0.0%
116th Street	Elementary	0	0.0%
118th Street	Elementary	0	0.0%
66th Street	Elementary	0	0.0%
96th Street	Elementary	0	0.0%
Florence Griffith Joyner	Elementary	0	0.0%
McKinley	Elementary	0	0.0%
Menlo	Elementary	0	0.0%
Miramonte	Elementary	0	0.0%
Normandie	Elementary	0	0.0%
Parmelee	Elementary	0	0.0%
Jordan-New Tech	High	0	0.0%
Manual Arts	High	0	0.0%
West Adams	Prep	0	0.0%
Ritter	Elementary	0	0.0%
Markham	Middle	0	0.0%
Figueroa	Elementary	0	0.0%
99th Street	Elementary	0	0.0%
2008-2009 and 2009-2010			
Jordan-New Tech	High	0	0.0%

The Implications

Schools with the 10 highest percentages of suspension by enrollment also show low levels of implementation.

While overall exclusionary discipline actions have decreased, a number of schools in LD 7 still have extremely high percentages of suspensions (and other disciplinary exclusions) in relation to the overall student body. For the Top 10 Worst "Suspenders" for 2008-2009 those with the highest percentage of suspension by their total enrollment—a majority had low overall rubric scores for their SWPBS implementation through 2009-2010.

Schools with Highest Percent of Suspension by Total Enrollment and Rubric Scores for 2008-2009 and 2009-2010

School	Type	Total 2008-2009 Enrollment	Total 2008-2009 Suspensions	Percentage 2008-2009 Suspensions	2008-2010 Rubric Score (Out of 28)
Markham	Middle	1505	935	62.1%	3
Gompers	Middle	1623	912	56.2%	3
Charles Drew	Middle	2198	572	26.0%	7
Jordan New Tech	High	243	54	22.2%	0
Manual Arts	High	3618	647	17.9%	4
Jordan	High	1711	285	16.7%	5
Foshay Learning Center	K-12	3240	491	15.2%	17
John Muir	Middle	2012	257	12.8%	8
West Adams Prep	High	2668	314	11.8%	7
116th Street	Elementary	481	40	8.3%	5

It is unacceptable for any school to have a suspension rate of 62% in a given year, as occurred at Markham Middle School in 2008-2009. With a rubric score of 3 out 28, it is not surprising to find that 935 suspensions were meted out. The amount of educational time lost by these students cannot be underestimated, and without SWPBS in place, this school appears, at least on paper, not to have any plan to intervene and assist these struggling students and get them back on the right track. Similarly disturbing, 912 suspensions (56%) at Gompers Middle School and a rubric score of 3. Other than Foshay Learning Center, the Top 10 Worst Schools have consistently low rubric scores, suggesting that the lack of implementation of SWPBS is hampering their ability to reduce exclusionary discipline rates and change their school's culture.

The only silver lining here: Consistent research on the effectiveness of SWPBS shows that if these schools actually implemented the District's mandatory policy, they would see changes in their schools. The tools are available to them. These schools have model schools down the street, or around the corner, at Edison Middle School and Loren Miller Elementary School. The leadership at the 10 worst schools must immediately focus attention on implementing SWPBS and the District must require accountability.

CHAPTER 5 | Case Studies:

Evidence of Promise from Two Exemplary South Los Angeles Schools

While the data collected in this report shows that implementation of School-wide Positive Behavior Support ("SWPBS") in Local District 7 has been lackluster in many respects, several schools have embraced the District's discipline reform efforts by developing practices worthy of replication that have resulted in appreciable benefits to school culture and individual student learning outcomes, including reductions in exclusionary discipline rates.

In this section, we highlight the successful practices of two Local District 7 schools, Loren Miller Elementary School and Edison Middle School, chosen because of their relatively low disciplinary rates and high scores in a number of key areas of SWPBS implementation. At both schools, administrators have been key drivers of implementation efforts.

The purpose of these case studies is to share emergent themes, help spread best practices, and show how two schools serving different populations have tailored their SWPBS efforts to meet the needs of their students. The hope is that discussion of the challenges and ongoing efforts at these school-sites will assist other schools trying to put in place strong programs to improve their school climate, culture, and educational outcomes.

Methodology

After deciding to focus on Loren Miller Elementary School ("Loren Miller") and Edison Middle School ("Edison"), we created a set of semi-structured interview questions designed to elicit information about each of the main areas of the District's SWPBS Policy, as well as those areas that have been highlighted by researchers and experts as being critical to the success of SWPBS. We asked each school to put together a focus group composed of stakeholders—teachers, parents, SWPBS implementation team members, and administrators—to meet with us. Our team spent four hours interviewing stakeholders at each school site in the Spring of 2010. We also reviewed additional information or documents provided by the schools.

Overarching Observation

Loren Miller administration, teachers, and parents all agreed that the implementation of a School-Wide Positive Behavior Support policy has transformed the school, raised academic scores, and resulted in more children in the class learning and receiving consistent instruction. The school community at Edison Middle School echoed similar statements of transformation, sharing the complete change in the culture of the school with the implementation of SWPBS.

Emergent Themes of Effective SWPBS Implementation

Meaningful Parent Partnerships

Loren Miller Elementary School

At Loren Miller, the school's successful parent partnership includes: 1) respect of parents and for parent input; 2) collaboration; and 3) ongoing and consistent mutual dialogue.

Parent participation is a key feature of any successful SWPBS program because parents who are involved provide valuable input and can support positive behavior efforts in school and at home. Parents in the focus group almost universally agreed that they have a good relationship with the school, and many expressed the following: (1) parents feel that the school has an "open door policy," respecting and welcoming their input; (2) parents feel comfortable interacting with school officials and addressing problems as they arise; and (3) parents are welcome to visit their child's classroom to observe how the teacher works with their child. This positive relationship has encouraged parental involvement and created a more stable and positive school environment.

Parents actively participate at Loren Miller in a number of ways:

- A cadre of regular and consistent parent volunteers on campus and in the classrooms;

- Parents serve on various committees including: School Safety (the school's SWPBS committee), School Site Council (at least 6 parents serve on disciplinary committees); these committees are open to all parents and are organized by a participatory decision-making system whereby all opinions matter.

- Parents put out a newsletter called Partnership in Print on Fridays;

- Parents attend the school's free ESL classes available Monday through Thursday—which enables them to participate more fully in their child's education;

- Parents attend parent nights to learn about how they can help their children with school work at home.

Parents are also involved in the disciplinary process at school and are contacted as soon as problems arise to create team solutions. Parents feel that their input and involvement is valued during this process. While not all parents in the focus group had read the school or District's discipline policy, many were familiar with important aspects:

- Parents liked the **system of positive rewards,** and one mentioned that if "a child has behavior problems and they improve, the students get to have a special breakfast with the principal."

- Several parents were **aware of the three tiers of behavioral intervention** that form the backbone of SWPBS and noted that the availability of a counselor and school psychologist has been very important in helping children with more acute problems.

- Other parents **have observed firsthand the effectiveness of the SWPBS system**. One parent stated that: "The school doesn't do any extreme things with suspensions. There is always an agreement [or plan created] between the parent and the teacher, and they try to solve problems in the classroom."

Another parent felt that a key to the success of Loren Miller's SWPBS program was that the teacher respected the child and the child respected the teacher, whereas she observed that mutual respect lacking in other schools. She summed up by stating: "It's beautiful when the teachers come to the level of the child" and treat them with respect.

Under the District's SWPBS Policy, schools are required to train parents in how to support the school's positive discipline efforts at home. Loren Miller offers a "Parents in Control" training program that teaches parents how to deal with discipline problems and be better parents. Several parents said that this was helpful. Still other parents wished that the school provided more training on SWPBS. Parents at Loren Miller also receive information about the school's expectations for student behavior in several ways, including presentations at back-to-school night and open houses, and discussions during parent conferences.

The Principal, citing substantial research showing that schools succeed when parents are actively involved, unequivocally believes that parents are a critical part of the school's effectiveness and success. The school's SWPBS team and teaching staff also expressed a strong belief in parent-teacher collaboration and meaningful parent participation, and universally felt that increased parent participation had resulted in a more positive school culture and reduced disciplinary incidents. One long-time teacher noted that involving parents from the very beginning is key; when a student is having behavior difficulties, the first thing he does is to call the parent to engage them in helping improve the student's behavior in the classroom.

Notably, none of the administrators or teachers in any way suggested that parents of Loren Miller students are not involved or incapable of participating on account of their race, ethnicity, socioeconomic status, or other reason.

Edison Middle School

Edison has successfully worked with parents because the school creates multiple opportunities for parent feedback, utilizes all District communications strategies, and has strong parent participation in school committees.

Edison staff believes strongly that parent engagement facilitates a successful school community and that approach has been evident in their implementation of SWPBS. Edison's approach to parent engagement can best be characterized as casting a wide net. Edison staff use all available District communication strategies including ConnectEd (to send phone messages home) and Family Module (on-line feature to view student records and send messages). Parents are also given surveys when they visit the school on their experience. Edison Administration regularly attends parent meetings to give updates and discuss important issues.

Additionally, Edison has a parent center and active parent representatives that facilitate open and constant communication between parents and school staff. Parents interviewed commented that a central feature of the disciplinary culture of the school is the use of student handbook that is sent home for parents to go over with their students.

Parents interviewed made clear that they felt that they had a voice at Edison, that they were asked for their ideas, invited to school meetings, and that their ideas were considered by the school staff. The discipline committee (the school's SWPBS team) meets the third Thursday of every month and all parents are invited to that meeting to discuss school safety, incidents over the previous month, and share ideas for improvement.

Data-Driven Decision-making

Loren Miller Elementary School

Loren Miller staff sees data analysis as central to SWPBS and is committed to using data to identify patterns, areas of concerns, and create targeted goals for improvement.

> *The school doesn't do any extreme things with suspensions. There is always an agreement [or plan created] between the parent and the teacher, and they try to solve problems in the classroom.*
>
> – Loren Miller ES parent
>
> *Data creates buy-in because you can see the results, the actual improvement, of your work.*
>
> – Edison MS Principal

Collecting and analyzing discipline data enables a school to determine the impact of practices and interventions and to adapt those practices and interventions to better serve their students. Loren Miller takes data collection very seriously. The school began collecting and analyzing discipline data in 2004, three years before the District required it, because of concerns about academic performance and discipline problems. Disaggregated racial data was presented to the staff and they were particularly concerned about the high number of referrals for African American and Latino boys. Based on this initial look at the data, the school established its SWPBS policy and procedures.

In the first few years of data collection, the school provided teachers and parents with a discipline report each quarter. Administrators presented the discipline data on a PowerPoint and discussed how to better establish and build relationships with students in order to improve the school culture and discipline statistics.

The Vice Principal, who has been at the school for nine months, continues to lead the school's efforts to collect and analyze data. She "keeps a lot of documentation so when committees are brought together, we can present data on referrals." In addition, "on an individual basis, [she] can tell the name, classroom, and everything." She stated that she can "show the child their file and ask them how [she] can help them not get referrals to the office." She also consistently reviews data and individual student behavioral contracts to ensure that the three tiers of behavioral support are being applied consistently and correctly to each student.

The school uses data to identify patterns and areas of concern. For example, if the data reveals that a particular school track has an unusually high number of referrals, the school will target it with special resources or training. If an individual teacher has a particularly high number of referrals, the Vice Principal will discuss this data with the teacher and find out "what she can do to help with classroom management," though some teachers are more responsive than others. Data is also used to identify students who require additional support and to resolve problems between parents and teachers. If a parent is concerned that his or her child has a high number of referrals, the Principal will review records and data to see what individual plans are in place for that child, what interventions have been employed, and whether the teacher may need some extra help. The Principal feels that collecting and analyzing data is critical because it is "so telling and eye opening." She believes that data helps the school put in place systems that will survive turnover or change.

Currently, at least once a year, the Vice Principal presents the school staff with school-wide discipline data disaggregated by teacher, track, classroom, and race/disability. All members of the school's SWPBS implementation team feel that the best practice would be to collect and analyze the data on a quarterly basis. The Principal believes that it would be ideal to review the data quarterly and at the end of the year and reflect upon it to see "what changes can be made to meet the needs of the student body." She suggested using the data to help set yearly goals and to get everyone working together, "sending the same message to the students."

Edison Middle School
The administration at Edison is highly committed to tracking disciplinary data because of its ability to chart progress and identify areas for improvement.

Edison has been able to effectively analyze disciplinary data because it started piloting the School Wide Information System ("SWIS") in 2008 through a special District program. SWIS has allowed Edison staff to sort disciplinary data by type of behavior, frequency of referral, and staff member, among other sorting categories.

Edison's Principal has been committed to data analysis since she arrived in 2005 and commented that her staff initially gave her feedback that she was "beating a dead horse" in her constant focus on data. The Principal explained that when she arrived at the school, its test scores had flattened and she was going to work with her staff with the data to help them get creative about improvements. In keeping with being child-centered, Edison has engaged students directly in their academic and behavioral outcomes by going over the state standards test and any disciplinary issues with the student.

Edison administrators are also committed to making data-based decisions, both in how they set disciplinary incident reduction goals and how they work with staff. Administrators have used the data to set realistic goals for improvement, having started first with suspensions (At the time of the site visit, Edison had 24 suspensions thus far for 2009-2010, as reported by school

administrators, down from 255 in 2005-2006.) and now are moving on to addressing office discipline referrals. Staff members who have high levels of office discipline referrals are given extra trainings on SWPBS to learn more effective strategies for classroom management. Edison administrators made clear that data analysis has been one of the key pieces of SWPBS implementation and where the school has made progress it has been a strong tool for staff buy-in.

Strong Leadership

Loren Miller Elementary School

The leadership and strong support of the Loren Miller's administration has been a strong factor in the school's successful implementation of SWPBS.

One of the key reasons for Loren Miller's success in implementing SWPBS is the strong support and leadership provided by the school's administration, especially the Principal and Vice Principal, who together with the school psychologist, intervention coordinator, literary and math coaches, Title I Coordinator, and Intervention Coordinator, make up the school's SWPBS implementation team. A team-based approach to implementation, particularly with strong administrative participation and support, provides authority, direction, and accountability for a school's SWPBS efforts and is explicitly required by the District's policy.

Loren Miller's effort was driven directly by the school's administration, when the Principal, concerned about discipline problems and low academic achievement, used school funding to send a team of school leaders, teachers, and parents to a multi-day training on SWPBS implementation. The Principal then charged the team with implementing SWPBS at the school-site. Some of the key strategies the team adopted included the use of three tiers of behavioral support for handling discipline in the classroom, parent involvement, a color-coded system for office referrals, a positive reward system, special skills training provided by the school psychologist, and collection and use of disciplinary data. When asked why the school implemented SWPBS and why other schools should do the same, the SWPBS team agreed: "Check the research, PBS systems work."

Consistent and thorough implementation of SWPBS, in particular with the support and leadership of the school's administration, has resulted in incredible improvements at Loren Miller. The Principal remarked that SWPBS practices have not only reduced disciplinary problems but improved academic outcomes and increased classroom instruction time. In the Vice Principal's words: "It keeps the students in the classroom. It prevents issues in the yard...It improves attendance."

Edison Middle School

Successful SWPBS implementation would not have occurred at Edison without the leadership of their principal who worked hard to cultivate staff and community buy-in.

The exemplary SWPBS implementation would not have occurred without the strong leadership of its administration. Teachers who were employed before the arrival of the new administration in 2005 shared that previously clear protocols and disciplinary rules were not in place and the school felt out of control because of that. In 2005, the Principal sent a school team to the District's Building Effective Schools Together (BEST) training (SWPBS training that pre-dated the policy and was provided through a grant the District received) and the school went to work at implementing SWPBS. The Principal at Edison is easily described as a go-getter and she recognizes the "commodity of time" so she has always focused on being strategic with her staff and building trust, so that when expectations are set there is no need or inclination to micro-manage anyone.

Staff at Edison stated that the administration has and continues to be committed to supporting the entire school community in fully implementing a positive approach to behavior expectations and school culture. Very telling was the Principal's comment that the school's approach has been child-centered in that students are part of the solution of SWPBS because too often schools "talk about the students like they are not there...we want them to be our satisfied customers." During the school-site interviews, Edison staff invited students who shared about their involvement in implementation.

Additionally, the strong leadership of the administration has created structures for teachers to share best practices and trouble shoot as a team. Teachers have weekly departmental meetings in which they review approaches and discuss how to serve students who are struggling. There are also interdisciplinary team meetings of teachers who teach the same cohort of students and share the same conference period (to facilitate meeting with parents) and work together on successful strategies for students.

Clear Expectations and Consistency in Implementation

Loren Miller Elementary School

Loren Miller effectively uses clear expectations with a focus on four simple behavior expectations that students of every grade level can remember and understand.

A key feature of successful SWPBS implementation at any school is a set of clear behavioral expectations for students to follow; this way, students understand what behavior is desirable and what is inappropriate. Every school staff member interviewed at Loren Miller agreed that one of the most effective aspects of the school's SWPBS program is that the school uses only four simple behavior expectations. According to school staff, this simplicity makes the expectations more effective because every student of every grade level can remember and understand them. As the Vice Principal stated, "Four rules, everyone knows the rules." When a student is sent to the office on a referral, one of the first questions the Vice Principal asks the student is which of the four rules has been broken: "Not only can the student identify the rule, but they can often verbalize why the rule was broken and are able to explain how they can do better next time."

The four behavioral expectations are consistently reinforced at school in numerous ways. They are posted in the classrooms and throughout the school. They are discussed regularly during class time and taught using a skit for incoming kindergarteners. And they are reinforced by staff supervising common areas, in assemblies, by school leaders enforcing the discipline policy, and in the "Second Step" violence prevention curriculum. When a new student joins the school, he or she is immediately taught the four expectations. One of the school's long-time teachers also does a lot of modeling of the expectations to his students. He consistently "shows" his students what is expected of them.

To ensure consistency and implementation at home, the four rules are incorporated into a "parent compact" that all parents must sign. A long-time teacher remarked, "Having been here for a while, it's really about getting the parents involved in improving behavior and getting them on our team. I always start off with something positive about their child, tell them what the expectations are for the student, and go from there." When asked how he has so few disciplinary problems in his classroom, the teacher stated: "If you set clear expectations and you demand that of them and you clearly explain the consequences, then the students meet the expectations."

Loren Miller also expects, as part of the school's mission statement that all students will eventually go to college. To reach this goal, the school encourages students to write about "Why I'm going to college" and has strived to "create a college going culture."

Edison Middle School

Staff, parents, and students alike all shared that clear expectations were foundational to SWPBS implementation and creating a positive school environment.

All focus groups members shared that a focus on five foundational rules has changed the way staff and students engage about expectations. There is a consistent system of rewards and consequences used throughout the school. In working to get staff and community buy-in, the administration stated that having a common vision and matching procedures has been paramount.

At Edison the student handbook is not some dense document that no one has read, but rather a highly utilized tool that sets and reinforces school community expectations. The following practices at Edison have helped set clear expectations and a positive approach to behavior:

- 5 guiding principles: Respect, Responsibility, Safety, Honesty, and Life-long learning. All school rules are framed from these principles.
- School rules are posted by area around the school and in the student handbook.
- School-wide reward system: For behavior that exemplifies one of the five guiding principles students are given recognition cards. These recognition cards are placed in weekly rewards drawings, which include such rewards as a free dress day and speed pass for the lunch line.
- "4 to 1": Teachers are working hard to implement the practice of using four positive statements to each critical statement in their classroom management.

- The school has created clear expectations about which behaviors should be handled in the classroom and which warrant an office discipline referral.

- Teachers and administrators use the student handbook to reinforce expectations and consequences. If a student is not following a school rule, the staff member has the student show him or her the rule in the handbook and then initial and date the rule as a warning. Students and staff shared that this has created a level of accountability that was previously absent.

- At the start of every track, success assemblies are held to highlight students' successes (academic and behavioral) which also reinforce behavior and academic expectations.

- The SWPBS team meets monthly to review discipline and school-wide implementation issues. The SWPBS team includes a parent and student leaders.

Consistent School-Wide Training

Loren Miller Elementary School

Training for each and every school participant—teachers, counselors, students, and parents—has been an important aspect of SWPBS implementation at Loren Miller.

All features of the SWPBS Policy are presented to students during an assembly each year. At each assembly, held the first week of each new track, the Vice Principal shows a PowerPoint presentation, conducts a skit about SWPBS and behavioral expectations, and discusses the four school rules. She does a follow-up quarterly when each of the tracks comes back on. In the past, teachers were mandated to participate. This year, participation at the assembly was optional; but the Vice Principal is not certain that this was the right approach.

The SWPBS policy is also incorporated into ongoing professional development and staff meetings, and it has been embedded in the Safe School Plan. When a student is referred to the office but the teacher has not appropriately used the three tiers of behavioral support or proper interventions prior to referral, the Vice Principal or Principal will individually work with the teacher to provide them with additional training and support to reinforce correct use of SWPBS. The Vice Principal did note, however, that additional training for teaching staff would be a good idea.

When any changes are proposed to the school's SWPBS program, the changes are first vetted by the school's SWPBS implementation team, then by teachers and parents, and then by other school committees to ensure buy-in and determine whether the policies will work.

Second Step, a violence prevention curriculum mandated by the SWPBS Policy, is regularly taught in all classrooms. School leaders expressed strong support for the program, noting that the program's social skills training has improved student behavior and made a significant difference at the school. Teachers consistently reinforce SWPBS in their classroom, utilize positive rewards, and reiterate behavioral expectations.

In addition, the school counselor provides additional training, through a program known as "Success for All," in every classroom for a six week period two times per year. The program teaches students about expressing emotions, demonstrating appropriate behavior, and conflict resolution, among other things. About the trainings, a long-time teacher stated, "The counselor knows the kids, and really just hits on how to resolve conflicts. It works."

Edison Middle School

The many training opportunities and reinforcement strategies that have been created for Edison staff flow directly from the strong leadership of the administration.

Edison's Principal has taken full advantage of the trainings offered by the District and has offered staff repeat opportunities to reinforce tools to implement SWPBS. Edison having taken advantage of all opportunities offered by the District is made clear in the Principal's statement that "if there's something to pilot, I want to do it. I want to see if it will work for our school."

The SWPBS implementation team has also ensured that there is consistent training for students at Edison. When each track

returns from a break, student success assemblies are held to highlight student achievement, both academic and behavioral, as well as reinforce earlier SWPBS trainings that staff has conducted. Edison uses the "WiseLives: Learning from the Words and Lives of World Figures" a multi-week character skills curriculum that teaches students citizenship, fairness, and trustworthiness, among other character skills.

Edison staff has created structures for sharing of best practices among teachers to reinforce SWPBS trainings. Edison teachers have also had a series of classroom management trainings from Central District Staff. All training documents and other best practice documents are shared on-line through "Moodle." Teachers are organized into inter-disciplinary teams that share students. Through weekly meetings they share approaches to classroom management and discuss particular challenges. Edison administration has ensured that staff trainings don't merely occur without integration into school practice, but has encouraged such integration by multiple avenues for teacher sharing.

Systems Approach Transforms School Culture

Loren Miller Elementary School

The school's SWPBS policy ensures that all school participants, from teachers to students to parents, play their role in implementing SWPBS and that systems and procedures are in place to ensure ongoing implementation.

As the Vice Principal explained, "SWPBS is embedded in every aspect of the school." For example, each day at Loren Miller begins with peaceful meditation music played softly in courtyards, at the entrance, and in hallways; this sets a calm tone for the rest of the day.

The "school culture", by many accounts, is one where behavior issues are handled in the classroom with parent involvement. The school's written procedures reinforce this, and are particularly helpful, especially to new teachers. One long-time teacher remarked that: "We really try to handle things in the classroom…Staff understands that the office is there for support on major things." A long-time teacher reiterated that all of the teachers know that you do "not send [students] to the office for minor offenses."

Because referrals and suspensions were a "huge issue" when the current Principal began at the school 11 years ago, she took a leadership role and sought out SWPBS as a way to improve the school culture. To ensure full implementation, the school spent an entire year in 2004 devoted to developing the plan. These early efforts created a foundation that "has been built along the way." And "when the District came out with [its] SWPBS policy, it fit with how we do things."

The school used the District's policy as an additional tool and an opportunity to hone and improve their own program. The school "[a]dded more incentives, more of an equal balance between the rewards and consequences." Almost every staff member interviewed discussed the "caught being good" system and felt strongly that the school's positive rewards, including teacher and student of the month and the "gold slips" given to individual students, were helpful tools.

A teacher summed up the school's ethos: "We are here to facilitate students' learning, establish mutual respect, and help students understand what is expected every day," and when you consistently implement something, the "procedures become routine."

Edison Middle School

Edison staff made clear that SWPBS implementation has transformed their school's culture.

Edison staff has understood SWPBS as a systems approach to transform school culture. What was most striking in Edison staff comments was how clearly SWPBS and the administrative leadership to implement it had changed the culture of their school, going from a chaotic environment where students were largely out of control, to one where students are invested members of the school community. One of the staff members aptly commented that their school community is now focused on prevention versus reaction by setting clear behavior expectations and reinforcements.

When we walked into the school we immediately saw the "Student of the Week" bulletin board with photographs of students who had displayed exemplary behavior the week before. The students on the SWPBS team clearly had a sense of pride in their

school and were happy to share with us about the steps their school has taken to implement SWPBS, explaining that teachers handle most disruptions in the classroom and for students who need help, that there are strong relationships between teachers and school counselors.

The most significant shift in the culture of Edison has come through the consistent school-wide implementation of SWPBS. One teacher commented that before SWPBS implementation, every teacher had their own set of school rules

By using a positive approach to behavior that includes incentives and having the disciplinary reduction results to prove it, Edison has created a community where all are involved in setting good behavioral examples.

The Implications

The successful strategies for SWPBS implementation at Loren Miller Elementary and Edison Middle School highlight the indispensable features of SWPBS. Transformation of school culture must begin with administrative leadership, but it will not go far without parent involvement and teacher buy-in and support. Data-based decision-making and clear behavioral expectations are the backbones of SWPBS, and ongoing and consistent training is necessary for long-term success. Finally, a systems approach ensures consistent and thorough implementation, which will result in a positive transformation of school culture, improved academic performance, and reduced disciplinary problems, as it has at both schools.

CHAPTER 6 | Responding with Urgency:
Top 4 Priorities and 12 Recommendations for LAUSD

LAUSD cannot wait any longer to fully enforce implementation of its SWPBS policy in all of its schools, and students and parents cannot afford to accept any obstacles or excuses to SWPBS becoming the standard operating procedure. This is especially true in South Los Angeles centered Local District 7, where discipline rates for African American students have stayed static for the last four years and despite the efforts to implement SWPBS, African American students are still suspended three times more often than their counterparts from other racial and ethnic groups. Notwithstanding the progress that LAUSD and LD7 have made, such an extreme disparity for African American students signals a crisis in the culture of our schools that affects all children, and to which we must respond immediately.

We demand that the District act with speed and with intention to turn the tide. We believe that the following recommendations, if implemented quickly and with haste, can make that happen. Recent budget woes are no excuse, particularly given the successes at Loren Miller and Edison, schools that implemented the policy effectively without new funding or resources. These schools show us what is required: strong intention of the leadership at the District, Local District, and school levels to take SWPBS seriously, to implement it with speed and without any compromise, to constantly review school practices and disciplinary data, and to make a commitment that every single child in this school district will be respected and educated. We cannot and will not stand for anything less.

Our collective response to the extremely disappointing levels of implementation in Local District 7 is reflected in the following four priorities and twelve recommendations, each with concrete examples of what it would mean to fulfill them:

Priority 1: Cultivate Leadership, Provide Training, Build Buy-In, and Increase Participation

LAUSD needs to obtain the buy-in of other key players in the implementation process.

The lack of implementation in Local District 7, as reflected by only 49% of LD7 schools having an administrator on the SPWBS team, suggests that the District has failed to obtain the buy-in and commitment of all important players, including the Local District offices, which should be supervising and guiding implementation; school administrators and teachers, who should be implementing positive behavior supports at the ground level; and parents and community, who support implementation by their efforts at home and in the neighborhood and their participation at school.[107]

Recommendation 1: Require Local Districts to Take a Leadership and Support Role

What it looks like

- Each Local District shall develop a plan each year for how they are going to support and further the SWPBS efforts of the schools within their regions.

It is critical that each Local District superintendent make implementation of SWPBS and the reduction of disciplinary exclusions a high priority. The District must communicate required outcomes and benchmarks and continue to provide training to Local District superintendents and administrators so that they have all of the tools that they need to help schools meet their goals.

Recommendation 2: Ensure All School Stakeholders Are Equipped to Incorporate SWPBS into School Culture

What it looks like

- Through a standardized curriculum and continuous training, the District and Local Districts shall repeatedly educate and engage parents, teachers, support staff, and administrators about the three-tiered approach and data-based decision-making in SWPBS and its proven benefits, including better academic performance, decreased classroom disruptions, and a healthier and safer school environment.

The disciplinary data in Chapter 1 makes clear that in too many Local District 7 schools student behaviors are still too often dealt with using suspensions and other removals. For example, in the 2008-2009 school year, Markham Middle School had a suspension rate of 62% and Gompers Middle School had a rate of 56%. CADRE parents hear often that school officials do not even know what SWPBS is or that they have never heard of the new discipline policy. The rubric data reinforces this with too few schools showing evidence of administrative leadership on SWPBS teams, ongoing professional development for school staff, and inclusion and training of parents.

School staff—in particular administrators and teachers—might be resistant to changes in the school's disciplinary structure either because of distrust of this new system, ignorance about its benefits, or general inertia. Teachers and administrators must be repeatedly supported to understand how effective implementation of SWPBS is aligned with their own interests.

Teachers must be supported to reflect on their practices, even in difficult situations, and be invited to ask for additional support if needed. If a teacher has more than a given number of suspensions or office referrals from his/her classroom within a given time frame (a number set by the school's SWPBS Team in reference to its outcomes), that teacher should immediately receive individualized professional development and training related to supporting SWPBS. At Loren Miller Elementary School and Edison Middle School, this general practice is in place and has shown great success. Loren Miller also has a clear set of in-school policies for when office referrals are or are not appropriate and mechanisms for involving teachers from the outset; because this school is a model, the District should look to it.

Training should be conducted with, and not separate from, parents. Providing parent access to the full range of knowledge and skills required for successful SWPBS implementation conveys dignity and respect for parents and their capacity to support their children and transform schools. It is then and only then that the greatest benefits to engaging parents will be realized.

- The District shall develop a set of teaching plans or curriculum that makes it easier for teachers to incorporate SWPBS and behavioral expectations into classroom instruction.

While the District already mandates that an anti-violence curriculum, like Second Step, be taught in its classrooms, we are not aware of a curriculum for teachers to use to talk about SWPBS and to weave school-created behavioral expectations into classroom instruction. The SWPBS Policy requires schools to develop instructional plans so that behavioral expectations are taught as part of the classroom curriculum.

The District—in conjunction with experts in the field and its own model schools—should develop an SWPBS curriculum to be used at each school level to help implement the policy. Lesson plans should include a discussion of the importance and significance of the behavioral expectation, an example of right and wrong uses of the behavioral rule, and some opportunity for students to practice or role-play the appropriate conduct, including through skits and dialogue. The teaching plans should also include a timeline, directing how frequently and in what order the lessons should be taught.

Recommendation 3: Teach dignity and respect in the classroom and build relationships with students and community

At successful SWPBS schools like Loren Miller Elementary School, teachers and administrators hold a core belief that dignity and respect for parents and students is key to their successful school culture and low discipline rates. The concepts of respect and dignity should be demonstrated and modeled in all classrooms to ensure that among the diverse teachers and students in LAUSD, everyone has a shared reference point. For example, teachers could conduct an exercise with their students about what respect looks like at the beginning of the school year or semester. This would help teachers understand their students and foster within students a sense of participation in classroom decision-making.

We also recommend that more focus be placed on the teacher creating a strong relationship with the student and their family. Teachers should develop a survey for students and parents regarding the students' background, family, and interests in order to help teachers develop stronger connections with students and families that will help solve classroom issues quicker and the student to grow and thrive.

Lastly, we also recommend that the community be invited to participate in the SWPBS implementation process. In this regard, the District should hold a regularly scheduled District-wide "Day of SWPBS" and "community days", at which each school celebrates SWPBS and its benefits by holding a fair or festival, with games and other activities that build relationships, increase knowledge about what is going on regarding SWPBS, and restore a sense of community to support agreements around behavioral expectations and school-wide goals for implementation.

Priority 2: Define Expectations

LAUSD must first ensure that it has positioned all schools to be successful at implementing SWPBS.

It is well known that adults and school staff also need clearly defined expectations in order to have the best chance at succeeding and fulfilling the goals of their positions. The low levels of implementation in Local District 7 schools is evidence of a breakdown in communicating expectations and exactly how to meet them. It is not acceptable that District and Local District 7 leadership did not assess the school's progress with implementation and define expectations in ways that school staff understand and can act upon to be effective.

Recommendation 4: Clear requirements, timelines, benchmarks, and expected outcomes must be developed and put in one District-Wide policy manual.

What it looks like

- All schools shall receive, and be oriented to, a policy implementation manual with clear instructions consistent with the SWPBS policy, and with measurable outcomes, benchmarks, and deadlines that schools are expected and supported to meet in order to fully implement the five main components of SWPBS.

Given the extremely low level of SWPBS in Action in the rubric scores, for example only 36.5% of LD7 schools had evidence of second and third tier interventions, we recommend that the District change the SWPBS District-wide Resource Manual so that it actually provides clear step-by-step instructions and timelines for implementation of the Discipline Policy's requirements and tools from successful schools (hereinafter "the Manual").

Currently, the primary tool for implementation, the Team Implementation Checklist does not entirely correspond with the Policy's requirements. For example, the SWPBS Policy requires that schools consistently use reasonable alternatives to suspension; but this requirement, which is especially important to CADRE parents, did not make it into the Team Implementation Checklist. The requirement for staff and parent training is also not there.

Recommendation 5: Make expectations about data collection clear and defined

What it looks like

- Schools shall collect, analyze, and publicly report on a monthly basis, the following data:

  Number of office referrals, in-school suspensions, out-of-school suspensions, opportunity transfers, and expulsions:

  - *Disaggregated by students' demographic information, including age, grade, gender, race/ethnicity, eligibility for reduced meals, disability status, and English language learners; and*

  - *Including the reasons for each disciplinary measure, length of each measure, previous steps taken before resorting to exclusionary punishment, type, if any, of alternative instruction received by students while out of school, and due process protections given to students and parents*

The rubric scores show an extremely low rate of schools with evidence of any data-based decision-making practice with only 16% of LD7 schools showing evidence of collecting and reviewing disciplinary data and only 9.5% of LD7 schools having evidence that data was summarized and shared with staff. We believe that these low scores are unacceptable. In addition to monthly data reporting to the community, the school's SWPBS team must also review this discipline data at least once a month to address problematic patterns and to figure out how to improve its school culture and reduce pushout. As was recommended by Loren Miller's team, the larger school community should be required to review the discipline data at least two times per year, at the beginning and the end of the school year, if not quarterly.

We note that the District did not specify in the Policy how often data should be reviewed, shared, and used to make decisions, with what mechanism the data should be collected, and how this data should inform the school's decision-making process. The Manual must include this information. From the documents reviewed, it does not appear that the District trained staff on how to do effective data-based decision-making or provided any guidance. As this is a skill, training and guidance must be provided.

In addition, at Loren Miller Elementary School and Edison Middle School, it was clear that data-based decision-making was a critical component of their successful implementation of SWPBS. CADRE parents believe that if these two schools can do it, then every school in Local District 7 should be able to as well.

Finally, when CADRE parents, Mental Health Advocacy Services, and Public Counsel tried to obtain disciplinary data from the District and schools, the process took far too long and all of the data requested was not available, or it was only available from the District and not the individual schools. Individual schools must be required to collect and use their data. It is unconscionable for schools to continue to deny students their fundamental right to education by suspending, transferring, and expelling students without looking at their practices and using research-based and proven methods to reduce these practices. This must change.

- Schools shall be provided with and use a standard, ready-made program for discipline and SWPBS data collection, such as the "School-Wide Information System, to collect, track, and report discipline information.

Data collection should not vary much from school to school. There are a variety of ready-to-use programs that allow schools to compile this information and cross tabulate it. One of these is the "School-Wide Information System", or SWIS. SWIS is a web-based information system that enables schools to enter data and generate reports, and facilitates schools in making data-based decisions. SWIS is currently in use by more than 6,600 schools nationwide. We support it being used to collect, track, and synthesize discipline data about students. Training must be provided at the Local District and local school level in order to standardize data collection throughout the District and minimize resistance at schools that are uninformed about how to collect and analyze data.

- Schools shall be provided with and use a standard office referral sheet created by a team of parents, teachers, and administrators and used by all schools to keep more accurate track of behavior and discipline incidents and responses.

It is very clear that all schools are not collecting data in the same way, and at the same level of detail. We recommend that LAUSD collect office referral data using a standard tracking form connected to a database, like SWIS, that can compile, sort, and analyze all of the information. A team of parents, teachers, and administrators should be consulted to create the District-wide form. This will not only help ensure consistency, but will also help the District track the specific reasons, rationale, and practices related to class removals – and detect patterns that require intervention. The form should at the very least include key information that helps school staff and parents recognize students' needs and opportunities to be proactive, such as: time, class period, referring teacher, reason for referral, identification of the specific behavioral expectation to which it is related, the number of times the student has been referred for this particular behavior, as well as administrator sign-off that confirms if and how the referral was handled, with the specific action and result.

Priority 3: Be Accountable

The complete lack of accountability mechanisms or measures to ensure SWPBS and remedy any gaps in implementation must be concretely addressed, especially in light of the ongoing disproportion of African American students being suspended and the startling continued inattention to fulfilling the legal and human rights obligations to serve the interests of all children.

The rubric scores show that many Local District 7 schools have failed to completely or, even partially, implement the SWPBS policy. The school district has taken no action to hold them accountable or bring about timely reform. This lack of accountability is evidenced by the fact that three years after the policy's adoption, nearly 40% of schools show no evidence of convening an SWPBS team and over 50% of schools show no evidence of non-exclusionary consequences and disciplinary procedures.

Recommendation 6: Set measurable outcomes and benchmarks

What it looks like

- The District shall publicly set and commit to measurable outcomes and annual benchmarks for decreasing the number of students referred to the office, suspended, involuntarily transferred, or expelled from school, and report on its progress on a regular basis.

The SWPBS policy was passed largely as a result of CADRE's advocacy and the public's concern about the low graduation rates in the LAUSD, indisputable evidence that students were being "pushed out" by punitive discipline policies, and statistics revealing the disproportionate impact of discipline on students of color and students with disabilities. As the data in Chapter 1 of this report show, while there have been some reductions in the overall disciplinary exclusion rate, which we find encouraging, the level of disproportionate discipline, particularly for African American students, has not changed at all. In addition, because we know that when SWPBS is thoroughly implemented, it can result in a reduction of 60% or more, the overall change of 13% for suspensions in 2008-2009 is too small. If there is such concrete indisputable evidence that SWPBS can have this impact, there is no excuse for not setting benchmarks alongside SWPBS implementation to maximize its benefit.

- The District shall utilize the SWPBS Implementation Task Force called for in the policy to help establish these outcomes and benchmarks.

The SWPBS Policy calls for establishment of a Task Force—a group of representative stakeholders, including parents, responsible for making recommendations to the District and forming criteria to be used to monitor implementation. We recommend that this Task Force be charged with designing these measurable outcomes and benchmarks for the District, determining when the schools would have to meet them, and how they would be measured. The Task Force should cooperate with the independent auditor to determine whether outcomes and benchmarks are being met and determine how the LAUSD should alter its implementation of SWPBS to make certain they are met.

- Local District 7 shall use this report's findings to focus its implementation oversight in key categories and items, such as Parent and Community Collaboration and Evidence of SWPBS in Action.

We recommend that the District also set outcomes and annual benchmarks for implementation of the specific items and tasks required in the SWPBS Policy. Specifically, however, Local District 7 must strengthen implementation of Parent and Community Collaboration in SWPBS by increasing the percentage of schools showing evidence that parents have been trained in SWPBS, from the current 9.5% in 2009-2010, to at least 40% by the end of the 2010-2011 school year . CADRE parents know that a big reason for the slow implementation of SWPBS is the lack of parent knowledge and training about SWPBS.

As mentioned previously, in the area of Evidence of SWPBS in Action, LD7 scored an incredibly low 36.5% of schools showing evidence that at risk students and high risk students are receiving appropriate interventions and responses other than suspension or out-of-class removal, known as 2nd and 3rd tier responses. We recommend that the District require LD7 to raise this to 75% of schools showing evidence in this category by the end of the 2010-2011 school year. Giving teachers, support staff, and administrators solutions and tools to minimize out-of-class suspensions is critical to preventing kids from being pushed out of school. For other areas, as discussed in the next section, the District should use the SWPBS Implementation Task Force to set benchmarks.

Recommendation 7: Empower an independent auditor to monitor implementation and conduct audits and determine if outcomes and benchmarks are being met

What it looks like

- The existing independent auditor called for in the policy shall be given broad powers to monitor schools for their compliance with benchmarks and requirements and to conduct thorough investigations or audits into SWPBS implementation. The independent auditor shall be responsible and accountable to parents.

In its SWPBS Policy, the LAUSD calls for appointment of an "independent auditor." However, the policy confines this role to investigating complaints and working with the District's Task Force.[108] We recommend that the independent auditor be given the authority to specifically oversee and monitor whether the schools in the District are actually working towards implementation of SWPBS and meeting their outcomes and benchmarks.

We recommend that the auditor be empowered to make school visits, sit in during classroom time, have conversations with students, teachers, parents, and SWPBS team members, review records, and conduct any other investigation necessary. By way of example, if it is required that all SWPBS teams review discipline data and produce a report of their data-based decisions on a monthly basis, then each school would be required to submit to the independent auditor a copy of the meeting notes wherein they reviewed this data and a copy of the report. The independent auditor would then be empowered to follow up with schools that are not complying with these particular benchmarks.

With specific urging from CADRE parents, we also recommend that the Independent Auditor be required to: 1) handle parent complaints in a timely manner; 2) distribute his or her contact information to all parents (possibly through the parent handbook); 3) collaborate with parents from the parent committees and 4) remain independent of the LAUSD.

Recommendation 8: Implement a System of Rewards and Consequences for Schools

What it looks like

- The District shall establish a clear and transparent system of rewards and consequences to ensure compliance and ongoing accountability at each and every school site.

In keeping with the benchmarks established by the Task Force, if a school's disciplinary rates do not decrease by a given number each month or semester, the District (or the Independent Auditor) must investigate that school's SWPBS program, including increased scrutiny into the diligence of its team's efforts. If a school's disciplinary rates increase within a given period of time, the District must mandate that the school's administrators and teachers receive additional SWPBS training, that the school's SWPBS team and Disciplinary Review team meet more frequently and visit other model schools, and that the District conduct a thorough investigation into the progress that the school is making in implementing its SWPBS program.

Schools with ongoing violations, or whose leadership is unwilling to implement SWPBS, should face penalties from the District and their noncompliance should be publicized to parents, students, and the public. Schools should be ranked and graded according to their compliance with the rubric, discipline rates, and graduation outcomes, with the results publicized along with recommendations for immediate improvement.

In addition, the ten (10) best schools, principals, and teachers as well as the ten (10) worst in the implementation of SWPBS should receive public notice. Highlighting schools, whether in a good or bad light, gives schools an incentive to do better. Schools that are consistently on the worst schools list should be subject to a well-publicized hearing in front of the Board of Education (similar to Special Education cases). They should also be given additional training and support from the District in areas where they are falling short, but in no way should schools lose any necessary resources like funding.

LAUSD should also develop a rewards system for exemplary schools, principals, and teachers in implementing SWPBS so that they are recognized for their hard work in complying with the policy. Similar to the rewards systems established for students, this system might include a public ceremony for successful schools, a press release highlighting these schools, and the ability for these schools to serve as models throughout the district. This system of rewards and consequences should be clearly laid out in the Manual.

Priority 4: Share Power with Parents

From the very beginning parents must be included in identifying issues and making decisions.

LAUSD's SWPBS Policy requires that schools include parents as participants in the process. In specific, it requires that schools invite parents to participate on the SWPBS team, train them to support the school's SWPBS efforts, and share discipline data with them. Unfortunately, most of the schools within Local District 7 failed to include parents in any of these ways. This failure is demonstrated in the extremely low rubric scores for parent and community collaboration with only 6.3% of schools showing evidence of inviting parents to participate in the SWPBS team and only 16% of schools showing evidence that the SWPBS team included a parent.

Research shows that sharing power with parents is both fundamental to all of the previous recommendations. Parent participation means better input about how the SWPBS program can be tailored to fit the unique cultural needs of the school and its environment, and parent reinforcement of SWPBS at home is complementary to SWPBS efforts at school. To effectively share power with parents, in addition to immediately implementing the requirements in the existing policy, we recommend that LAUSD go a number of steps further to maximize the quality and value of working with parents.

Recommendation 9: Share the First Signs

What it looks like

- Schools shall contact parents at the first sign that something is wrong with a student's behavior so that there is an opportunity to take preventative measures rather than wait until an issue escalates into a major problem.

CADRE parents believe that LAUSD's requirement for schools to invite parents to participate in the implementation of SWPBS is not enough. The District must include parents as equal partners in the decision-making process. Parents are ultimately responsible for the discipline of their child. Once on school premises their ability to provide input is taken away, but the responsibility for their children meeting behavior expectations is not.

Responsibility should be shared by establishing relationships between the student, school, home, and community. Schools should develop the capacity of school staff and parents to prevent, or intervene in issues when early warning signs are present. The data from CADRE parent surveys showed that 50% of parents (30% answering "sometimes" and 20% answering "never") are not asked for input on the best way to help children learn appropriate and only 56% are given early warning by school staff at the first signs of misbehavior. These numbers are low and unacceptable.

Parents must be contacted by teachers and the school at the first signs of concern and asked to participate proactively in the process of creating a solution. Parents feel blindsided and helpless when called in at the point where their child is about to be or has already been suspended. Frequently, the behavioral issue stems from a change that has happened in the student's life, and it can be addressed by simply gaining background from the student or parent. CADRE parents believe these are the moments where input from the parent/family can be most helpful in avoiding and preventing further harsh disciplinary recourse. The solution may be as simple as talking through an issue unknown to the teacher with the student and/or their parent(s). Teachers and staff at Loren Miller Elementary School consistently highlighted that involving parents early on, consistently, and often was a key to their success – this is a practice that must and can be easily replicated throughout LD7.

Recommendation 10: Share Planning and Decision-Making

What it looks like

- Schools shall include parents on their SWPBS Implementation Teams and give them equal say in decision-making and planning related to SWPBS.

The policy does not do enough to encourage participation and also does not ask enough of schools to reach out to parents. If schools were mandated to move forward only if they have been informed by parent input, then it would not be so easy for them to dismiss the fact that parents are not at the table in their planning and decision-making. CADRE parents' surveys and personal testimonies showed, and the rubric scores confirmed, that schools do the bare minimum when it comes to parent outreach and garnering real parent input that is not superficial. Only 9.5% of LD7 schools had evidence of giving parents SWPBS training in the first three years of implementation. The schools in LD7 are clearly not doing enough to get parents involved and are making it hard for parents and the community to see the District as a partner in the education of their children. When parents and the community consistently show their commitment to make schools better and the capacity to develop plans and be equal partners in decision-making, the District should acknowledge parents by sharing power.

Recommendation 11: Create Shared Trainings

What it looks like

- The District and schools shall conduct SWPBS trainings jointly with administrators, teachers, and parents in the same room.

If all stakeholders were at the table getting trained on the same information at the same time, then that would be a true demonstration that parents, teachers, and administrators are equal partners in the implementation of SWPBS. CADRE parents believe that if everyone involved in SWPBS were trained at the same time there would be a better understanding of the policy, how to implement it, and who to hold accountable if any participant is not in compliance.

Recommendation 12: Enable Parents to Enforce Accountability and Transparency by Schools

What it looks like

- Schools shall establish parent committees to observe discipline practices, especially in the classrooms, play

areas, and cafeteria.

- Schools shall make disciplinary data, practices and procedures, and outcomes and benchmark data available on a monthly basis to parents and the community so they can also monitor implementation of SWPBS and do whatever necessary to hold LAUSD accountable.
- The District shall effectively inform parents of what schools are required to do according to SWPBS, and what parents should do if their schools are not following through.

CADRE parent surveys show that nearly half of surveyed parents felt they were not introduced to the SWPBS policy or offered trainings on the topic three years after the policy's passage. This means that LAUSD is holding many parents and students accountable for enforcing policies and practices with their children of which they are completely unaware. The LAUSD must strengthen the power that parents have to be a mechanism of transparency and accountability.

Parents not only see the failure of schools' implementation of SWPBS, but are also wondering why they were not given a strong voice in the implementation of SWPBS in the first place. Parents must be real participants in the discipline practices of schools and they should be given more power at every stage in the process of bringing about school and District-wide change.

We recommend that each SWPBS Parent Committee be made up of at least 15 parents who are trained by the District on how to observe and monitor the implementation of SWPBS. The parent committee should meet with the school principal and SWPBS team to review discipline data and give recommendations regarding SWPBS implementation. Parent power does not cost money and the District should utilize it. We also recommend that the Independent Auditor be required to collaborate with the Parent Committees and utilize the information and recommendations that they create.

There are no shortages of ways for the District to enforce high level communication with parents. Schools can use marquees, phone systems (including texting), the Internet, school websites, flyers, and mailings to let parents know what schools are expected to do and invite parents to follow up when school does not comply.

The future of education and quality of life for future generations in South LA depends in critical part on a complete reversal of current failure rates.
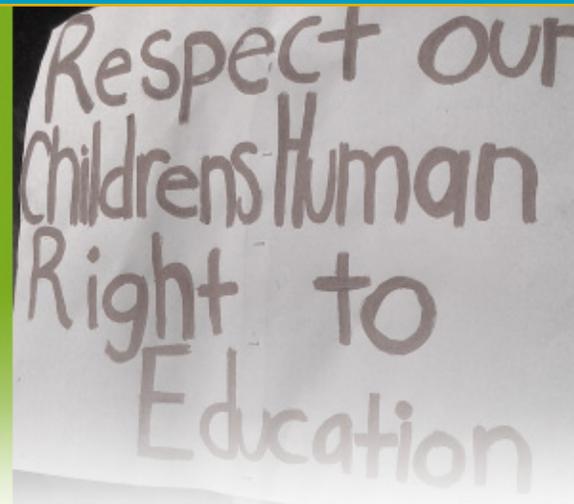
CONCLUDING REMARKS | A Call to Action:
Redefining Dignity in South Los Angeles Schools

We call upon Los Angeles Unified School District, its Board of Education, its principals and administrators, and its teachers and staff to take immediate steps to implement the recommendations in this report and enforce the SWPBS policy. The lack of implementation in the majority of Local District 7 schools is unacceptable. Any response that in these difficult times we cannot do more must be dismissed outright.

Schools like Loren Miller and Edison Middle are implementing the Policy using creating and effective methods without additional resources or funding. These schools have transformed school culture, increased parent participation and involvement, lowered their exclusionary discipline rates and pushout, and provided more quality schooling for all of their students, all while using tools available to each and every school in this District.

In short, there is absolutely no excuse for the lack of implementation in Local District 7 that is evident from the data collected in this report.

We call upon the LAUSD School Board to immediately:

1. Hold a special session to review and adopt the recommendations in this report and require the District to put in place a plan of action and expedited timeline for implementation.
2. Require quarterly reports at the School Board meetings regarding implementation of the plan of action.

We call upon Superintendent Ramon Cortines to:

1. Immediately implement the recommendations in this report in full.
2. Hold a meeting with all of his Local District Superintendents and school principals to discuss the recommendations in this report and demand immediate accountability and implementation at schools throughout the District.
3. Require the Task Force to meet on a monthly basis with all stakeholders to carry out the recommendations in this report and to provide quarterly reports to the School Board and Superintendent regarding implementation.
4. Provide consistent and ongoing training to District and School-Site administrations regarding SWPBS and this report's recommendations.

We call upon Local District Superintendents and school principals to:

1. Take immediate affirmative steps to implement the recommendations in this report and to bring their schools in compliance with the SWPBS policy.

We call upon the United Teachers of Los Angeles and its teachers to:

1. Demand that SWPBS be implemented in full at their school-sites.
2. Actively support the recommendations in this report.

Appendix A
An Example and Explanation of the Rubric

Assessment of SWPBS Implementation

School:_____

First Year of Implementation = 2007-2008 ("previous years")

Base-Year for Up-to-Date Status = 2008-2009

(includes any 2009-2010 evidence, given that documents were reviewed between fall 2009 and winter 2010)

Method of Points Assignment:

An "index" was created to record all relevant documents in each of the five categories; each school's index was then analyzed according to this rubric. Every school was assigned 0, 1, 2, or 3 points depending on the evidence demonstrated by the implementation documents reviewed, and the year(s) in which evidence exists. For each rubric item, a school was assigned a minimum of zero points and a maximum of 3 points. For a more detailed explanation of what constituted "evidence" of each rubric item, please see the narrative that follows the table.

Not Up-to Date nor Completed for previous years (0)   Not Up-to-Date but Completed for previous years (1)

Up-to-Date but not Completed for previous years (2)   Up-to-Date and Completed for previous years (3)

ITEM #	RUBRIC DESCRIPTION	POINTS ASSIGNED	
	Team-Based Implementation and Administrative Leadership/Support	**2007-2008**	**2007-2008**
1	Evidence that a School-Wide Positive Behavior Support (SWPBS) team to implement the School-Wide Discipline Policy has been established *The team does not have to be a newly formed team but must have the clear mission and purpose of reviewing and implementing the School-Wide Discipline Policy. It should represent all stakeholders, including parents, and all grade levels, tracks, departments, etc.*		
2	Evidence that at least one administrator is part of the SWPBS team		
3	Evidence that the SWPBS team has regularly scheduled meetings		
4	Effective Behavior Support (EBS) survey has been completed *Examples include resource survey and audit of school's strengths and weaknesses.*		
5	Evidence that an audit of the school's capacity to implement SWPBS has been completed		
6	Evidence that school has completed Team Implementation Checklist		
7	Evidence that school has completed Action Plan		
8	Evidence that school support staff has received ongoing professional development to ensure that they teach and model appropriate behavior *Discussions of SWPBS and behavioral expectations at faculty meetings, training, use of PATH DVD, evidence of staff learning how to best support appropriate behavior.*		
9	Evidence that school administrators have received ongoing professional development to ensure that they teach and model appropriate behavior		
10	Evidence that teachers have received ongoing professional development to ensure that they teach and model appropriate behavior		
	Total Score for Administrative Leadership/Support and Team-Based Implementation		

ITEM #	RUBRIC DESCRIPTION	POINTS ASSIGNED	
	Parent and Community Collaboration	2007-2008	2007-2008
11	Evidence that the SWPBS team includes a parent		
12	Evidence that parents have been informed of behavior expectations and have been told to review the rules with their children and reinforce positive behavior		
13	Evidence that parents have received SWPBS training		
14	Evidence that SWPBS and/or discipline data is addressed at parent meetings or in school newsletters		
15	Evidence that parents received an invitation to participate on the SWPBS Team		
	Total Score for Parent and Community Collaboration		
	Behavior Expectations Defined and Taught	2007-2008	2007-2008
16	Evidence that 3-6 school expectations/principles have been developed		
17	Evidence that school has identified expectations or positive examples of behavior for each common area of the school		
18	Evidence that expectations have been taught to students (lesson plans, assemblies, etc.)		
19	Evidence that undesirable behaviors are clearly defined and easily understandable from the student's perspective		
20	Evidence that school is using a district or state-approved violence prevention curriculum that teaches social-emotional skills in elementary and middle schools (i.e., Second Step Program)		
	Total Score for Behavior Expectations Defined and Taught		
	Evidence of SWPBS in Action	2007-2008	2007-2008
21	Evidence of a system of rewards for good behavior (i.e., points, awards, assemblies, etc.)		
22	Evidence of a consistent range of non-exclusionary consequences and procedures for responding to undesirable behavior (first-tier response) *The school has agreed upon a short list of behaviors that should result in an office referral. All other behaviors should result in in-classroom corrective feedback and re-teaching of behavior skills, or other positive behavior responses.*		
23	Evidence that at-risk students and high-risk students are receiving appropriate interventions and responses other than suspension or out-of-class removals (second and third-tier response) *School is using three-tiered approach. At-risk students are receiving intensive academic support, intensive social skills training, parent/teacher collaboration, mentoring programs, individualized behavioral plans, counseling, referrals to outside agencies, use of SST team to address behavioral needs.*		
24	Evidence that school has assembled a disciplinary review team with appropriate staff and the parent/caregiver to address escalated behaviors of an individual student who engages in ongoing misconduct to design and implement an effective individualized behavior support plan (i.e., a COST or SST team)		
	Total Score for Evidence of SWPBS in Action		
	Data-based Decision-making	2007-2008	2007-2008
25	Evidence that office referral data is collected and reviewed regularly in order to improve school practices and reduce referrals		
26	Evidence that suspension, expulsion, and opportunity transfer data is collected and reviewed regularly in order to improve school practices and reduce exclusionary discipline.		
27	Evidence that data is summarized and shared regularly with staff in order to improve school practices and reduce exclusionary discipline		
28	Evidence that data is used to guide decisions by SWPBS team about interventions and effectiveness.		
	Total Score for Data-based Decision-making		
	Overall School Score		

What is the purpose of the rubric?

The rubric, described in detail below, provides a set of requirements against which to measure each school's compliance with its mandate to establish a School-Wide Positive Behavior Support Program. Because points are assigned to each item of the rubric, depending on the length of time during which the school has been in compliance, the rubric allows for an objective and numerical analysis of how fully each school has implemented the program.

How was the rubric created?

The rubric was created after examining the documents that the LAUSD provided to schools as instruction and guidance in how to implement SWPBS, since these documents form the basis of what schools were expected to accomplish. These documents include the LAUSD Policy Bulletin adopting SWPBS as a district-wide policy, the Discipline Foundation Policy Resource Manual, which was distributed to schools in June 2007, and the Team Implementation Checklist, a document contained within the Resource Manual that schools can use to assess their own compliance with SWPBS. From these documents, 28 different requirements were chosen to comprise the rubric. Items were chosen based on their prominence within the LAUSD's Policy Bulletin as well as their overall importance as critical elements of a successful SWPBS plan, as supported by years of research about SWPBS. For more discussion about critical components of successful SWPBS implementation, please see the introductory section of this report, entitled "The Importance of SWPBS in LA Schools."

How were rubric items graded?

Rubrics were graded based on written records submitted by each school. Generally, to the extent that a school's records evidenced substantial compliance with any rubric item, the school was given credit for it. Where rubric items relate to meetings held or training provided, schools were given credit when their records included agendas, notices, announcements, minutes, sign-in sheets, notes or other indications of such meetings or trainings. Where school records did not show direct evidence of a rubric item, but the item was referenced indirectly in other documents, schools were given credit for the item. Because of the recognition that some original documents may not have been retained, where a school's compliance with a particular item was in doubt, the school was given the benefit of the doubt if other documents in the record indicated substantial efforts to comply.

What are some limitations of the rubric?

The rubric measures compliance as evidenced by school records. No additional investigation or research was performed at the school-site, and no follow-up was conducted with individual schools about missing items. Thus, if a school has nevertheless completed a rubric item but did not retain or submit documentation of it, the school was not given credit. For this reason, the rubric was intentionally limited to only those requirements of SWPBS that would likely be evidenced in written form. This means that the rubric is missing other, equally important, components of a successful SWPBS program because a school would not be expected to have made a written record of those components. For example, a critical component of SWPBS is that schools consistently use alternatives to suspension. While the rubric does look for evidence that a school has a consistent range of non-exclusionary consequences and procedures for responding to undesirable behavior, and that the school has a stated policy of ensuring that high-risk students receive appropriate interventions other than suspension, the rubric does not ask for direct evidence that a school consistently applies alternatives to suspension, since the application of discipline to an individual student is unlikely to have been included in the evidence of SWPBS implementation that the schools submitted to us. Other examples of very important requirements of SWPBS that were not included in the rubric because they were unlikely to have been submitted to us in written form are the requirement that the physical environment of the school be modified to reduce opportunities for problem behaviors, for example by limiting unsupervised areas, and that school staff ensure that the number of positive and reinforcing interactions between students and staff is always at least four times greater than the number of negative or corrective interactions.

The following pages provide a description of each rubric item and an explanation of how each was graded.

Team-Based Implementation and Administrative Leadership and Support

1. *"Evidence that a School-Wide Positive Behavior Support (SWPBS) team to implement the School-Wide Discipline Policy has been established."*

Each school is required to have a dedicated team responsible for implementing SWPBS within the school. The team does not have to be newly formed, but it must have the clear mission and purpose of implementing SWPBS. The team should represent all stakeholders at the school (administrators, general educators, special educators, classified staff, support staff, parents, and students) and should represent all grade levels, tracks, departments, small learning communities, etc. Schools were given credit for having a team in place at school if their records indicated the existence of a team, regardless of its label, that met to discuss SWPBS and monitor its implementation. Typically, such evidence included a team roster or list of members, or agendas from team meetings with sign-in sheets attached indicating membership.

2. *"Evidence that at least one administrator is part of the SWPBS team."*

At least one administrator at each school is required to be committed to the effort of the SWPBS team. This requires participating in meetings, activities, and decision-making on an ongoing basis. This administrator should also ensure that updates on SWPBS are covered as part of the agenda at regular staff meetings and are referenced in all school communications. Schools were given credit for this item if their team roster indicated the membership of a principal or vice-principal.

3. *"Evidence that the SWPBS team has regularly scheduled meetings."*

The SWPBS team should have a regularly scheduled meeting time, a set of effective operating procedures, agendas, and a method of keeping all team members current on information and decisions. Schools were given credit for this item if their records contained agendas, notes, minutes, notices, or any other announcements about or records of meetings that were regularly held. To be truly effective, teams should be meeting monthly. Very few of the schools we reviewed had teams that met this often. Because we wanted to provide some recognition for schools that had done even minimal work to comply with this requirement, if a team met at least five times during the school year, the school was given credit for having regularly scheduled meetings that year, since this constitutes a majority of the months in the academic year.

4. *"Effective Behavior Support (EBS) survey has been completed."*

The EBS Survey should be completed initially, before SWPBS is implemented, and yearly, in order to determine what behavior support systems are present in the school. The survey examines behavioral supports within four areas: school-wide discipline systems, non-classroom management systems, classroom management systems, and systems to address individual students engaging in chronic problem behaviors. The survey should initially be completed by the entire school staff. In subsequent years, the survey can be completed by a smaller group, such as the SWPBS team. Based on our review of school records, no schools fully complied with the requirement that all staff members complete the EBS. At most, schools had a handful of completed surveys. Because we wanted to provide some recognition for schools that had done even minimal work to comply with this requirement, schools were given credit if their records contained any completed EBS surveys. Incomplete surveys were not given credit.

5. *"Evidence that an audit of the school's capacity to implement SWPBS has been completed."*

In order to determine how best to direct its efforts, the school should conduct an audit of its current capacity for implementation. This may include a review of other committees currently existing on campus to determine the most efficient integration of the SWPBS team. It should also include an examination of existing school discipline data and an examination of the strengths and weaknesses of the school's existing behavioral support structures. The school may also complete a "School Resource Survey," which is designed to assess current behavioral support resources at the school. The School Resource Survey was made available to schools as an attachment to the LAUSD Policy Bulletin adopting SWPBS. Schools were given credit for this item if their records contained a completed Resource Survey or any other written indication that the SWPBS team had met to discuss what systems were already in place at the school and what areas remained to be improved.

6. *"Evidence that school has completed Team Implementation Checklist."*

The Team Implementation Checklist is an assessment and action-planning tool for the school's SWPBS team. The checklist was made available to schools as part of the LAUSD Discipline Foundation Policy Resource Manual. It is designed to monitor the school's level of implementation of each of 18 requirements of SWPBS. The checklist should be completed quarterly by the members of the SWPBS team. Of the schools we reviewed, very few completed the checklist quarterly. In most cases, the checklist was completed yearly, if at all. Because we wanted to recognize schools that had made some effort to comply with this requirement, schools were given credit for this item if their records contained one completed Team Implementation Checklist each year. Schools were not given credit if the checklist was incomplete.

7. *"Evidence that school has completed Action Plan."*

After the SWPBS team has completed its Team Implementation Checklist, it should use the results to complete an Action Plan. The Action Plan requires the team to list those items that still remain to be completed and identify action steps it will take to ensure that those items be completed. The Action Plan should indicate who will be responsible for completing each item and the deadline by which they will complete it. Schools were given credit for this item if their records contained a completed Action Plan. Schools were not given credit if the Action Plan was incomplete.

8. *"Evidence that school support staff has received ongoing professional development to ensure that they teach and model appropriate behavior."*

Schools are required to provide ongoing professional development in the area of SWPBS for all staff, including support staff, to ensure that all personnel clearly identify and support behavioral expectations in classrooms and in common areas. Support staff should be trained in active supervision skills and should receive opportunities to develop and improve these skills. Schools were given credit for this item if their records evidenced notices or agendas for meetings where training was given to all faculty, paraprofessionals, or support staff. To qualify for "ongoing" professional development, there must have been more than three such trainings or meetings within a school year.

9. *"Evidence that school administrators have received ongoing professional development to ensure that they teach and model appropriate behavior."*

School administrators should be receiving ongoing professional development and training by the Local Districts or the SWPBS team to ensure that they are able to effectively support implementation of SWPBS at their school in compliance with the LAUSD's Policy. Schools were given credit for this item if their records indicated that school administrators had attended training, provided either by the SWPBS team or the Local District. Such records might include notices, agendas, or other announcements of such meetings or trainings. To qualify for "ongoing" professional development, there must have been more than three such trainings or meetings within a school year.

10. *"Evidence that teachers have received ongoing professional development to ensure that they teach and model appropriate behavior."*

Teachers at all schools are required to receive ongoing professional development and training so that they are able to teach and model appropriate behavior, reinforce positive behavior, and provide corrective feedback for misbehavior, including re-teaching relevant skills. Schools were given credit for this item if their records included notices, agendas, or other announcements of any meetings or training sessions held for teachers or instructors. To qualify for "ongoing" professional development, there must have been more than three such trainings or meetings that year.

Behavioral Expectations Defined and Taught

11. *"Evidence that 3-6 school expectations/principles have been developed."*

Each school is required to identify three to six brief, positive, and clearly stated rules or expectations of behavior for the school. These rules should be agreed upon by at least 80% of all staff members. These rules of behavior should apply to both staff and students and should be posted throughout the campus. Posters or signs should be easily identified and highly visible.

Expectations should align with the LAUSD's "Culture of Discipline: Guiding Principles for the School Community," which include respect, honesty, responsibility, safety, appreciation of differences, and life-long learning, as well as with the "Culture of Discipline: Student Expectations," which provides guidance to students regarding appropriate behavior. The LAUSD "Culture of Discipline" expectations and principles were made available to schools as an attachment to the LAUSD Policy Bulletin adopting SWPBS. Schools were given credit for this item if their records included a list of such expectations and if such list appeared to correspond to the LAUSD's "Culture of Discipline."

12. *"Evidence that school has identified expectations or positive examples of behavior for each common area of the school."*

Each school is required to establish a set of appropriate behaviors for each of the common areas of the school, such as the bathroom, cafeteria, auditorium, locker rooms, etc. These expectations must also align with the LAUSD's "Culture of Discipline: Guiding Principles for the School Community" and "Culture of Discipline: Student Expectations." Schools were given credit for this item if their records included a list or matrix of such expectations and if such list or matrix included most common areas of the school.

13. *"Evidence that expectations have been taught to students (lesson plans, assemblies, etc.)."*

School-wide behavioral expectations should be taught directly and formally to students and then continually reinforced throughout the year. Each school should develop teaching plans that emphasize the importance of each expectation and provide students with examples of their use and opportunities to practice them. These lessons should be embedded into the regular teaching curriculum. Expectations should be reviewed at least once a week. The review can be done through announcements, weekly bulletins, assemblies, etc. Schools were given credit for this item if their records included PowerPoint presentations from assemblies, notices or announcements of assemblies, lesson plans designed to teach expectations, schedules of training sessions, and the like.

14. *"Evidence that undesirable behaviors are clearly defined and easily understandable from the student's perspective."*

Each school is required to develop a list of behaviors that are not permitted. These should be clearly defined and easily understood by students. Schools were given credit for this item if their general school behavioral expectations clearly defined which behaviors were not permitted or if their records included a separate list of undesirable behaviors. Credit was given for such behaviors being "clearly defined and easily understandable" if their characterization appeared directed to the understanding and maturity level of children in all grades at that level of school (i.e., elementary, middle, etc).

15. *"Evidence that school is using a district or state-approved violence prevention curriculum that teaches social-emotional skills in elementary and middle schools (i.e., Second Step Program)."*

Each elementary and middle school is required to use a violence prevention curriculum that teaches social-emotional skills and increases the capacity of classroom staff to teach and model appropriate behavior. Schools were given credit for this item if their records referenced the use of such a program, such as the inclusion of lesson plans, curriculum examples, or modified school schedules to teach the curriculum. This requirement only applied to elementary and middle schools. High schools were not required to implement this program, though we strongly believe that they should. High schools were therefore given full credit for this item.

Evidence of SWPBS in Action

16. *"Evidence of a system of rewards for good behavior (i.e., points, awards, assemblies, etc.)."*

Each school is required to develop a system for acknowledging positive behavior and compliance with school-wide expectations. This can take the form of points, rewards, recognition at assemblies, etc. Schools should aim to have four positive and reinforcing interactions between staff and students for every negative or corrective interaction. Any student, if asked, should be able to say that they have received positive recognition within the last two weeks. Schools were given credit for this item if their records showed evidence of assemblies or other events where students were recognized or any point or reward system in place at the school.

17. *"Evidence of a consistent range of non-exclusionary consequences and procedures for responding to undesirable behavior (first-tier response)."*

Each school is required to develop clearly defined and consistent consequences for student misbehavior. This should be part of a discipline plan that provides firm, fair, and corrective discipline and should include consequences that are non-aversive and non-exclusionary. This, together with social skills training, effective classroom management, and the modeling and reinforcement of appropriate behaviors, are known as "first tier" strategies because they apply universally to all students. Schools were given credit if they had an established discipline policy with a set of clear and non-aversive consequences and procedures for responding to undesirable behavior that fall into the first disciplinary tier.

18. *"Evidence that at-risk students and high-risk students are receiving appropriate interventions and responses other than suspension or out-of-class removals (second and third-tier response)."*

Each school is required to ensure that at-risk students and high-risk students receive appropriate support and intervention. Students who are at-risk should be receiving classroom and small group interventions—this is known as the "second-tier" response. High-risk students should be receiving intensive academic support, intensive social skills training, parent/teacher collaboration, mentoring programs, individualized behavioral plans, counseling, referrals to outside agencies, use of SST team to address behavioral needs, and the like. Schools were given credit for this item if their records evidenced existence of a discipline policy advocating alternatives to suspension and providing intensive support for second and third-tier students. Such evidence might include schedules of counseling sessions, a discipline plan with non-exclusionary consequences for high-risk students, notices of mentorship programs, evidence of a disciplinary review team operating, evidence of use of individualized behavior plans, etc.

19. *"Evidence that school has assembled a disciplinary review team with appropriate staff and the parent/caregiver to address escalated behaviors of an individual student who engages in ongoing misconduct to design and implement an effective individualized behavior support plan (i.e., a COST or SST team)."*

Each school is required to assemble a collaborative team that includes staff members with expertise in positive behavior support strategies. This team should be available to respond to requests for assistance throughout the year and should be available to meet to discuss proper interventions for a student exhibiting chronic or escalating misbehavior, including designing an individualized behavior support plan for such students. It should reply promptly (within 2 days) to requests for assistance. Family or community members should be involved in the team process whenever possible. The team may take the form of a Student Success Team (SST) or Coordination of Services Team (COST) or department and grade level meetings. Schools were given credit for this item if their records showed such a team was operating and meeting regularly.

Data-based Decision Making

20. *"Evidence that office referral data is collected and reviewed regularly in order to improve school practices and reduce referrals."*

Each school is required to collect office referral data to monitor and evaluate misconduct for ongoing decision making. Schools were given credit for this item if their records showed that they were collecting this information in any organized way.

21. *"Evidence that suspension, expulsion, and opportunity transfer data is collected and reviewed regularly in order to improve school practices and reduce exclusionary discipline."*

Each school is required to collect and review suspension, expulsion, and opportunity transfer data. Very few of the schools we reviewed were collecting any of this data, let alone all three figures. In order to recognize schools that had made some effort in meeting this requirement, if schools had evidence of even one of these data being collected and reviewed, they were given credit for the item.

22. *"Evidence that data is summarized and shared regularly with staff in order to improve school practices and reduce exclusionary discipline."*

Each school is required to share discipline data with staff members regularly. This should include office referral, suspension, expulsion, and opportunity transfer data. Very few schools were sharing any of this data. In order to recognize schools that had made some effort in meeting this requirement, schools were given credit for this item if they had evidence of any type of discipline data being summarized and shared with staff to inform decisions regarding practice and exclusionary discipline. This may take the form of staff meeting agendas listing discipline data being discussed or any document showing that discipline data was shared and discuss with staff.

23. *"Evidence that data is used to guide decisions by SWPBS team about interventions and effectiveness."*

Each school is required to collect discipline data to monitor and evaluate the effectiveness of the school's SWPBS plan. Schools should be using data to identify areas of strength and weakness in their existing plan and develop ways to improve their existing discipline structures. Schools were given credit if their SWPBS team used disciplinary data to guide interventions and effectiveness. This may take the form of recommendations made based on disciplinary data.

Parent and Community Collaboration

24. *"Evidence that the SWPBS team includes a parent."*

Each school's SWPBS implementation team is required to represent all school stakeholders, including parents. Schools were given credit for this item if their team roster or membership list indicated that at least one parent participated on the SWPBS team.

25. *"Evidence that parents have been informed of behavior expectations and have been told to review the rules with their children and reinforce positive behavior."*

Each school is required to ensure that parents are familiar with and model the school's behavioral expectations, which should be aligned with the LAUSD's "Culture of Discipline" guidelines. Parents should review rules with their children, reinforce positive behavior, and acknowledge their children when they demonstrate appropriate conduct. When misconduct occurs at school, parents are expected to collaborate with school staff to address the student's needs. Schools were given credit for this item if their records included newsletters, memos, letters home, or other announcements that inform parents of the school's behavioral expectations and SWPBS policy and encourage them to review and reinforce those items at home.

26. *"Evidence that parents have received SWPBS training."*

Each school is required to provide training to parents so that they are able to model and reinforce appropriate behavior to their children and otherwise support the school's SWPBS efforts while at home. This aligns with the tenet that the implementation of SWPBS is the responsibility of all stakeholders. Schools were given credit for this item if their records included notices, agendas, or minutes of meetings or training sessions where parents were expected to attend and learn about SWPBS.

27. *"Evidence that SWPBS and/or discipline data is addressed at parent meetings or in school newsletters."*

Each school administrator is required to include SWPBS discussions in all school communications with parents and the community. Schools were given credit for this item if they had evidence that SWPBS information or discipline data is shared with parents at meetings or through newsletters. Such evidence might include notices or agendas of parent meetings where SWPBS and discipline data are listed as items of discussion, or copies of school newsletters with sections devoted to SWPBS or discipline data.

28. *"Evidence that parents received an invitation to participate in the School-Wide Positive Behavior Support Team."*

Each school administrator is required to issue a written invitation to all stakeholders, including parents, to participate in the SWPBS team. Schools were given credit for this item if they had evidence of parents being formally invited to join and participate in the SWPBS team, such as a copy of a letter sent home.

Appendix B

All Local District 7 School Scores, by Category and Totals

For more detailed information on how a specific LD7 school scored on each of the 28 rubric items and the corresponding index of their implementation documents submitted, visit http://www.mhas-la.org/RedefiningDignityReportData/DataHome.htm.

PBS Implementation Scores for Compliance in 2007-2008, and 2008-2009 and 2009-2010 by Rubric Category

80 – 100% (22 – 28 points) = Full Implementation (F)

60 – 79% (17 – 22 points) = Substantial Implementation (S)

40 – 59% (12 – 16 points) = Partial Implementation (P)

20 – 39% (6 – 11 points) = Limited Implementation (L)

1 – 19% (1 – 5 points) = Very Limited Implementation (VL)

0% (0 points) = No Implementation (N)

(Charts shown on following pages.)

School	Type	Administrative Leadership & Support and Team-Based Implementation (10)		Parent and Community Collaboration (5)		Behavior Expectations Defined and Taught (5)		Evidence of SWPBS in Action (4)		Data-based Decision-making (4)		Total (28)		Level of Implementation	
		07-08	08-10	07-08	08-10	07-08	08-10	07-08	08-10	07-08	08-10	07-08	08-10	07-08	08-10
Bethune	Middle	8	6	2	0	2	2	2	3	4	3	18	14	S	P
Norwood	Elementary	9	4	1	1	4	5	3	4	0	1	17	15	S	P
122nd Street	Elementary	10	2	2	2	3	4	1	4	0	1	16	13	P	P
Russell	Elementary	7	8	0	0	4	5	3	3	2	1	16	17	P	S
Weigand	Elementary	4	0	2	1	5	4	3	1	1	0	15	6	P	L
Loren Miller	Elementary	4	3	1	0	4	5	4	4	1	0	14	12	P	P
Fremont	High	2	5	0	0	5	5	4	4	3	3	14	17	P	S
South Park	Elementary	6	5	2	2	0	4	2	3	3	0	13	14	P	P
Thomas Riley	High (Continuation)	7	4	0	1	4	4	2	3	0	2	13	14	P	P
92nd Street	Elementary	3	2	2	2	4	4	3	4	0	0	12	12	P	P
Barrett	Elementary	3	4	2	1	3	3	2	1	0	0	10	9	L	L
Edison	Middle	6	5	1	1	3	5	0	4	0	3	10	18	L	S
Foshay	Learning Center	6	8	0	0	0	5	2	4	1	0	9	17	L	S
68th Street	Elementary	6	3	2	0	0	4	0	1	0	0	8	8	L	L
112th Street	Elementary	5	1	1	1	0	5	1	2	0	0	7	9	L	L
Vermont	Elementary	1	5	2	1	4	4	0	1	0	0	7	11	L	L
109th Street	Elementary	2	5	0	1	2	5	0	1	2	0	6	12	L	P
Flournoy	Elementary	5	1	1	0	0	3	0	2	0	0	6	6	L	L
Manchester	Elementary	1	5	2	1	2	4	1	4	0	1	6	15	L	P
Y.O.U.	High School (Alt)	4	2	0	0	1	3	1	1	0	0	6	6	L	L
Alexander Science Center	Elementary	2	5	0	0	0	4	1	2	2	2	5	13	VL	P
Grape Street	Elementary	4	3	1	1	0	3	0	1	0	1	5	9	VL	L
Charles Drew	Middle	1	1	1	0	1	3	1	2	1	1	5	7	VL	L
61st Street	Elementary	1	2	0	0	0	4	3	3	0	0	4	9	VL	L
32nd Street	K-8 Magnet	3	5	0	3	1	3	0	1	0	1	4	13	VL	P
52nd Street	Elementary	2	4	1	1	0	5	0	2	0	0	3	12	VL	P
Compton	Elementary	2	4	0	1	1	2	0	2	0	0	3	9	VL	L

		Rubric Category (Points Possible)												
		Administrative Leadership & Support and Team-Based Implementation (10)		Parent and Community Collaboration (5)		Behavior Expectations Defined and Taught (5)		Evidence of SWPBS in Action (4)		Data-based Decision-making (4)		Total (28)		Level of Implementation
School	Type	07-08	08-10	07-08	08-10	07-08	08-10	07-08	08-10	07-08	08-10	07-08	08-10	07-08	08-10
Graham	Elementary	0	1	1	0	1	2	0	3	1	3	3	7	VL	L
Weemes	Elementary	0	4	0	1	0	4	0	1	3	3	3	13	VL	P
93rd Street	Elementary	1	0	0	0	1	0	0	0	0	0	2	0	VL	N
John W. Mack	Elementary	2	2	0	2	0	2	0	2	0	0	2	8	VL	L
Selvin	EEC	1	4	0	0	0	3	0	0	0	0	1	7	VL	L
107th Street	Elementary	0	4	0	1	0	5	0	2	1	0	1	12	VL	P
75th Street	Elementary	1	1	0	0	0	4	0	3	0	0	1	8	VL	L
Bright	Elementary	1	5	0	1	0	4	0	0	0	0	1	10	VL	L
Budlong	Elementary	0	4	0	1	0	5	0	2	1	1	1	13	VL	P
MLK	Elementary	1	6	0	1	0	5	0	4	0	3	1	19	VL	S
Gompers	Elementary	0	1	0	0	0	0	1	2	0	0	1	3	VL	VL
Jordan	High	0	0	0	0	1	4	0	1	0	0	1	5	VL	VL
King Drew Medical Magnet	High	0	0	0	1	1	5	0	3	0	0	1	9	VL	L
Lanterman	High	0	6	0	3	1	4	0	0	0	0	1	13	VL	P
Hope	High (Continuation)	0	2	0	0	1	3	0	0	0	0	1	5	VL	VL
Rodia	High (Continuation)	0	3	0	2	1	4	0	2	0	2	1	13	VL	P
John Muir	Middle	0	5	0	0	0	2	1	1	0	0	1	8	VL	L
36th Street	EEC	0	1	0	2	0	2	0	0	0	0	0	5	N	VL
116th Street	Elementary	0	0	0	0	0	5	0	0	0	0	0	5	N	VL
118th Street	Elementary	0	3	0	2	0	5	0	3	0	0	0	13	N	P
66th Street	Elementary	0	4	0	1	0	0	0	4	0	2	0	11	N	L
96th Street	Elementary	0	5	0	2	0	5	0	4	0	1	0	17	N	S
Florence Griffith Joyner	Elementary	0	3	0	1	0	5	0	4	0	3	0	16	N	P
McKinley	Elementary	0	5	0	4	0	5	0	1	0	0	0	15	N	P
Menlo	Elementary	0	2	0	2	0	5	0	0	0	0	0	9	N	L
Miramonte	Elementary	0	2	0	1	0	5	0	4	0	0	0	12	N	P
Normandie	Elementary	0	4	0	0	0	4	0	1	0	0	0	9	N	L

		Rubric Category (Points Possible)														
		Administrative Leadership & Support and Team-Based Implementation (10)		Parent and Community Collaboration (5)		Behavior Expectations Defined and Taught (5)		Evidence of SWPBS in Action (4)		Data-based Decision-making (4)		Total (28)		Level of Implementation	
School	Type	07-08	08-10	07-08	08-10	07-08	08-10	07-08	08-10	07-08	08-10	07-08	08-10	07-08	08-10
Parmelee	Elementary	0	5	0	2	0	4	0	3	0	0	0	14	N	P
Ritter	Elementary	0	2	0	1	0	3	0	1	0	0	0	7	N	L
Figueroa	Elementary	0	0	0	2	0	4	0	1	0	0	0	7	N	L
99th Street	Elementary	0	0	0	1	0	4	0	1	0	0	0	6	N	L
Jordan-New Tech*	High	0	0	0	0	0	0	0	0	0	0	0	0	N	N
Manual Arts	High	0	0	0	0	0	1	0	3	0	0	0	4	N	VL
Markham	Middle	0	0	0	1	0	1	0	1	0	0	0	3	N	VL
West Adams*	Prep	0	2	0	1	0	3	0	1	0	0	0	7	N	L

*Jordan-New Teach and West Adams High Schools were not opened until 2007-2008.

Appendix C
Profile of Parents and Students Surveyed

STUDENTS		
School Type	# of Schools Represented	# of Respondents
High: Fremont, Foshay, Jordan, Manual Arts	4	404
PARENTS		
High: Fremont, Jordan, King-Drew, Manual Arts	4	62
Middle: Bethune, Drew, Muir, Markham, Gompers, Edison	4	82
Elementary: 107th, 109th, 52nd, 54th, 66th, 68th, 74th, 75th*, 93rd, Budlong, Compton, Graham, Miller, Miramonte, McKinley, Parmalee, Ritter, Russell, Weigand, Griffith-Joyner, Grape	21	219
K-12: Foshay	1	20
K-8: 32nd	1	5
Total	39	388

Appendix D
Case Study Questionnaires

General Case Study Interview Questions

School:_____Interviewee:_____

1. Is there a driving philosophy at your school that shaped your implementation of SWPBS? If so, what is it?

2. What steps have you taken to ensure that SWPBS was clearly understood by teachers? Students? Parents?

3. Discuss one or two aspects of the SWPBS policy that you feel have had the most impact on the disciplinary culture of your school.

4. How do you reflect on your disciplinary data? Have you used your disciplinary data to inform how you implement SWPBS?

5. What do you feel have been the most challenging aspects of implementing the SWPBS policy?

If time remains, ask the following questions:

6. Why do you think your school has been successful in implementing SWPBS?

7. What district implementation tools did you use? (TIC, Action Plan, Rubric)

8. What steps did you take to involve Parents in implementation?

9. How is the three-tiered approach used at your school?

10. Have you created any special forms to track disciplinary intervention? Do you have an office discipline referral form?

11. What kind of support have you been provided by the district in implementing the SWPBS policy?

Focus Group: SWPBS Team

Members present:_____

1. Is there a driving philosophy at your school that shaped your implementation of SWPBS? If so, what is it?

2. In what ways have you used aspects of the SWPBS policy to address disciplinary issues at your school?

3. What steps did you take to involve parents in SWPBS implementation?

4. In what ways has the implementation of the SWPBS policy been successful?

5. How do you reflect on your disciplinary data? Have you used your disciplinary data to inform how you implement SWPBS?

6. What challenges did you face/do you currently face in the implementation of the SWPBS policy?

7. In what ways could the implementation of the SWPBS policy be improved/made more effective?

Parent Focus Group

Parents present:_____

1. How much information has the school provided you about the SWPBS policy?

2. Do you feel the school has included your perspective in the implementation of the SWPBS policy?

3. In your opinion, does the school do a good job in teaching you the SWPBS policy?

Teacher Focus Group

Teachers Present: _____

1. What is your philosophy around classroom discipline?

2. Is there a mechanism for teachers at your school to share best practices of SWPBS classroom management?

3. What are SWPBS tools you have used with students with a pattern of challenging behavior?

4. In your opinion, what aspects of the SWPBS policy have been implemented successfully school-wide?

5. In your opinion, what aspects of SWPBS implementation can be improved upon?

If time remains, ask the following:

6. How much input did you have in how the SWPBS policy was implemented at your school?

7. Do you feel the school/district has provided you with adequate professional development/support to implement the SWPBS policy in your classroom?

8. How do you teach behavioral expectations?

9. Has/how has the implementation of SWPBS changed how you handle discipline in the classroom?

10. Are there specific aspects of the SWPBS policy that have improved your classroom?

Resources and References

For information about School-Wide Positive Behavior Support, what it is, and why it works

Wayne Sailor, Glen Dunlap, George Sugai, and Rob Horner, Handbook of Positive Behavior Support (Issues in Clinical Child Psychology) (2008).

Deanne A. Crone PhD & Robert H. Horner PhD, Building Positive Behavior Support Systems in Schools: Functional Behavioral Assessment (2003).

Melissa Stormont, Timothy J. Lewis, Rebecca Sue Beckner, and Nanci W. Johnson, Implementing Positive Behavior Support Systems in Early Childhood and Elementary Settings (2007).

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OSEP Center on Positive Behavioral Interventions and Supports, "School-Wide Positive Behavior Support: Implementers' Blueprint and Self-Assessment," *available at* http://www.osepideasthatwork.org/toolkit/pdf/School-WideBehaviorSupport.pdf

For information about the harmful effects of punitive discipline and zero tolerance policies, and the disproportionate application of discipline

American Bar Association, "ABA Zero Tolerance Report," *available at* http://www.abanet.org

Russell J. Skiba, "Zero Tolerance, Zero Evidence: An Analysis of School Disciplinary Practice," *available at* http://www.indiana.edu/~safeschl/publication.html

Russell J. Skiba, et al., "The Color of Discipline: Sources of Racial and Gender Disproportionality in School Punishment," *available at* http://www.indiana.edu/~safeschl/publication.html

Russell J. Skiba, et al, American Psychological Association Zero Tolerance Task Force, "Are Zero Tolerance Policies Effective in the Schools? An Evidentiary Review and Recommendations," *available at* www.jdaihelpdesk.org/.../1%20BINDER%20Tab%207%20Zero%20Tolerance.pdf

The Advancement Project and The Civil Rights Project, "Opportunities Suspended: The Devastating Consequences of Zero Tolerance and School Discipline," *available at* http://www.advancementproject.org

Justice Policy Institute and the Children's Law Center, "School House Hype: Two Years Later," *available at* www.justicepolicy.org/.../00-04_REP_SchoolHouseHype2_JJ.pdf

Applied Research Center, "Facing the Consequences: An Examination of Racial Discrimination in U.S. Public Schools," *available at* http://www.arc.org

For information about the pushout crisis and the school-to-prison pipeline

CADRE, "More Education. Less Suspension. A Call to Action to Stop the Pushout Crisis in South Los Angeles" *available at* http://www.cadre-la.org

Russell J. Skiba, et al., "Consistent Removal: Contributions of School Discipline to the School-to-Prison Pipeline," *available at* www.civilrightsproject.ucla.edu/research/pipeline03/Skibbav3.pdf

Judith Browne, The Advancement Project, "Derailed: The Schoolhouse to Jailhouse Track," *available at* http://www.advancementproject.org

Dignity in Schools Campaign, "Children are being pushed out of school," *available at* http://www.dignityinschools.org/summary.php?index=158

Advocates for Children of New York and the Public Advocate for the City of New York, "Pushing Out At-Risk Students: An Analysis of High School Discharge Figures," *available at* http://www.advocatesforchildren.org/pubs/2005/discharge.pdf

The Advancement Project, "Education on Lockdown: The Schoolhouse to Jailhouse Track" *available at* http://www.advancementproject.org/digital-library/publications

The Advancement Project, "Test, Punish, and Push Out," *available at* http://www.advancementproject.org/digital-library/publications

A Report of the Children's Defense Fund, "America's Cradle to Prison Pipeline," *available at* http://www.childrensdefense.org/child-research-data-publications/

For relevant LAUSD policies and resolutions

"Discipline Foundation Policy: School-Wide Positive Behavior Support," Bulletin 3638.0, issued March 27, 2007.

"Resolution on Excellence and Equity in the Reduction of High School Drop-outs/Push-outs Through Prevention, Intervention and Recovery," Board Resolution, passed April 12, 2005.

"Resolution to Promote Safe Schools and Safe Neighborhoods by Implementing Violence Prevention Programs," Board Resolution, passed April 26, 2005.

"Opportunity Transfer (OTs) Policy," Bulletin 4478.0, issued December 15, 2008.

"Expulsion of Students," Bulletin 4655, issued March 13, 2009.

"Guidelines for Student Suspension," Bulletin 3819.0, issued August 21, 2007.

Endnotes

1   *See, e.g.*, "Keeping All Students Safe Act," H.R. 4247, 111th Cong. (as referred to Senate, March 4, 2010). For evidence that SWPBS can reduce behavioral referrals and suspensions up to 60%, see, e.g., Luiselli et al., 2002; McCurdy et al., 2003; Scott, 2001; Taylor-Greene & Kartub, 2000. For evidence that SWPBS improves academic achievement, see, e.g., Easton & Engelhard, 1982; Konstantopoulos, 2006; Roby, 2004; Snell & Mekies, 1995. For evidence that SWPBS can reduce dropout rates, see, e.g., Barrington & Hendricks, 1989. *See also generally* Robert H. Horner et al., *A Randomized Wait-List Controlled Effectiveness Trial Assessing School-Wide Positive Behavior Support in Elementary Schools*, 11 J. Positive Behavior Interventions 133 (2009); Catherine P. Bradshaw et al., *The Impact of School-Wide Positive Behavioral Interventions and Supports (PBIS) on the Organizational Health of Elementary Schools*, 23 School Psychology Quarterly 462 (2008); Jeffrey R. Sprague & Robert H. Horner, School Wide Positive Behavioral Supports, in The Handbook of School Violence and School Safety: From Research to Practice (Shane R. Jimerson & Michael J. Furlong, eds., 2007). For additional information about SWPBS, visit www.pbis.org.

2   The Los Angeles Unified School District is divided into eight local district regions that support 891 K-12 schools and 208 other learning centers (i.e., preschools, skills centers, community adult schools). As of the 2009-2010 school year, the District serves 617,798 students and employs 33,214 regular teachers. The ethnic breakdown of students within the LAUSD is roughly as follows: 74.2% Hispanic, 10.8% Black, 8.4% White, and 3.6% Asian. *See* "LAUSD: Fingertip Facts Sheet, 2009-2010," *available at* http://notebook.lausd.net.

3   The LAUSD has long suffered from abysmal graduation rates, which at their worst were below 50%. Dan Losen and Johanna Wald, *Confronting the Graduation Rate Crisis in California*, The Harvard Civil Rights Project, March 2005. According to a study by Dr. Julie Mendoza of UC/ACCORD, as reported in *Confronting the Graduation Rate Crisis in California*, only 48% of minority students who enrolled in LAUSD schools in the Fall of 1998 successfully completed high school in LAUSD four years later. Among Latino students, this percentage was 41%. Though the District has recently been reporting higher graduation rates, they are still unacceptably low, and students of color are still disproportionately represented among those who fail to graduate.

4   *See, e.g.*, Advancement Project, *Test, Punish, and Push Out: How "Zero Tolerance" and High-Stakes Testing Funnel Youth Into the School-to-Prison Pipeline* (2010).

5   "Economist Enrico Moretti of UC Berkeley estimated that if high school graduation rates were just 1% higher, there would be 100,000 fewer crimes in the United States annually, including 400 fewer murders, and that the savings would be $1.4 billion a year." –LA Times, "The Vanishing Class," Mitchell Landsberg (Jan. 29, 2006). *See also* Alliance for Excellent Education, The High Cost of High School Dropout (2009); L. Lochner and E. Moretti , The Effect of Education on Crime: Evidence from Prison Inmates, Arrests, and Self Reports, 94 (1) American Economic Review 155-189 (2004); Freeman, R., Why Do So Many Young American Men Commit Crimes and What Might We Do About It? 10(1) Journal of Economic Perspectives 25-42 (1996).

6   *Serrano v. Priest*, 18 Cal. 3d 728, 767-768 (1976) (Serrano II).

7   *Hartzell v. Connell*, 35 Cal. 3d 899, 908 (1984).

8   *See, e.g.*, Russell J. Skiba, *Zero Tolerance, Zero Evidence: An Analysis of School Disciplinary Practice* 13 (2000) (citing Ekstrom, Goertz, Pollack & Rock, 1986; Wehlage & Rutter, 1986); The Advancement Project and The Civil Rights Project, *Opportunities Suspended: The Devastating Consequences of Zero Tolerance and School Discipline Policies* (2000); Advancement Project, *Test, Punish, and Push Out: How "Zero Tolerance" and High-Stakes Testing Funnel Youth Into the School-to-Prison Pipeline* (2010).

9   Serrano II, 18 Cal. 3d at 760-768.

10 *See, e.g.*, Russell Skiba, et al., *Are Zero Tolerance Policies Effective in the Schools? A Report by the American Psychological Association Task Force* (2006); Skiba, R. & Rausch M., *Zero Tolerance, Suspension and Expulsion: Questions of Equity and Effectiveness*, in C.M. Everston & C.S. Weinstein (Eds.) Handbook of Classroom Management: Research, Practices, and Contemporary Issues (2005); Russell J. Skiba, *Zero Tolerance, Zero Evidence: An Analysis of School Disciplinary Practice* (2000).

11 Cal. Ed. Code § 200 (emphasis added). Section 220 provides that "[n]o person shall be subjected to discrimination on the basis of disability, gender, nationality, race or ethnicity, religion, sexual orientation . . . in any program or activity conducted by an educational institution that receives" funding from the state.

12 California Government Code § 11135 provides, in relevant part, that "[n]o person in the State of California shall, on the basis of race, national origin, ethnic group identification, religion, age, sex, sexual orientation, color, or disability, be unlawfully denied full and equal access to the benefits of, or be unlawfully subject to discrimination under any program or activity that is conducted, operated, or administered by the state or by any state agency, is funded directly by the state, or receives any financial assistance from the state."

13 *See, e.g.*, Russell J. Skiba, *Zero Tolerance, Zero Evidence: An Analysis of School Disciplinary Practice* at 11 (citing Costenbader & Markson, 1994; Glackman et al., 1978; Kaeser, 1979; Lietz & Gregory, 1978; Massachusetts Advocacy Center, 1986; McCarthy & Hoge, 1987; McFadden, Marsh, Price, & Hwang, 1992; Skiba et al., 1997; Taylor & Foster, 1986; Thornton & Trent, 1988; Wu et al., 1982).

14 *See, e.g.*, Russell Skiba et al., *The Color of Discipline: Sources of Racial and Gender Disproportionality in School Punishment*, Policy Research Report # SRS1, June 2000 at 6, 14-16.

15 The Equal Protection Clause states, in relevant part, that "[n]o State shall . . . deny to any person within its jurisdiction the equal protection of the laws." U.S. CONST. amend XIV, § 1.

[16] Title VI of the Civil Rights Act of 1964 provides, in relevant part, that "[n]o person in the United States shall, on the grounds of race, color, or national origin, be excluded from participation in, be denied the benefits of, or be otherwise subjected to discrimination under any program or activity receiving Federal financial assistance." 42 U.S.C. § 2000(d).

[17] *Morton v. Ruiz*, 415 U.S. 199, 235 (1974) (citing *Service v. Dulles*, 354 U.S. 363, 388 (1957); *Vitarelli v. Seaton*, 359 U.S. 535, 539-540 (1959)).

[18] *See, e.g.*, *Flowers v. Torrance Memorial Hospital Medical Center*, 8 Cal. 4th 992, 1003 (1994) (noting that a policy is "highly relevant" to determining the community standard of care and is a more reliable reflection of that standard than is the declaration of expert witnesses) (Mosk, J., concurring); *Dillenbeck v. City of Los Angeles*, 69 Cal. 2d 472, 478 (1962) (finding that policies "implicitly represent an informed judgment" by the policy maker as to the relevant standard of care and are therefore "extremely useful" in determining level of care necessary); *Davis v. Johnson*, 128 Cal. App. 2d 466, 472 (Cal. Ct. App. 1954) (citing Wigmore on Evidence for proposition that a policy can be evidence of policy maker's belief as to standard of care required and thus of negligence in violating that policy).

[19] LAUSD *Policy Bulletin 3638.0*, "Discipline Foundation Policy: Schoolwide Positive Behavior Support" at 1 (March 27 2007), *available at* http://notebook.lausd.net/portal/page?_pageid=33,911578&_dad=ptl&_schema=PTL_EP..

[20] *See, e.g.*, *Powell v. Pacific Electric Railway Company*, 35 Cal.2d 40, 46 (1950) (since policy bears on standard of care that policy maker thought was appropriate, its violation is properly considered on the issue of negligence).

[21] Convention on the Rights of the Child (CRC), Articles 28 and 2, *entry into force* September 2, 1990, *available at* http://www2.ohchr.org/english/law/crc.htm. The Convention has been ratified by 193 countries. The U.S. and Somalia remain the only two countries in the world who have not ratified the CRC.

[22] The International Convention on the Elimination of All Forms of Racial Discrimination (ICERD), Article 5, and sub article v, *entry into force* January 4, 1969, *available at* http://www2.ohchr.org/english/bodies/cerd/. The ICERD is ratified by 173 countries. Article 5 protects against racial discrimination in education.

[23] Advancement Project, *Test, Punish, and Push Out: How "Zero Tolerance" and High-Stakes Testing Funnel Youth Into the School-to-Prison Pipeline* at 8 (citing Education Week Research Center (2009) Ed Counts database. Retrieved July 4, 2009, from http://www.edweek.org/rc/2007/06/07/edcounts.html) (this represents the four-year graduation rate).

[24] Alliance for Excellent Education, *The High Cost of High School Dropout* (2009).

[25] *Id.*

[26] *Id.* (citing Obama, President B. [Speaker], (2009, February 24). *Remarks of President Barack Obama—Address to Joint Session of Congress*. Retrieved March 30, 2009, from http://www.whitehouse.gov/the_press_office/remarks-of-president-barack-obama-to-joint-session-of-congress/).

[27] Mitchell Landsberg, *The Vanishing Class: Back to Basics: Why does High School Fail So Many?* LA Times, January 29, 2006.

[28] *Id.*

[29] L. Lochner and E. Moretti, *The Effect of Education on Crime: Evidence from Prison Inmates, Arrests, and Self Reports*, 94 (1) American Economic Review 155-189 (2004). Freeman, R., *Why Do So Many Young American Men Commit Crimes and What Might We Do About TI?* 10(1) J. Of Econ. Perspectives 25-42 (1996).

[30] Geoff T. Colvin, Seven Steps for Developing a Proactive Schoolwide Discipline Plan: A Guide for Principals and Leadership Teams 5 (2007).

[31] Landsberg, *supra* note 27.

[32] Russell J. Skiba, *Zero Tolerance, Zero Evidence: An Analysis of School Disciplinary Practice* 8 (2000).

[33] CADRE, *More Education. Less Suspension. A Call to Action to Stop the Pushout Crisis in South Los Angeles* 2 (June 2006).

[34] Skiba, *supra* note 32, at 11 (citing Brantlinger, 1991; Skiba et al., 1997; Wu et al., 1982).

[35] *Id.* at 12 (citing Wu et al., 1982; McCarthy & Hoge, 1987).

[36] *Id.* (citing McFadden et al., 1992; Shaw & Braden, 1992).

[37] U.S. Secretary of Education Arne Duncan, "Crossing the Next Bridge: Secretary Arne Duncan's Remarks on the 45th Anniversary of 'Bloody Sunday' at the Edmund Pettus Bridge, Selma, Alabama," given March 8, 2010. In 2006, African American students made up 17.1% of the overall student population but 37.4% of students suspended out-of-school. U.S. Office for Civil Rights, U.S. Department of Education, 2006 Civil Rights Data Collection. Also, according to OCR Data, African American students were nearly three times as likely to be suspended and 3.5 times as likely to be expelled as their white peers. U.S. Department of Education Office of Civil Rights, 2006 Data Collection.

[38] *See, e.g.*, Skiba, *supra* note 32, at 13 (citing Bowditch, 1993, Costenader & Markson, 1994; Massachusetts advocacy Center, 1986; Tobin et al., 1996); The Advancement Project and The Civil Rights Project, *Opportunities Suspended: The Devastating Consequences of Zero Tolerance and School Discipline Policies* (2000).

[39] Russell Skiba, et al., A*re Zero Tolerance Policies Effective in the Schools? A Report by the American Psychological Association Task Force* (2006).

[40] Sulzer-Azaroff & Mayer, 1994.

[41] National Economic and Social Rights Initiative, *Unfair Punishment and Denial of Education Through Discipline*, Executive Summary (2007).

[42] Skiba, R. & Rausch M., *Zero Tolerance, Suspension and Expulsion: Questions of Equity and Effectiveness*, in C.M. Everston & C.S. Weinstein (Eds.) Handbook of Classroom Management: Research, Practices, and Contemporary Issues (2005).

[43] Skiba, *supra* note 32, at 13 (citing Ekstrom, Goertz, Pollack & Rock, 1986; Wehlage & Rutter, 1986).

[44] *See* Advancement Project, *Test, Punish, and Push Out: How "Zero Tolerance" and High-Stakes Testing Funnel Youth Into the School-to-Prison Pipeline* (2010).

[45] Dan Losen and Johanna Wald, *Confronting the Graduation Rate Crisis in California*, The Harvard Civil Rights Project, March 2005. According to a study by Dr. Julie Mendoza of UC/ACCORD, as reported in *Confronting the Graduation Rate Crisis in California*, only 48% of minority students who enrolled in LAUSD schools in the Fall of 1998 successfully completed high school in LAUSD four years later. Among Latino students, this percentage was 41%. In subsequent years, the LAUSD has been reporting higher graduation rates, which were estimated to be 72.4% for the 2007-2008 school year. California Department of Education, Educational Demographics Office, "Graduation Rates Based on NCES Definition," *available at* http://data1.cde.ca.gov/dataquest/. At any rate, minority students continue to make up the majority of students who do not complete school, and the current dropout figures are still unacceptably high.

[46] CADRE, *A Parent-Led Victory in the Fight to End Pushout in Los Angeles Schools* (June 2007), *available at* www.cadre-la.org/media/docs/.

[47] CADRE, *More Education. Less Suspension. A Call to Action to Stop the Pushout Crisis in South Los Angeles* (June 2006).

[48] *Id*. at 4.

[49] *Id*.

[50] *Id*.

[51] *Id*. at 5.

[52] *Id*. at 6.

[53] CADRE, *supra* note 47, at 6.

[54] *Id*. at 7.

[55] *Id*.

[56] *Id*. at 7-8.

[57] *Id*. at 8.

[58] *Id*. at 9.

[59] CADRE, *supra* note 47, at 10.

[60] *Id*.

[61] *Id*. at 11.

[62] *Id*. at 12-13.

[63] *See, e.g.*, OSEP Center on Positive Behavioral Interventions and Supports, *School-wide Positive Behavior Support: Implementers' Blueprint and Self-Assessment* 11 (2004); Linda M. Bambara, Ph.D. & Lee Kern, Ph.D., Individualized Supports for Students with Problem Behaviors 2-3 (2005).

[64] *See, e.g.*, OSEP Center, *supra* note 63, at 17-18; Wayne Sailor et al., Handbook of Positive Behavior Support (Issues in Clinical Child Psychology) 4 (2008).

[65] *See, e.g.*, Melissa Stormont et al., Implementing Positive Behavior Support Systems in Early Childhood and Elementary Settings 2-3 (2007)

[66] Bambara & Kern, *supra* note 63, at 2; OSEP Technical Assistance Center on Positive Behavioral Interventions and Supports at www.pbis.org (home page).

[67] Linda M. Bambara & Timothy P. Knoster, Designing Positive Behavior Support Plans 5-6 (2d ed. 2009).

[68] OSEP Center, *supra* note 63, at 10.

[69] *Id*.

[70] Sailor et al., *supra* note 64, at 4.

[71] *See, e.g.*, Colvin, *supra* note 30, at 15-38; Sailor et al., *supra* note 64, at 5; Bambara & Kern, *supra* note 63, at 77, 99.

[72] *See, e.g.*, Sailor et al., *supra* note 64, at 353-374; Bambara & Kern, *supra* note 63, at 339; Stormont et al., *supra* note 65, at 6, 49, 52.

[73] *See, e.g.*, Colvin, *supra* note 30, at 51-62; Sailor et al., *supra* note 64, at 4; Bambara & Kern, *supra* note 63, at 367-372, 377.

[74] *See, e.g.*, Bambara & Kern, *supra* note 63, at 275-302, 360-361; Stormont et al., *supra* note 65, at 2-3.

[75] *See, e.g.*, Bambara & Knoster, *supra* note 67, at 7; Sailor et al., *supra* note 64, at 375-420; Bambara & Kern, *supra* note 63, at 362-365.

[76] *See, e.g.*, Colvin, *supra* note 30, at 77-92; Bambara & Knoster, *supra* note 67, at 5-6; Stormont et al., *supra* note 65, at 95-108; Sailor et al., *supra* note 64, at 551-580; Bambara & Kern, *supra* note 63, at 366, 373-374.

[77] LA Unified School District, *Policy Bulletin 3638.0* at 1 (March 27, 2007).

[78] *Id*. at 1, Attachment A, B.

[79] *Id*. at 4-5.

[80] *Id*.

[81] *Policy Bulletin 3638.0*, *supra* note 77, at 5.

[82] *Id*. at 5.

83 *Id.* at 4.

84 *Id.*

85 *Id.* at 6.

86 *Policy Bulletin 3638.0*, *supra* note 77, at 3.

87 *Id.* at 6.

88 *Id.* at 7.

89 *Id.*

90 *Id.* at 10.

91 In some cases, we did not receive school records until spring 2010. In these cases, records reflect school efforts between 2007 and 2010.

92 For more discussion and information about the importance of team-based implementation and administrative leadership/support, see Geoff T. Colvin, Seven Steps for Developing a Proactive Schoolwide Discipline Plan: A Guide for Principals and Leadership Teams 15-38 (2007); Wayne Sailor et al., Handbook of Positive Behavior Support (Issues in Clinical Child Psychology) 5 (2008); Linda M. Bambara, Ph.D. & Lee Kern, Ph.D., Individualized Supports for Students with Problem Behaviors 71-106 (2005).

93 The Effective Behavior Support (EBS) Survey is part of the LAUSD's SWPBS Resource Manual, *available at* http://notebook.lausd.net/portal/page?_pageid=33,911662&_dad=ptl&_schema=PTL_EP.

94 The School Resource Survey was released as Attachment F of the LAUSD Discipline Foundation Policy, *available at* http://notebook.lausd.net/portal/page?_pageid=33,911640&_dad=ptl&_schema=PTL_EP.

95 Association for Positive Behavior Support, "Description of How Families are Using Positive Behavior Support," *available at* http://www.apbs.org/new_apbs/familyDesc.aspx.

96 *Id.*

97 For more discussion and information about the importance of identifying clear behavioral expectations and modeling/reinforcing them, see Geoff T. Colvin, Seven Steps for Developing a Proactive Schoolwide Discipline Plan: A Guide for Principals and Leadership Teams 51-62 (2007); Wayne Sailor et al., Handbook of Positive Behavior Support (Issues in Clinical Child Psychology) 4 (2008); Linda M. Bambara, Ph.D. & Lee Kern, Ph.D., Individualized Supports for Students with Problem Behaviors 367-372, 377 (2005).

98 Because the LAUSD's SWPBS Policy does not require high schools to teach a violence prevention curriculum, we gave them automatic credit on this item, which means that the actual number of schools that were required to use such a program and did is actually lower than the 52.4% reflected in the data. We feel strongly that the SWPBS Policy should also require high schools to teach this important curriculum.

99 OSEP; Sugai & Horner, 2002.

100 Stormont et al.

101 Horner et al., 2000.

102 Bradshaw, Mitchell, Leaf, 2009.

103 *See, e.g.*, Advancement Project, *Test, Punish, and Push Out: How "Zero Tolerance" and High-Stakes Testing Funnel Youth Into the School-to-Prison Pipeline* (2010); Advancement Project and The Civil Rights Project, *Opportunities Suspended: The Devastating Consequences of Zero Tolerance and School Discipline Policies* (2000); Judith Browne, The Advancement Project, *Derailed: The Schoolhouse to Jailhouse Track* (2003).

104 LAUSD *Policy Bulletin 3638.0* at 10 (March 27, 2007).

105 Horner et al., 2000.

106 Sugai & Horner, 2002.

107 *See* Mark H. Moore, Creating Public Value: Strategic Management in Government 113 (1995) ("[P]olitical management involves four elements: building (1) a climate of tolerance, active support, or ongoing operational assistance for (2) a manager, a policy, or an overall strategy among (3) those outside the scope of an official's direct authority whose (4) authorizations or operational assistance are necessary to achieve the public purposes for which the official will be held accountable.").

108 LAUSD *Policy Bulletin 3638.0* at 10 (March 27, 2007).