

Diverting Black Girls in Los Angeles County from the School-to-Prison Pipeline through Intersectional Policy Solutions

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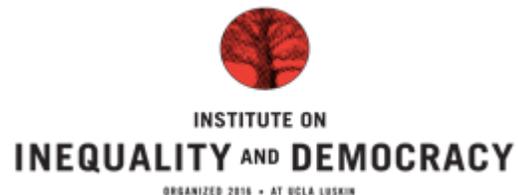


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Disclaimer

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Client



In 2016, the Los Angeles County Board of Supervisors established the Los Angeles County Women and Girls Initiative (WGI) to examine systemic issues that lead to inequitable gender outcomes and improvements to enhance the quality of life for women and girls in the county. The mission of the Women and Girls Initiative is to establish Los Angeles County as a leader in creating opportunities and improving outcomes for all women and girls. Thus, the WGI is working on conducting a countywide study of the unique ways in which women and girls are impacted by the policies, programs, services, collaborations and other actions undertaken by the county.

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Glossary of Key Terms

At-promise: A term used to shift the culture of using a deficit lens to view youth from historically marginalized communities. This term acknowledges the potential that these youth have, employing a strengths-based approach.¹

Black people: Individuals who have origins in any of the Black racial groups. Black people who live in America but are from other parts of the world other than Africa may not identify as African-American. However, these individuals may still consider 'Black' to be their identity; thus, this report uses Black rather than African American to avoid conflating racial/ethnic identity with nationality or country of origin.

Indigenous: refers to the notion of a place-based human ethnic culture that has not migrated from its homeland and is not a settler or colonial population.

Intersectional: “A concept that can be used to understand how systemic injustice and social inequality occur on a multidimensional basis. Intersectionality holds that the classical conceptualizations of oppression within society—such as racism, sexism, classism, ableism, homophobia, transphobia, xenophobia and belief-based bigotry—do not act independently of each other. Intersectionality proposes that all aspects of one's identity need to be examined as simultaneously interacting with each other and affecting one's privilege and perception in society, and that these facets of identity cannot simply be observed separately.”²

LAC: Los Angeles County

LACOE: Los Angeles County Office of Education

LAUSD: Los Angeles Unified School District

PSA: Pupil Services and Attendance Counselors

PSW: Psychiatric Social Worker

Restorative Justice: Restorative justice views crime as more than breaking the law – it also causes harm to people, relationships, and the community.³ It is a theory of justice that emphasizes repairing

¹ Tomás A. Magana, “Why ‘At-Promise’ Youth are Good for Global Health,” FACES for the Future Coalition, <https://facesforthefuture.org/why-at-promise-youth-are-good-for-global-health/>.

² Tpok Achivist, “Intersectionality,” (October, 2017), <https://www.tpok.network/glossary/intersectionality/>.

³ Center for Justice and Reconciliation, “Lesson 1: What is Restorative Justice?” (2021), <http://restorativejustice.org/restorative-justice/about-restorative-justice/tutorial-intro-to-restorative-justice/lesson-1-what-is-restorative-justice/#sthash.kVPgIVoo.dpbs>.

the harm caused while also acknowledging the complexities and root causes that led to the harm, as well as centering the individual that is harmed by ensuring that their social-emotional needs are met.

School-to-Prison Pipeline: The school-to-prison pipeline is a disturbing national trend wherein children are funneled out of public schools and into the juvenile and criminal justice systems. Many of these children have learning disabilities or histories of poverty, abuse, or neglect, and would benefit from additional educational and counseling services. Instead, they are isolated, punished, and pushed out.⁴

Transformative Justice: A series of practices and philosophies designed to create change in social systems. Mostly, they are alternatives to criminal justice in cases of interpersonal violence, or are used for dealing with socioeconomic issues in societies transitioning away from conflict or repression.

Truancy: The California Legislature defined a truant in very precise language. In summary, it states that a student missing more than 30 minutes of instruction without an excuse three times during the school year must be classified as a truant and reported to the proper school authority.⁵

WGI: Los Angeles County Women and Girls Initiative

Zero-tolerance-policy: Zero-tolerance policies were written in the 1990s and require school officials to give students a specific, consistent, and harsh punishment, usually suspension or expulsion, when certain rules are broken. The punishment applies regardless of the circumstances, the reasons for the behavior (such as self-defense), or the student's history of disciplinary problems.⁶

⁴ ACLU, "School-to-Prison Pipeline," (2020), <https://www.aclu.org/issues/racial-justice/race-and-inequality-education/school-prison-pipeline>, Hereafter abbreviated *ACLU*.

⁵ California Department of Education, "Truancy," (January, 2021), <https://www.cde.ca.gov/ls/ai/tr/>.

⁶ Shared Justice, "Zero-Tolerance Policies and the School to Prison Pipeline" (January, 2018), <https://www.sharedjustice.org/domestic-justice/2017/12/21/zero-tolerance-policies-and-the-school-to-prison-pipeline>.

Executive Summary

The school-to-prison pipeline describes school policies and practices that hinder a student's educational experience with no safety net to support their success. In the U.S., girls are becoming the fastest growing juvenile justice population.⁷ Black girls experience adverse childhood experiences (ACEs) at rates higher than their white peers and also receive a disproportionate rate of out-of-school suspensions starting as early as preschool.⁸ There is a compelling need to analyze school discipline and holistic support policies to increase the wellness of Black girls.

This project is working with the Los Angeles County Women and Girls Initiative (WGI) to investigate these concerns. WGI was established by the Los Angeles County Board of Supervisions in 2016 to examine systemic issues that lead to inequitable gender outcomes. The WGI has tasked our group with investigating the school-to-prison pipeline in Los Angeles County to offer policy recommendations to dismantle the problem and enhance the wellness of Black girls. This Applied Policy Project (APP) explores the following question: What equitable interventions can be recommended to LACOE to address disciplinary bias and holistic care policies to divert Black Girls from the school-to-prison pipeline? This APP utilized a mixed-methods assessment for research purposes. We analyzed quantitative county-level data through the California Department of Education public datasets, which offered insight into school performance, including graduation rates, suspensions, and expulsions to allow for an intersectional analysis. Additionally, major stakeholders provided us with insight about the need for holistic support and successful Restorative Justice (RJ) implementation, and the pitfalls of punitive discipline policies that were considered when determining policy recommendations.

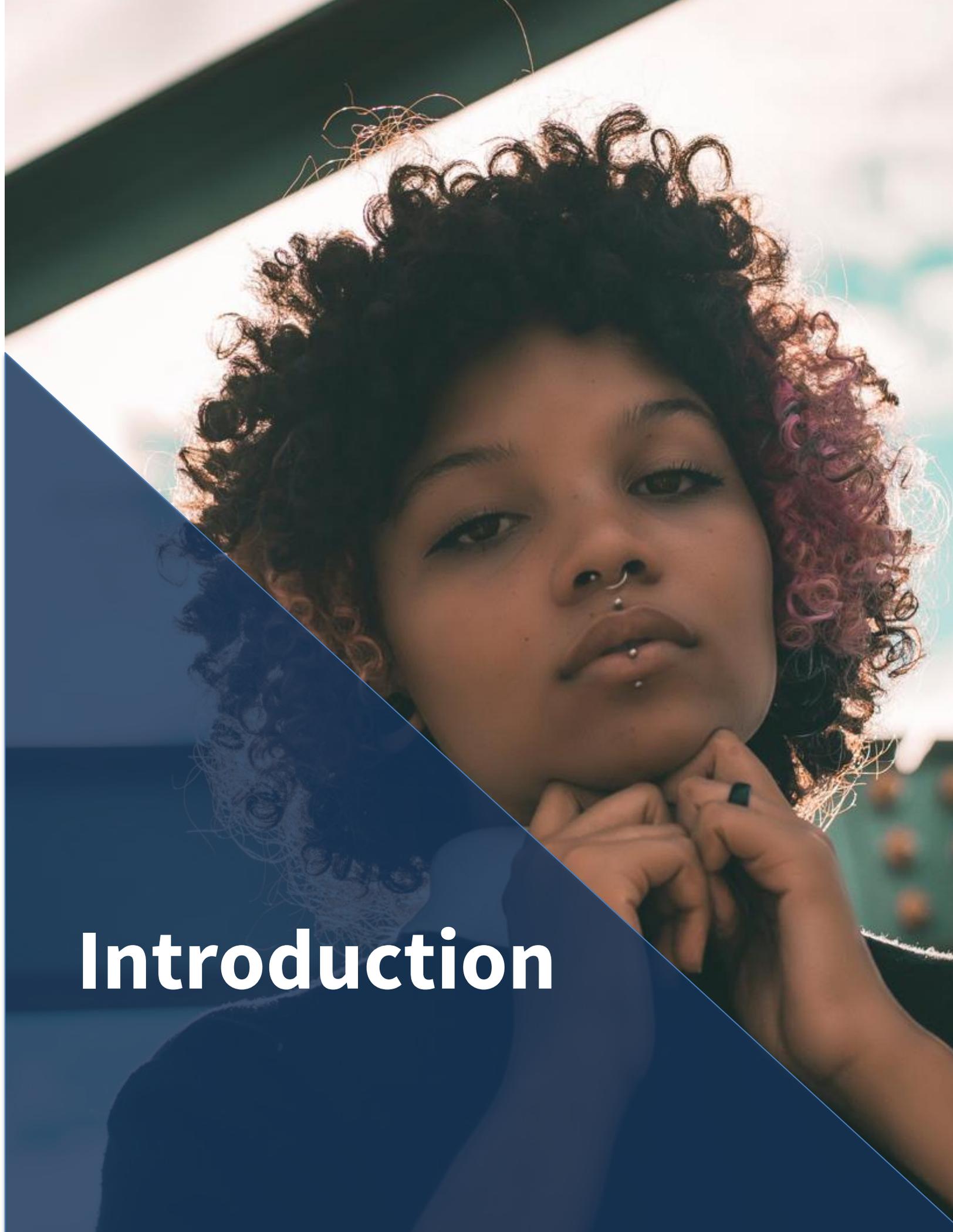
Black girls in Los Angeles County (LAC) are suspended at a rate disproportionately higher than their enrollment rate.⁹ Data indicates that the suspension rate for high school girls enrolled in LACOE schools has been increasing. Although Los Angeles Unified School District (LAUSD) has reduced total suspensions, racial disparities persist, similar to disparities those seen in LACOE. Black girls are suspended for “defiance” and “violence without injury” at rates higher than their peers. Literature review and qualitative interviews revealed that Black girls are perceived as more mature and aggressive.¹⁰

⁷ National Council on Crime and Delinquency Center for Girls and Young Women, “A Call for Gender Equity for Girls in the Juvenile Justice System” (November 2008), 1, <http://bit.ly/1bKNQic>.

⁸ U.S. Department of Education, Office of Civil Rights, “2013-2014 Civil rights data collection: Key data highlights on equity and opportunity gaps in our nation’s public schools,” (2016, June), 2, <http://www2.ed.gov/about/offices/list/ocr/docs/crdc-2013-14.html>.

⁹ T.J. Sladky, W. Kang, & C. Puzanchera, “Easy Access to Juvenile Populations: 1990-2019,” (2020), <https://www.ojdp.gov/ojstatbb/ezapop/>.

¹⁰ Phillip Atiba Goff, Matthew Christian Jackson, Brooke Allison Lewis Di Leone, Carmen Marie Culotta, Natalie Ann DiTomasso, “The essence of innocence: Consequences of dehumanizing black children,” *Journal of Personality and Social Psychology*, (2014), 526–545, Hereafter abbreviated *EI*.



Introduction

Schools' role in justice involvement for children

Schools, as institutions, undoubtedly play a crucial role in the development of a child, and for better or worse, greatly influence the trajectory of children. School disciplinary policies have a substantial impact on children.¹⁶ Therefore, examining how the disciplinary actions of schools can translate into juvenile incarceration is of great importance. The *Guns Free Policy Act* passed in 1994 mandated a one-year out-of-school suspension for kids who bring weapons to school. However, the definition of what is considered a weapon has become more broadly defined, resulting in more suspensions and expulsions.¹⁷ The *No Child Left Behind Act* incentivized higher test scores, and lower-performing students have been pushed out of school to increase overall school performance.¹⁸ Lack of school funding results in overcrowded classrooms with under supported teachers, which increases the odds of disciplinary action.¹⁹ Enforcement of zero-tolerance-like school disciplinary policies has increased the number of students sent home for minor infractions.²⁰ The introduction of school police officers expedites juvenile introduction into the judicial system.²¹

Lower graduation rates increase the risk of incarceration, predicts worse health outcomes, and increases health care costs

A study looking at the effect of graduation rates on crime using an economic model demonstrated that a 1% reduction in high school dropouts per year would have a total social savings of as much as \$1.4 billion, or about \$2,100 per additional high school graduate.²²

In addition to increased rates of justice involvement, failure to graduate also contributes to worse health outcomes.²³ Educational attainment correlates with the use of health care benefits annually; furthermore, lack of high school education bears the highest health care cost while having a college education bears the lowest.²⁴ An analysis of the potential reduced cost associated with increased graduation rates is estimated in Figure 1. The effect graduation has on decreasing healthcare costs offers additional benefits for Black girls. These trends persist across all ages throughout their lifetime,

¹⁶ *TS*, 617.

¹⁷ Dara Lind, and Libby Nelson, "The school to prison pipeline, explained," Justice Policy Institute, (February, 2015), <http://www.justicepolicy.org/news/8775>, Hereafter abbreviated *DL*.

¹⁸ *ACLU*.

¹⁹ *ACLU*.

²⁰ *ACLU*.

²¹ *ACLU*.

²² Lance Lochner and Enrico Moretti, "The Effect of Education on Crime: Evidence from Prison Inmates, Arrests, and Self-Reports" in *American Economic Review* 94(1), (2004), 155-189, https://www.researchgate.net/publication/4901649_The_Effect_of_Education_on_Crime_Evidence_from_Prison_Inmates_Arrests_and_Self-Reports.

²³ Clive Belfield, Henry Levin, Peter Muennig, and Cecilia Rouse, "The Costs and Benefits of an Excellent Education for All of America's Children" (New York, Teachers College Columbia University, October, 2006), 4, <https://all4ed.org/wp-content/uploads/2008/01/cost-and-ben.pdf>, Hereafter abbreviated *CB*.

²⁴ *CB*, 9-10.

demonstrating lifelong graduation benefits, with Black women having the most significant benefits of lifetime savings per expected high school graduate.²⁵

Figure 1: Lifetime Total Public Health Savings Per Expected High School Graduate		
	Male	Female
WHITE	\$27,900	\$39,600
BLACK	\$52,100	\$62,700
HISPANIC	\$37,800	\$46,500
OTHER	\$39,000	\$49,200
AVERAGE	\$40,500	

Furthermore, in addition to the increased cost of healthcare, these differences reflect poorer health in non-graduates as measured by quality of life years (QALY), upholding the positive correlation with the amount of education and better outcomes.²⁶ Looking at graduation rates as a potential node of intervention may offer great promise to interrupt racial disparities of justice involvement, improve health outcomes, and reduce healthcare costs.

Suspensions contribute to lower graduation rates

Recognizing the lifetime public health benefits that graduation has on society and individuals, it is essential to investigate variables implicated in graduating. A negative correlation exists between suspensions and graduation rates, with increased suspensions leading to decreased graduations.²⁷ One study found the impact of suspension reduced the likelihood of graduation by 23%.²⁸ Given the significant link between suspensions and graduation rates, it is critical to examine factors related to suspensions and disparities in discipline.

²⁵ CB, 11-12.

²⁶ CB, 11.

²⁷ Robert Balfanz, Liza Herzog, and Douglas J. Mac Iver, “Preventing student disengagement and keeping students on the graduation track in high-poverty middle-grades schools: Early identification and effective interventions,” in *Educational Psychologist* 42, (December 2007), 223-235.

²⁸ Florida’s Multitiered System of Supports, “Effects of Suspension on Student Outcomes,” Florida Department of Education and the University of South Florida, <https://floridarti.usf.edu/resources/factsheets/suspension.pdf>.

There are racial disparities in suspension rates in California

In California, there has been a well-documented disparity in days lost due to suspension across race.²⁹ The *UCLA Civil Rights Project*, demonstrates that it is still present and significant even though the gap is narrowing. Moreover, there is well established literature highlighting that potential contributors to these racial inequities may include inconsistent and biased implementation of disciplinary practices,³⁰ under-resourced programs,³¹ and insufficient teacher training to remedy these biases.³²

Bias contributes to racial disparities in discipline

A 2012 report from the American Psychological Association task force on preventing discrimination and promoting diversity, described how deeply engrained implicit biases are within individuals and institutions.³³ Implicit bias research has suggested that individuals may unconsciously or automatically behave or make decisions based on prejudice and stereotypes.³⁴ For example, a study by Okonofua et al. in 2015 examined the impact of student race on teacher perceptions and recommended discipline.³⁵ The study found there was an increase in recommendations favoring more severe punishment for Black students from the first to the second infraction, when compared to white peers for the same behavior. Furthermore, Black students were also more likely to be labeled a "troublemaker" and thought to be more likely to misbehave in the future. Black students' behaviors were more likely to be perceived as a pattern by the teachers even though the behavior's description was identical to the white students. Teachers were asked to predict how likely they were to suspend a student in the future based on these behaviors, and teachers were more likely to suspend Black

²⁹ Daniel J. Losen and Kacy Martin, "The Unequal Impact of Suspension on the Opportunity to Learn in CA," The Civil Rights Project, (September, 2018), 1-4, https://www.civilrightsproject.ucla.edu/research/k-12-education/school-discipline/the-unequal-impact-of-suspension-on-the-opportunity-to-learn-in-ca/Suspension_Impact_California_2018_R6.pdf, Hereafter abbreviated CRP.

³⁰ Susan D. Cochran, Michelle Fine, Sam Gaertner, James M. Jones, Rudolfo Mendoza-Denton, Margaret Shih, and Derald Wing Sue, "Dual pathways to a better America: Preventing discrimination and promoting diversity," in American Psychological Association (Presidential Task Force on Preventing Discrimination and Promoting Diversity, Washington, DC, 2012), <https://www.apa.org/pubs/info/reports/dual-pathways-report.pdf>, Hereafter abbreviated DP.

³¹ Maria Accavitti, Walter S. Gilliam, Angela N. Maupin, Chin R. Reyes, Frederick Shic, "Do Early Educators' Implicit Biases Regarding Sex and Race Relate to Behavior Expectations and Recommendations of Preschool Expulsions and Suspensions?" Yale University Child Study Center, (September, 2016), https://medicine.yale.edu/childstudy/zigler/publications/Preschool%20Implicit%20Bias%20Policy%20Brief_final_9_2_6_276766_5379_v1.pdf, Hereafter abbreviated YU.

³² Anne Gregory, Pedro A. Noguera, and Russell J. Skiba, "The achievement gap and the discipline gap: Two sides of the same coin?" in *Educational Researcher*, 39(1), (2010), 59–68.

³³ DP.

³⁴ Kelly Capatosto, Danya Contractor, Cheryl Staats, and Robin A. Wright, "State of the science: Implicit bias review 2015," Kirwan Institute for the Study of Race and Ethnicity (Columbus, OH, 2015), <http://kirwaninstitute.osu.edu/implicit-bias-training/resources/2015-implicit-bias-review.pdf>.

³⁵ Jason A. Okonofua, Jennifer L. Eberhardt, and J.A., Gregory M. Walton, "A vicious cycle: A social-psychological account of extreme racial disparities in school discipline," in *Perspectives on Psychological Science*, 11, (2016), 381-398, Hereafter abbreviated VC.

students. This perception of a pattern alone predicts an increased likelihood of suspension in the future. It is important to remember these were relatively minor infractions that led to this labeling and prediction. This study also highlights many targets to reduce bias while disciplining.

Studies indicate that Black girl's behavior is interpreted differently by adults. For example, there is evidence of harsher school discipline for Black girls compared with female peers from other racial/ethnic groups.³⁶ Society exacerbates this disparity by viewing Black girls as more knowledgeable about adult topics, including sex, and believing that Black girls require a less nurturing and supportive environment.³⁷ Racial bias includes seeing Black girls as troublemakers,³⁸ as more culpable, and less innocent.³⁹ Research also supports that a significant predictor of a teacher's plans to expel a preschooler is the degree to which the teacher believes the child will pose a danger to other children and racial bias in the interpretation of aggression.⁴⁰ Thus, the racial prejudice that contributes to the negative perception of a Black girl's behavior may have devastating implications in perpetuating and maintaining the disparate suspensions we see in Black children.⁴¹

Our Client: The Women & Girls Initiative (WGI)

In 2016, the Los Angeles County Board of Supervisors established the Los Angeles County Women and Girls Initiative (WGI) to examine systemic issues that lead to inequitable gender outcomes and make recommendations to improve women and girls' quality of life. The WGI is conducting a countywide study of the unique ways the policies, programs, services, and collaboration of the county impact women and girls. In this way, WGI strives to enhance equity and justice, increase leadership opportunities and capacity, and create innovative pathways and partnerships. Periodically, the WGI provides the Board of Supervisors with detailed reports summarizing their progress and recommendations for action. While WGI does not have the ability to directly implement our policy recommendations, they work with the Board of Supervisors who have the discretion to adopt or adjust recommendations.

Additionally, one of the challenges our client experiences is that their initiative, by design, is winding down in early 2022, so the timeline for deliverables is rapidly approaching. More significantly, as noted previously, the LAC Board of Supervisors has no direct authority over individual school districts within LAC. However, WGI will provide recommendations to the LAC Board of Supervisors, who

³⁶ Jamilia Blake, Bettie Ray Butler, Alicia Darenbourg, and Chance Lewis, "Unmasking the Inequitable Discipline Experiences of Urban Black Girls: Implications for Urban Educational Stakeholders," in *Urban Review: Issues and Ideas in Public Education*, v43 n1, (Mar 2011), 90-106.

³⁷ Jamilia J. Blake, Rebecca Epstein, and Thalia González, "Girlhood Interrupted: The Erasure of Black Girls' Childhood," *Center on Poverty and Inequality: Georgetown Law*, 4-5, <https://www.law.georgetown.edu/poverty-inequality-center/wp-content/uploads/sites/14/2017/08/girlhood-interrupted.pdf>.

³⁸ *VC*.

³⁹ *EL*, 528.

⁴⁰ Walter S. Gilliam, & Chin C. Reyes, "Teacher decision-making factors that lead to preschool expulsion: Scale development and preliminary validation of the preschool expulsion risk measure," (2016), Manuscript submitted for review.

⁴¹ *YU*.

can act on the proposals specific to LA County Office of Education (LACOE) schools. Further, LACOE does have some influence over school districts in LAC, and there is publicly available data for the entire county which can be used in this assessment. One additional consideration is that the creation of WGI predates the pandemic, which led to further challenges and reprioritization of pandemic response and distance learning. Ultimately, this Applied Policy Project provides recommendations for diversion programs specifically for Black girls attending schools within the Los Angeles County Office of Education (LACOE) service area as they return to in-person instruction. While discipline policies impact a myriad of outcomes for Black girls, our client asked that we focus on the inequities in school policies that contribute to early justice involvement of Black girls.

Policy Question

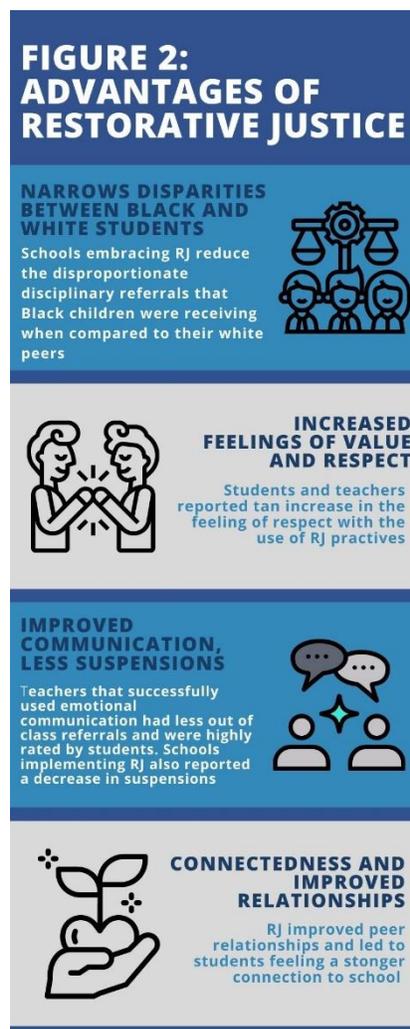
What equitable interventions can be recommended to LACOE to address disciplinary bias and holistic care policies to divert Black Girls from the school-to-prison pipeline?



Background

Restorative Justice

Restorative Justice (RJ) practices have been used to disrupt the school to prison pipeline. Restorative justice is defined as a process that involves those who have a stake in a specific offense.⁴² These stakeholders collectively identify and address harms, needs, and obligations to heal. These practices provide us with tools to resolve conflict. Indigenous communities have historically incorporated peacemaking principles central to restorative healing practices. According to Indigenous traditions and lifeways, this is reflected every day in connection with oneself, one's community, and nature.⁴³ In practice, RJ aims to build community and restore relationships where conflict has caused harm. This practice can promote and strengthen positive school culture by promoting pro-social relationships that improve the school community as demonstrated in Figure 2.



⁴² Howard Zehr, "The little book of restorative justice: Revised and updated," Simon and Schuster, (2015).

⁴³ Courtney Marsh, "Honoring the global indigenous roots of restorative justice: potential restorative approaches for child welfare," Center for the Study of Social Policy, (2019), <https://cssp.org/2019/11/honoring-the-global-indigenous-roots-of-restorative-justice/>.

RJ is more effective than traditional punitive discipline

A literature review of RJ's quantitative evidence in U.S. K-12 schools indicated many advantages to RJ over traditional punitive policies.⁴⁴ Specifically, there is evidence suggesting that RJ effectively reduces the Black and White discrepancy in punitive discipline. Furthermore, in numerous school-based studies where RJ programs were in practice, there were decreased referrals to the administrator's office.⁴⁵ Teachers and students at these schools felt more respected than before the implementation of RJ. When teachers regularly used emotional communication as part of an RJ approach, they were rated as more effective. These teachers also had less of a racial disparity in their referrals out of the classroom than teachers who used emotional communication less frequently.

In Denver, Colorado, schools that implemented RJ reported their suspension rates dropped, and their racial disparity in Black versus White Students also decreased.⁴⁶ At schools where RJ was practiced, students also had significantly improved peer relationships and attachment and enhanced school connectedness.⁴⁷

Another program titled Real Talk 4 Girls was designed and implemented with Black girls. This program's randomized control trial demonstrated that girls who participated had increases in social problem solving and increased measured prosocial behavior compared to their age-matched control peers.⁴⁸ Restorative Justice effectively reduces the racial disparity in punitive discipline, decreasing referrals out of class, increasing teacher respect, improving relationships, improving social problem solving, and prosocial behavior.

In response to emerging evidence of racial disparities for suspensions, especially for defiance, Los Angeles Unified School District banned willful defiance as a cause for suspension in 2013.⁴⁹ Their suspensions dropped off significantly in all categories after RJ implementation as evident by Figure 3.⁵⁰ For this reason, we examined Los Angeles Unified as a case study for our project to understand this policy's implementation better.

⁴⁴ Sean Darling-Hammond, Trevor A. Fronius, Sarah Guckenburger, Nancy Hurley, and Hannah Sutherland, "Effectiveness of Restorative Justice in US K-12 Schools: a Review of Quantitative Research," *Contemp School Psychol* 24, 295–308 (2020), 303, Hereafter abbreviated *ERJ*.

⁴⁵ *ERJ*, 303.

⁴⁶ *ERJ*, 303.

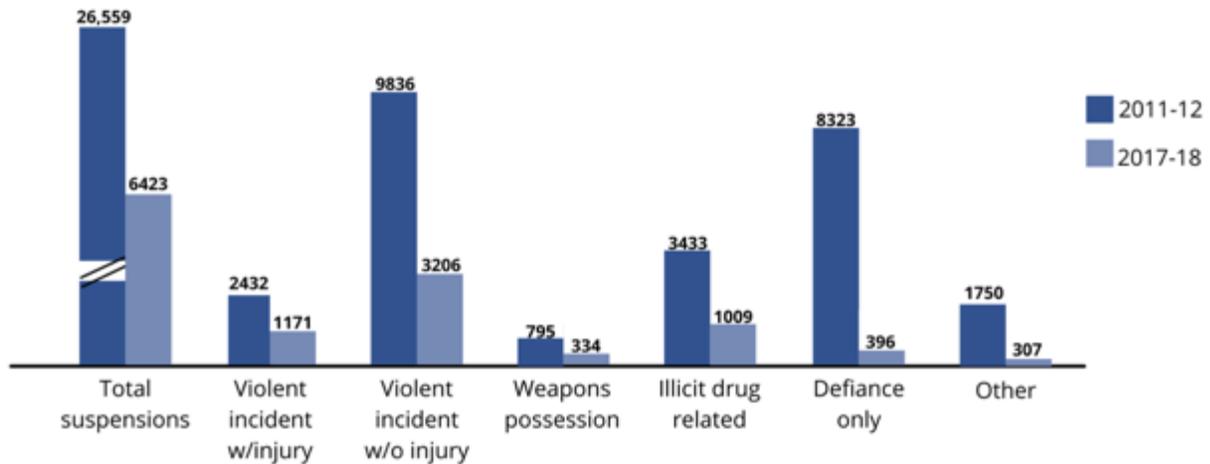
⁴⁷ *ERJ*, 304.

⁴⁸ *ERJ*, 304.

⁴⁹ Teresa Watanabe, "L.A. Unified bans suspension for 'willful defiance,'" Los Angeles Times, (May, 2013), <https://www.latimes.com/local/la-xpm-2013-may-14-la-me-laUSD-suspension-20130515-story.html>.

⁵⁰ Shawna De La Rosa, "LAUSD suspensions down 75% in wake of willful defiance ban" in K-12 Dive, (December, 2019), <https://www.k12dive.com/news/laUSD-suspensions-down-75-in-wake-of-willful-defiance-ban/569217/>.

Figure 3: Suspensions in LAUSD ⁵¹



An important finding from the UCLA civil rights project showed that schools did not see a parallel increase in dangerous, illegal, or other serious behaviors during the decrease in suspensions for defiance.⁵² This finding indicates that the intervention was safe and effective in reducing days of education lost due to suspension. EdReports data for LAUSD from 2013 - 2019 demonstrated a 75% drop in overall suspensions and less racial disparity in suspensions. These changes occurred after the implementation of a policy barring suspensions for willful defiance.⁵³ The Figure 4 below, adapted from a guide for educators, offers explicit alternatives to a zero-tolerance education system, reflecting what it could look like to substitute and implement a restorative practice-based education system.

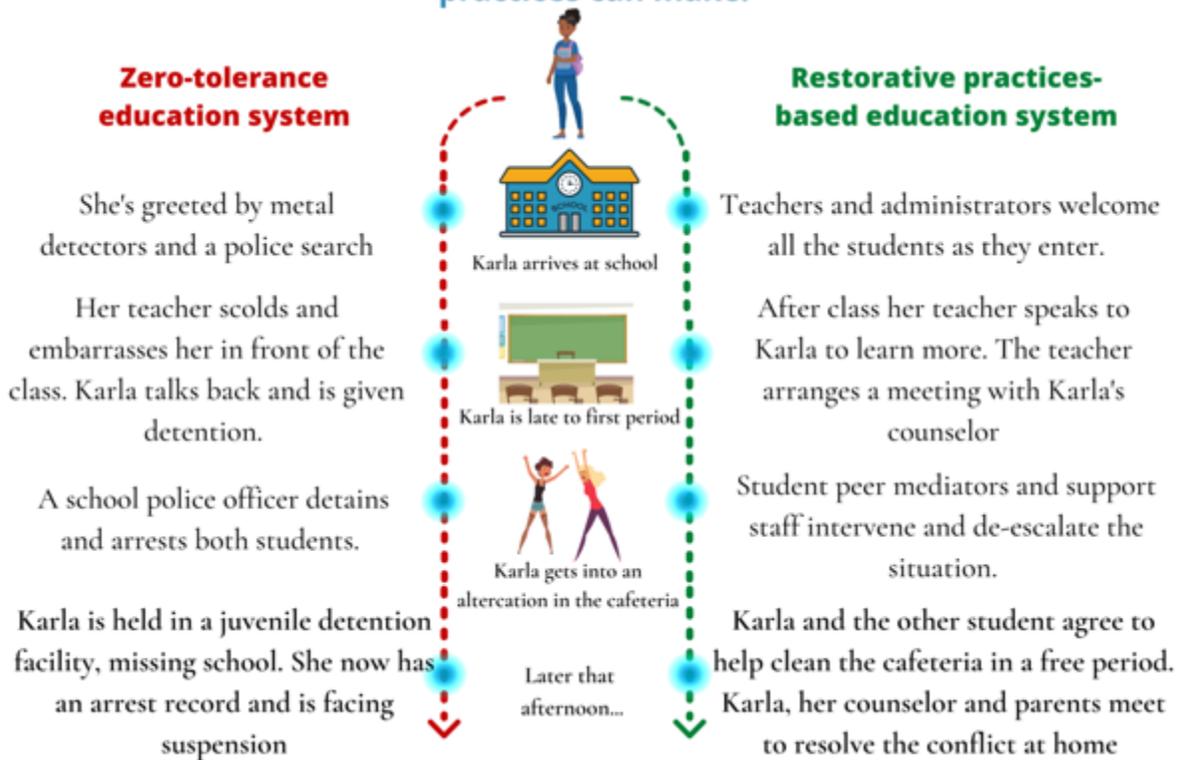
⁵¹ Carolyn Jones, “L.A. Unified’s ban on willful defiance suspensions, six years later: Some schools report dramatic improvements in campus culture,” in EdSource, (December, 2019), <https://edsource.org/2019/how-l-a-unifieds-ban-on-willful-defiance-suspensions-turned-out-six-years-later/620949>, Hereafter abbreviated *CJ*.

⁵² *CRP*, 5.

⁵³ *CJ*.

Figure 4: Zero-tolerance vs Restorative Practices in Schools ⁵⁴

Karla had an argument with her parents before leaving for school, so she's running late. Let's see the difference that restorative policies and practices can make.



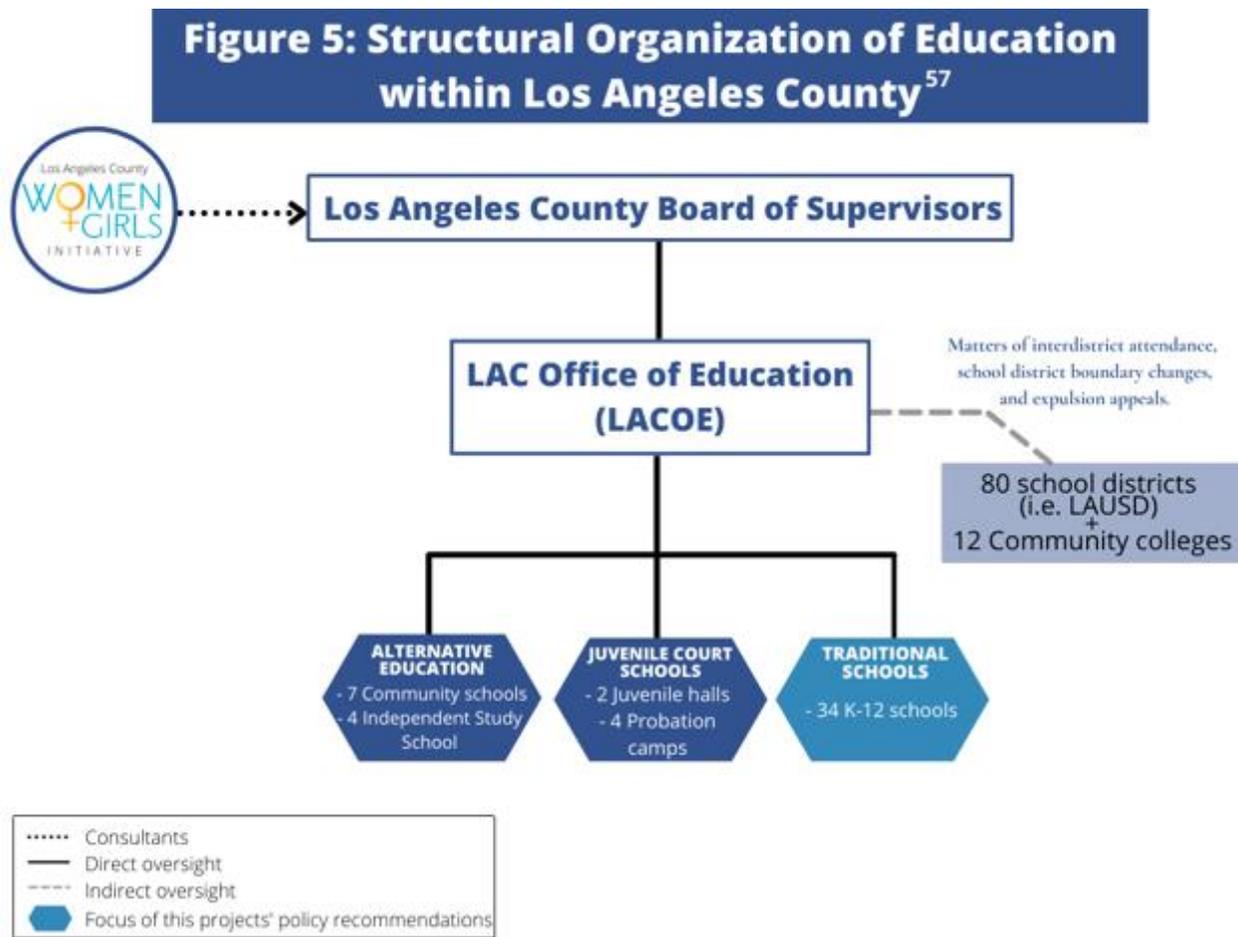
This report uses LAUSD as a case study to investigate which discipline policies can be adopted to improve LACOE's disciplinary policies to divert Black girls from the school-to-prison pipeline. We chose LAUSD since it is the largest school district within LACOE and it is the second largest school district in the nation servicing over half a million students, with 83.4% being students of color.⁵⁵ LAUSD has been practicing RJ since 2013, when it adopted the School Climate Bill of Rights (Appendix 1). LAUSD committed to implementing RJ practices in all schools by 2020.⁵⁶

⁵⁴ "Restorative Practices: Fostering Healthy Relationships & Promoting Positive Discipline in Schools A Guide for Educators," 5, <http://schottfoundation.org/sites/default/files/restorative-practices-guide.pdf>.

⁵⁵ Los Angeles Regional Adult Education Consortium (LAREC), "About Los Angeles Unified School District," (2018), <https://laraec.net/los-angeles-unified-school-district/>.

⁵⁶ "Board Resolution 2013 School Discipline Policy and School Climate Bill of Rights," (May, 2013), https://achieve.lausd.net/cms/lib/CA01000043/Centricity/Domain/770/LAUSD%20Bill%20of%20Rights_Secondary.pdf.

Every four years voters in Los Angeles county elect the Los Angeles County Board of Supervisors, a group of five individuals who jointly govern Los Angeles County. The Board of Supervisors appoints the Los Angeles County Superintendent and County Board of Education. The County Superintendent oversees the County Board of Education who establishes policies for the Los Angeles County Office of Education which governs 29 schools, with 19 having publicly available data for high school girls. Of these 19 schools 4 are juvenile justice related. The Figure 5 below visually displays this structural organization.⁵⁷



Los Angeles County has 80 school districts and 12 community college districts that operate autonomously with their own district-level Board of Education who manages the district budget and sets district policies. The only exception to this autonomous operation, is in matters pertaining to interdistrict attendance appeals, school district boundary changes, and expulsion appeals, which is

⁵⁷ Los Angeles County Office of Education, “Virtual Board Meeting Los Angeles County Board of Education,” (April, 2021), <https://www.lacoe.edu/Board-of-Education>.

controlled by the Los Angeles County-Level Board of Education. This makes WGI uniquely able to take action on these issues, since they provide recommendations to the LAC Board of Supervisors who oversee LACOE; the entity directly involved in countywide disciplinary policies.

Considering the complexities of the organizational structure of public education within LAC, we decided to reflect on the key stakeholders to ensure that all of these voices were represented and that their insight and expertise would inform our policy recommendations. Below is a figure representing that.



Methodology

We are interested in identifying policies to improve wellness of Black girls in LACOE, with a specific emphasis on discipline and holistic support policies. To understand the landscape of our policy issue, we conducted a literature review, analyzed publicly available data, interviewed key stakeholders in Los Angeles County, and utilized LAUSD as a case study for implementing RJ practices. We then created evidence-based policy options for improving the wellness of Black girls who attend LACOE schools. We also aimed to address existing educational outcome disparities that came up in our findings. We then evaluated each of these policy options based on five criteria that reflects the priorities of our client and balances the needs of various educational stakeholders.

Recognizing the relationship between the Los Angeles County Board of Supervisors (LAC BOS) and LACOE, in addition to the preferences of our client, we narrowed our scope of analysis to LACOE schools. We also identified key individuals provided by our client who are specifically interacting with populations of girls disparately represented in justice-involvement. From that point, we used the snowball method discussed in detail below to recruit additional interviewees.

To ensure the voice of youth without over-burdening this vulnerable group, we spoke to a few leaders from the Youth Justice Work Group. The Youth Justice Work Group was created in August 2019, by the LAC BOS to explore the transitioning of the LAC's juvenile justice system out of the Probation Department into another agency, with the goal of creating a transformative, health-focused, and care-first system.⁵⁸ This group developed a report in collaboration with 50 participating organizations and institutions, 29 participating government agencies, and 12 local foundations leading in the child welfare and justice space.⁵⁹

Qualitative Data Sources & Methodology:

Qualitative data collection was in the form of stakeholder interviews conducted by our group, and in partnership with the Youth Justice workgroup. Our client identified school disciplinary policies (i.e., suspension) as an area of interest and significant concern for its contribution to the school-to-prison pipeline. Through client and group member contacts, we reached out to a broad sample of LACOE schools to obtain school disciplinary policies for analysis. We also conducted qualitative interviews and surveys with school contacts to determine if any care-based approaches exist in lieu of school suspension and expulsion.

We examined school discipline and support policies in LAC to help explain the differences in discipline outcomes by race and gender. We conducted interviews with stakeholders throughout LA county as seen in Figure 6. For school-based staff we focused on those employed at LACOE and LAUSD.

⁵⁸ W. Haywood Burns Institute & Youth Justice Working Group, "Los Angeles County: Youth Justice Reimagined," (October, 2020), 11, <https://lacyouthjustice.org/wp-content/uploads/2020/10/Youth-Justice-Reimagined-1.pdf>, Hereafter abbreviated *YJR*.

⁵⁹ *YJR*, 6.

Figure 6: Qualitative Interviews, Stakeholders throughout Los Angeles county

STAKEHOLDER GROUP	SAMPLE SIZE	IMPACT AND VALUE TO THIS PROJECT
Children's Services	1	Interacts with youth outside the school setting. However, they are uniquely qualified to discuss the care needs of youth and home challenges that may be noted on school campuses.
Education Researcher	1	Provided insight into the theory and challenges of RJ praxis, Positive Behavioral Intervention and Support and other education changes that can be implemented in schools.
LAC Government Official	2	Provided key insight on the political and educational landscape in LAC
LAC Probation Officer	1	Provided insight on justice-involved youth and their specific needs. This is especially important as several of the schools under LACOE's direct control are exclusively justice-involved girls.
LACOE Community Schools Department	1	Community schools offered an alternative framework to holistic support.
LACOE Counselor	1	School site counselors were able to identify the needs of girls and provide insight into additional care policy needs.
LACOE Probation Camps Department	1	Provided unique insight on complex ACEs impacting justice-involved, Black girls
LACOE Social Services Department	1	Provided examples of interventions implemented at LACOE to address social-emotional wellbeing.
LAUSD Teachers	2	Provided perspectives of an educator when discussing the care and discipline needs of students. Teachers interact with youth for a greater proportion of time than any other individual at school sites.
Youth Justice Work Group (YJWG)	1	This group provided insight into the voices, concerns and organizing of justice involved youth within LAC.

Interview guides for each of the populations are included in Appendix 2. They were created by informational interviews with individuals who have a background in education to better understand the K-12 LACOE landscape. Our interview guide consisted of a total of 25 questions with four focus areas: background, individual role within a school system, holistic support, and potential policy solutions. In addition to interview guide answers, we were also responsive to findings shared by interviewees. In these cases, our interview guide facilitated a productive conversation that allowed deviation when unexpected findings arose.

We employed three qualitative strategies to sample a diverse and informed audience:

1. Snowball sampling: We started conducting our interviews with client and personal contacts who were able to connect us with additional participants to build on our study.
2. Sampling for range: Due to the small sample size of our study and our time constraints, we utilized the connections our client made to interview stakeholders from different backgrounds. All interviewees had different points of interaction with young Black girls.
3. Convenience sampling: We used LAUSD as a case study since there was available data on their implementation of RJ practices. This allowed us to analyze suspension and expulsion

outcomes once RJ was implemented at LAUSD. Additionally, we leveraged our experiences as former and current educators to interview LAUSD teachers.

Quantitative Data Sources and Methodology

The client requested that our project encompass the LACOE geographic jurisdiction. Policy analysis included quantitative and qualitative data analysis. Existing quantitative data offered insight into student demographics, graduation rate, dropout rate, and suspensions to allow for intersectional analysis for girls of color. Specific information regarding adopted school disciplinary policies and the existence of holistic support was investigated through quantitative interviews and review of public facing materials.

We conducted a review of publicly available quantitative data to understand how school discipline leads to increased suspension and graduation trends by race and gender. Specifically, we looked at schools within the LAUSD and LACOE using the following quantitative data:

- DataQuest 2018-2019: The California Department of Education’s website publicly displays data regarding students, teachers, and schools in California.
 - This data set allows analysis by both race and gender, but does not allow access to the source data for further independent analysis.
 - We used this dataset to present summary statistics for LACOE and LAUSD girls in grades 9-12.
- EdData 2018-2019: The website displays multiple datasets including suspension data from California Longitudinal Pupil Achievement Data System (CALPADS) and school dropout data from Adjusted Cohort Graduation Rate (ACGR) and Outcome Data.
 - These datasets are available for independent analysis.
 - We pulled all schools within LACOE with enrolled girls who had publicly available data and presented summary statistics for the following schools.
 - For a list of LACOE high schools that provide education to girls (Appendix 3). This includes charter, non-charter, and justice involved schools (camps).

Limitations

Quantitative data made available through the state of California Department of Education is limited by a time delay. The data presented was collected pre-COVID-19. The data is suppressed when the sample size is small. There are times when data is unavailable for specific schools or racial groups, particularly Indigenous girls. Justice involved minors are a vulnerable group, therefore we did not have the opportunity to interview these important stakeholders directly. We interviewed representatives from the YJW to uplift the youth voice and their policy recommendations for holistic care. We were also limited by a small sample size of interview participants.



Analysis & Findings

Finding #1: Suspensions in LACOE have been increasing overall

We accessed data through EdData to summarize the suspension rates of LACOE across years 2015-2020. The rates and quantity of suspensions are increasing for girls.

Figure 7 reflects data from the California Department of Education by way of EdData.⁶⁰ This data includes all schools directly under the LACOE control (Appendix 4). There are 34 schools under direct control of LACOE. LACOE also provides recommendations and has oversight over 80 LAC school districts.

Figure 7: All LACOE School Suspensions Count					
	2015-16	2016-17	2017-18	2018-19	2019-20
Total Students Suspended	991	1,120	1,198	1,401	N/A
Female Students Suspended Count	149	151	169	213	N/A
Total Students Suspended: % Female Students	15.04%	13.48%	14.11%	15.20%	N/A
Total Enrolled: % Female Students Suspended	3%	3.4%	3.6%	4.4%	N/A

From this limited data (2015-2020), we see that overall suspensions have been increasing within LACOE managed schools. For students listed as female, the proportion of the suspensions has not decreased but rather remained relatively constant at ~15%. Furthermore, the percentage of girls by enrollment who receive at least one suspension has increased from 3% to 4.4% over the same time period. Although changes are not drastic, these findings are still concerning because they identify maintenance of the status quo. Additionally, the increased rate of suspensions may reflect increased behavioral needs and should be addressed with policies targeting those needs.

When you have fewer students now [in LACOE camps], the students that we're getting have more complex behavioral... needs and so that has been...something that we've struggled with. And again, it's not on the side of the students, it's on the side of the adults. [We're] really trying to understand

⁶⁰ Education Data (EdData) Partnership, "Los Angeles Unified District Summary," <http://www.ed-data.org/district/Los-Angeles/Los-Angeles-Unified>, Hereafter abbreviated ED.

those complex needs and how to address them and so PBIS [Positive Behavioral Intervention and Support], like I said, we've started that.

XXXX Interview Spring 2021

This participant spoke to the complex behavioral needs for girls in probation camps. While probation camps in LACOE are incorporating Positive Behavior Intervention and Support (PBIS) to address these needs, the suspension rates have been uptrending as described above.

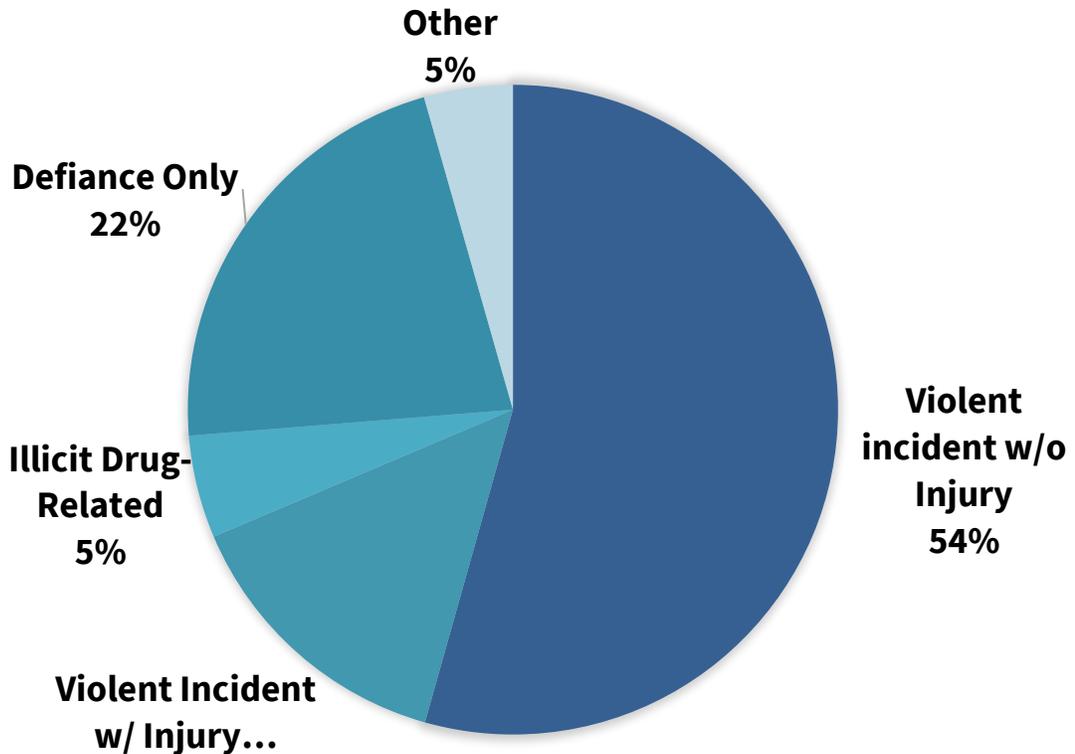
Finding #2: A significant portion of girls enrolled in LACOE schools are suspended for “Violent Incidents (without injury)” and “Defiance”⁶¹

The graph below (Figure 8), shows that LACOE high school girls are mainly suspended for “defiance” or “violent incident (no injury)” during 2018-2019.⁶² This graph delineates all the reasons listed for suspension.

⁶¹ LACOE DataQuest, “2012-13 Suspension Rate: Los Angeles Unified Report Disaggregated by Ethnicity,” California Department of Education, <https://dq.cde.ca.gov/dataquest/dqCensus/DisSuspRate.aspx?cds=1964733&agglevel=District&year=2012-13&initrow=Eth&ro=y>, Hereafter abbreviated *DQ*.

⁶² *DQ*.

Figure 8: 2018-2019 Suspensions by Subtype LACOE High School Girls



Many participants who work at schools commented on how schools often respond to students’ frustrations with disciplinary actions, like suspensions. A schoolteacher shared an example of a student who threw a basketball at no one specifically, yet was facing suspension for “violence.”

We're about two weeks before graduation. And [the student] did not get along with this teacher the whole year. And I kept telling [the student], ‘Be cool.’ The teacher would get on the megaphone and taunt this child, which is terrible. I reported it, but [the teacher] was like, ‘Oh, I'm just kidding. I do it to all the kids.’ But he obviously didn't like this child.

So, the kid got really mad, took a basketball and chucked it, not at anyone just at the field, as hard as [they] could. The teacher reported [the student] to the Dean. The Dean was going to suspend [the student]. And I was like, ‘[The student] didn't hurt anybody. What else can [the student] do to express [their] feelings? [The student] doesn't know how to process [their] feelings. Look at this kid's life. [The student] didn't have a model in [their] life.’

XXXXY Interview Spring 2021

This teacher's advocacy prevented the child from getting suspended; however, this student could have easily been suspended by their Dean for "violent incidents (without injury)" or "defiance." As described in our previous chapters, education literature demonstrates a more effective approach would be a combination of restorative justice and positive behavioral intervention and support.⁶³ By reducing the number of these suspensions and out of classroom time through more effective interventions, schools can increase graduation rates and reduce risk of future or continued justice involvement.⁶⁴

Finding #3: Black girls are suspended at a rate disproportionately higher than their enrollment rate and higher than girls in other racial/ethnic groups at LACOE.

Young Black girls are subject to bias early in life with societal purview assuming they are less innocent and more disruptive.⁶⁵ ⁶⁶ The disproportionate discipline Black children often receive for behavior deemed disruptive makes them 10 times more likely to undergo retention or incarceration at some point in life.⁶⁷ It is important to note that modern psychological research suggests that exposure to early childhood trauma can result in symptoms that can be deemed disruptive.⁶⁸ Trauma experienced early in life can elicit symptoms of excessive screaming or crying.⁶⁹ Kids who are exposed to trauma display behavioral symptoms of difficulty focusing, perpetrating verbal abuse, "acting out" in social situations, and imitating abusive behavior they have endured.⁷⁰ Some of these behaviors and expressions of frustrations may extend into adolescence and indicate a need for trauma-informed educational support, including RJ type discipline plans.

[t]here's this idea that Black girls are more aggressive or that there's this tendency to make Black girls more grown or older than they actually are. And so I think that because a lot of people go into situations... with those stereotypes or ideas in mind, it directly impacts the way they respond to them. So a Black girl can't be emotional. If she's emotional when she's angry, she's overreacting or over-responding. Our passion is often confused with anger or aggression. And so I think that this idea that we are treated as being older than we actually are, starts or causes the initial problem in the way people

⁶³ PBIS.

⁶⁴ CB, 13-14.

⁶⁵ EI.

⁶⁶ YU.

⁶⁷ U.S. Department of Health and Human Services, "Policy Statement on Expulsion and Suspension Policies in Early Childhood Settings," U.S. Department of Education, <https://www2.ed.gov/policy/gen/guid/school-discipline/policy-statement-ece-expulsions-suspensions.pdf>

⁶⁸ EI.

⁶⁹ The National Child Traumatic Stress Network, "How Early Childhood Trauma Is Unique," U.S. Department of Health and Human Services, <https://www.nctsn.org/what-is-child-trauma/trauma-types/early-childhood-trauma/effects>, Hereafter abbreviated NT.

⁷⁰ NT.

respond to us. And so, if you have this idea that a Black girl is somehow more grown or more adult than a young white girl, then you are going to elevate your response to her. You're going to respond to her as if she were an adult as opposed to the child that she is...and if you went to a school where there were security guards or police officers, I would say I started to notice the difference in the way they responded to Black girls around the late 80s.....But yes, I think the problem, the discipline problem begins with this idea that [they] are adults when [they] are actually children

XXXZ Interview Spring 2021

We have this expectation that girls are going to be quiet and obedient. And if you think that's not the case, then you're out of your mind, right.

XXXV Interview Spring 2021

Our literature review revealed that this bias is pervasive within our school system and influences adult expectations for girls. Black girls are more often disciplined by teachers and administration, which contributes to decreased graduation rates, reduced educational opportunities, and early justice involvement. These interview findings are consistent with literature, and elucidate why Black girls may be suspended at higher rates than their enrollment.

In addition, when examining suspensions for girls within LACOE grades 9-12, we see racial differences in suspensions (Figure 9). This table depicts suspension rates when looking at the number of individual suspensions divided by enrollment. This data demonstrates that the suspension rate for Black girls is significantly higher than all other races/ethnicities at 19.4%.

Figure 9: All girls grades 9-12 at LACOE schools who have been suspended by race/ethnicity

ETHNICITY	CUMULATIVE ENROLLMENT	TOTAL SUSPENSIONS	UNDUPLICATED # OF STUDENTS SUSPENDED	SUSPENSION RATE	% OF STUDENTS WITH 1 SUSPENSION	% OF STUDENTS W/ >1 SUSPENSION
African American	320	145	62	19.4%	46.8%	53.2%
American Indian or Alaska Native	*	*	*	*	*	*
Asian	70	0	0	0	0	0
Filipino	42	1	1	2.4%	100%	0
Hispanic/Latino	731	119	60	8.2%	60%	40%
Pacific Islander	*	*	*	*	*	*
White	187	6	5	2.7%	80%	20%
>2 Races	52	3	2	3.8%	50%	50%
Not Reported	*	*	*	*	*	*

* Some of this data is suppressed by the state of California to reduce the risk of personally identifiable information

The literature overwhelmingly supports the finding that girls of color, more often Black girls, are more likely to be disciplined at school,^{71 72} which translates to great social and economic costs.⁷³ RJ has proven to be effective at reducing racial disparities in discipline in addition to lowering the overall number of suspensions.⁷⁴

Finding #4: Despite their enrollment, Black girls are suspended for defiance at higher rates than girls in other racial/ethnic groups, and are disciplined more for the same behavior within LACOE.

Figure 10 shows suspensions of LACOE high school girls for defiance. This table compares the percent of cumulative enrollment to the percent of students that are suspended by race/ethnicity. In this sample, Black girls account for only 21.9% of cumulative enrollment, but represent 51.2% of all girls suspended for defiance. This establishes that Black girls are suspended at rates higher than their enrollment rate, and at higher rates than girls in other racial/ethnic groups.

⁷¹ K. Anderson, and G. Ritter, “Disparate use of exclusionary discipline: Evidence on inequities in school discipline” from a U.S. State Education Policy Analysis Archives, 25, 49, (2017), doi:<https://doi.org/10.14507/epaa.25.2787>

⁷² DL.

⁷³ CB, 12.

⁷⁴ CJ.

FIGURE 10: LACOE SUSPENSIONS OF GIRLS FOR DEFIANCE 2018-2019⁷⁵

ETHNICITY	PERCENT OF CUMULATIVE ENROLLMENT	PERCENT OF STUDENTS SUSPENDED
African American	21.9%	51.2%
American Indian or Alaska Native	*	*
Asian	4.8%	0%
Filipino	2.9%	0%
Hispanic/Latino	49.9%	46.3%
Pacific Islander	*	*
White	12.8%	2.4%
Two or More Races	3.6%	0%
Not Reported	*	*
Total	1464	41

There is an abundance of evidence that reveals racial bias in the interpretation of behavior by teachers. This indicates a need for training to prevent bias and additional interventions to support students.⁷⁶ One teacher interviewed mentioned that they noticed their school Teaching Assistants were responding differently to Black girls, which resulted in these girls being disciplined at higher rates than their peers.

[A] couple of years ago, there were some issues where our TAs [who] were maybe allowing racial bias to influence the way that they handled disagreements and I and other teachers had noticed that. We spoke to our assistant principal at the time. The issue is now being raised with our TAs and they've gotten a little bit of training, but it's something that I think is now talked about a lot more. And it's considered more acceptable to speak with other teachers about bias and how it's influencing their interactions with students. So I think it's definitely been a group of us who have been bringing these issues up over the last couple of years. So, I guess it's less policy and more school culture.

XXYY Interview Spring 2021

This teacher noted an improvement in TA racial bias when responding to student disagreements after TAs received bias training. The teacher believed this occurred because of a supportive school culture.

⁷⁵ ED.

⁷⁶ VC.

In addition, one LACOE staff shared how the school district is working with a local university to provide implicit bias training for school staff to disrupt these disparities in discipline.

It's really shifting the way adults think, you know? And I think it's right now we're in a paradigm shift... it's not so much about the student, but it's so much about how the adult understands the student and how [adults] react to students. So really a lot of the work is adult training. So, I think to the policy piece, that's definitely something that would be beneficial to anyone working with students, that they go through these types of trainings and like trauma and practices, implicit bias...

XXZZ Interview Spring 2021

Our findings and literature review indicate a need for intervention with restorative justice,⁷⁷ anti-bias training⁷⁸ and positive behavioral intervention and supports.⁷⁹ These approaches are effective at creating a safe and positive learning environment for all students and helps to decrease racial disparities in discipline. Suspension is one aspect of discipline, but bias can be pervasive and extend into all forms of discipline and impact the severity of discipline.⁸⁰

Finding #5: To reduce racial disparities in discipline through effective implementation of Restorative Justice, schools must be equitably supported.

In 2013 LAUSD began implementing RJ with a plan for full implementation by 2020. LAUSD has reduced the overall suspension rate for girls from 0.5% in 2015-2016 to 0.4% in 2018-2019.⁸¹ However, the racial disparity for Black girls persists. Black girls represented 9% of the cumulative enrollment at LAUSD schools from 2018-2019, but disproportionately represented 52% of girls suspended for all reasons.⁸² Figure 11 below reflects these disparities.

⁷⁷ ERJ, 303.

⁷⁸ VC.

⁷⁹ PBIS.

⁸⁰ VC.

⁸¹ ED.

⁸² DQ.

FIGURE 11: LAUSD SUSPENSION OF GIRLS 2018-2019, GRADES 9-12⁸³

ETHNICITY	PERCENT OF CUMULATIVE ENROLLMENT	PERCENT OF STUDENTS SUSPENDED
African American	9%	52.2%
American Indian or Alaska Native	0.2%	0%
Asian	3.1%	0.6%
Filipino	2.4%	0%
Hispanic/Latino	78.2%	41.6%
Pacific Islander	0.3%	0%
White	6%	3.7%
Two or More Races	0.6%	1.2%
Not Reported	0.1%	0.6%
Total	63,361	161

LAUSD reportedly banned suspensions for “defiance only” in 2013; however, they continue to permit a few suspensions for “defiance only” each year. Again, the disproportionate suspension of Black girls for “defiance only” persists, as seen in Figure 12.⁸⁴

FIGURE 12: LAUSD SUSPENSION OF GIRLS FOR “DEFIANCE ONLY” 2018-2019, GRADES 9-12⁸⁵

ETHNICITY	PERCENT OF CUMULATIVE ENROLLMENT	PERCENT OF STUDENTS SUSPENDED
African American	9%	33.3%
American Indian or Alaska Native	0.2%	0%
Asian	3.1%	0.6%
Filipino	2.4%	0%
Hispanic/Latino	78.2%	55.6%
Pacific Islander	0.3%	0%
White	6%	11.1 %
Two or More Races	0.6%	0%
Not Reported	0.1%	0%
Total	63,361	9

⁸³ DQ.

⁸⁴ DQ.

⁸⁵ DQ.

Interviews with LAUSD teachers illuminated that for staff to feel confident in implementing RJ policy, they need more support and resources. The quote below exemplifies some of the teacher concerns.

Even though we've been told we are now doing restorative justice, there hasn't really been any training or funding... I remember especially that one year when you were hearing that term a lot [RJ], a lot of teachers were really frustrated every time they heard it, because to them it just meant no support without anything to replace the old ways.

XXYY Interview Spring 2021

Simply removing punitive discipline policies without implementing holistic care policies, is not enough. Several interviewees mentioned that holistic support policies need to include PSAs, PSWs, Mental Health Support, community partnerships, community school specialists, restorative justice counselors, parent supports, teaching training and more. Failing to transition to holistic support policies can affect how teachers perceive RJ, which can hinder structural change and shifts in school culture.

In addition, LAUSD teachers shared concerns that RJ implementation across schools is inconsistent and does not match what is taught in training sessions. This finding is reflected in LAUSD’s Rubric of Implementation Scoring System report from February 2020, revealing that Central, South, and East regions have multiple schools that need additional support (Figure 13).⁸⁶

FIGURE 13: LAUSD’S RUBRIC OF IMPLEMENTATION SCORING SYSTEM REPORT (2019)⁸⁷

LOCAL DISTRICT	GREEN	YELLOW	RED	NO UPDATE	GRAND TOTAL
Central	110	27	1	2	140
East	93	17	2	21	133
Northeast	88	14	0	5	107
Option	2	0	0	1	3
South	79	33	8	10	130
West	97	46	0	0	143
Total	574	147	11	41	773
Total %	74%	19%	1%	5%	100%

⁸⁶ “School-Wide Positive Behavior Intervention and Support (SWPBIS) Task Force Meeting,” Los Angeles Unified School District Division of Student Health and Human Services, (February, 2020), <https://achieve.lausd.net/site/handlers/filedownload.ashx?moduleinstanceid=34076&dataid=86116&FileName=SWPBIS%20Task%20Force%20Merged%20Docs%202-20-20.pdf>.

⁸⁷ “School-Wide Positive Behavior Intervention and Support (SWPBIS) Task Force Meeting,” Los Angeles Unified School District Division of Student Health and Human Services, (February, 2020), <https://achieve.lausd.net/site/handlers/filedownload.ashx?moduleinstanceid=34076&dataid=86116&FileName=SWPBIS%20Task%20Force%20Merged%20Docs%202-20-20.pdf>.

Moving forward, it is important that RJ is implemented appropriately with consistent reminders as addressed in the quotes below:

I love the idea of restorative justice. I love it in its purest form... Now, if you say to me, here's the deal, we're not going to just suspend kids because that's kind of a reward and they're not learning anything. So instead, we're going to have them do something that's going to restore whatever it is that they did wrong or help them maybe learn from it and move forward. I love that idea.

XXXX Interview Spring 2021

To truly be successful with any program or any way of changing a system, it requires not just training, like I said, but a constant reminder of the reason why [RJ] is being employed and used right now.

XXXX Interview Spring 2021

And if LAUSD were serious about wanting this to be a change in the district, then I would hope that they would have communities of schools where there is a coordinator, and the coordinators can visit each other's schools and see how people are implementing things like they would have to start. It would have to start slowly because you don't want everyone all of a sudden to just have the label of expert just because they volunteered to be the coordinator.

XXYY Interview Spring 2021

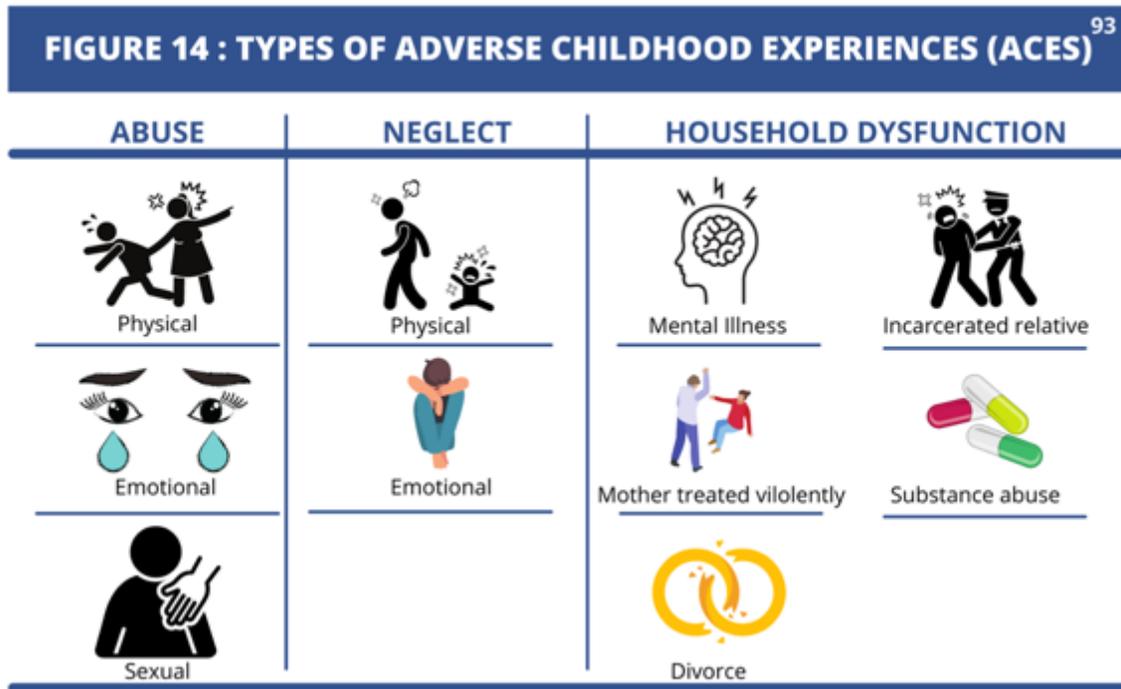
There are many potential interventions to support RJ implementation; however, oversight of the implementation process with a specific coordinator may be beneficial.

Findings #6: There are significant socioemotional health needs in Los Angeles County even more so since COVID-19.

LA county youth experience significant mental health challenges.⁸⁸ Adverse childhood experiences is a standardized measure of challenges young people may experience including household

⁸⁸ Kid's Data, "Prevalence of Adverse Childhood Experiences (Adult Retrospective)," <https://www.kidsdata.org/topic/1969/aces-brfss/table#fmt=2486&loc=364&tf=133&ch=89,90,1273,1256,1274,1259&sortColumnId=0&sortType=asc>, Hereafter abbreviated *KD*.

dysfunction, neglect and abuse as visually displayed in Figure 14.⁸⁹ A survey of adverse childhood experiences in homes with children in LAC demonstrate 46% of households have 1-3 adverse childhood experiences while 17% have 4 or more.⁹⁰



What we see is that the needs of our students are increasing. We see more trauma, we see more violence exposure. We see more students who are in emotional distress. We're seeing more increased hospitalizations, especially during [the COVID-19 pandemic] for mental health crises. And so we want to be able to meet the needs of those students. And schools are the perfect place to do that, because it's a safe zone for not only the students, but for the parents as well. And schools are an ideal place to also address a lot of those needs.

XXZZ Interview Spring 2021

⁸⁹ KD.

⁹⁰ KD.

⁹¹ Michelle Lugalía-Hollon, "Everything Matters: The Power of Addressing Adverse Childhood Experiences (ACEs)," Praxis Center: Arcus Center for Social Justice Leadership, (June, 2015), <https://www.kzoo.edu/praxis/the-power-of-aces/>.

We have documented quantitative and qualitative evidence to suggest there are significant mental health needs in LAC schools and additional mental health support should be provided to youth.⁹² Furthermore, there is a need to help parents and guardians navigate the system to connect them with the resources they need.

We also have a parent engagement liaison. So this person is staffed to connect with families and connect with community organizations and, you know, almost like sharing information, connect resources. So that's the focus for the work.

XXZZ Interview Spring 2021

So if it's in the form of an extra focused staff person, working with this young person, great. If it's in the form of tutoring, great. If it's in the form of after school programming, great. If it's in the form of extra support with transportation, great. I mean, you can't do enough for them. And I say that because, most kids that end up doing well in life had parents who did those things for them. They pursued all available resources, options, programming services, whatever it may be. And for young people who experienced the justice system or foster care, it should be no different [and] they should have all these extra supports.

YYYY Interview Spring 2021

We recognize the importance of helping guardians and parents connect with the resources available. Guardian liaisons have knowledge of available community supports to overcome obstacles in educational environments. The liaison preemptively engages families to provide targeted support for students who have been identified by teachers and staff. In this way, guardian liaisons can act as institutional change agents by bridging the home-school gap.⁹³

⁹² Carol MacKinnon-Lewis, Martha C Kaufman, James M Frabutt, "Juvenile justice and mental health: Youth and families in the middle, Aggression and Violent Behavior," (July-August, 2002), [https://doi.org/10.1016/S1359-1789\(01\)00062-3](https://doi.org/10.1016/S1359-1789(01)00062-3).

⁹³ Mavis G. Sanders, "How Parent Liaisons Can Help Bridge the Home-School Gap," *The Journal of Educational Research*, (2008), 101:5, 287-298, DOI: 10.3200/JOER.101.5.287-298, Hereafter abbreviated *HP*.

Finding 7: Creating student centered curriculum and programming increases engagement

Education literature highlights the need for cultural relevance and student investment in the creation of curriculum and programming. This is discussed in our qualitative interviews as well:

That was our goal was to create a structure where students felt a little bit more connected through the things to the to the standards and the content that they were receiving so that that immediately began to change even the culture of what was happening in the classrooms. The Road to Success Academy came from the students themselves, the girls... As we progressed and we saw the the tremendous benefit of what was happening, one of them being that our suspensions decreased drastically, our student engagement increased, there were fewer fights. There was a lot more collaboration. There was just a lot that happened. And in almost the first few months and then as we as we did it for those three years, we started seeing growth, tremendous growth in and reading growth and math scores, which were pieces that we were looking for.

LACOE Staff, Spring 2021

To make sure that there's representation of the student body. And we are listening to them at these some other sites. They're working on student leadership campaigns of sorts, making sure that students are in the forefront of the messaging with what's happening on school site.

LACOE Staff, Spring 2021

It is a priority to include the input and advising from the youth in the creation and evaluation of the policy recommendations in this project, especially as it pertains to culturally relevant programming.



Policy Guidelines & Specific Options

Based on our findings from literature, quantitative and qualitative analysis, we developed three policy targets. Our policy options are categorized based on the preceding policy target (Figure 15). First, we identified options that provided holistic student and teacher support. Second, we identified options that addressed disciplinary policies. In this chapter, we outline and define our specific policy options. In the subsequent chapter, we will evaluate policy options according to our criteria. Our policy options are targeted towards the LAC Board of Supervisors to provide direct policy recommendations for ancillary support for LACOE schools.

FIGURE 15: POLICY OPTIONS CORRESPONDING TO POLICY TARGET		
TARGET	POLICY GUIDELINES	POLICY OPTIONS
HOLISTIC STUDENT AND TEACHER SUPPORT	<p>Policies aimed at reducing punitive school discipline to provide greater student support to aid wellbeing. These policies also aim to shoulder the secondary responsibilities of social services support and discipline often borne by teachers.</p>	<p><i>1A: Each school district should ensure all students have access to Pupil Services and Attendance Counselors (PSA).</i></p> <p><i>1B: Each school district should provide a school-based Social Worker to cover their schools.</i></p> <p><i>1C: Each school district should provide schools the resources to employ a Restorative Justice Coordinator.</i></p> <p><i>1D: Each school district should implement a Parent/Guardian Liaison at all schools.</i></p>
DISCIPLINARY POLICIES	<p>School discipline policies should be equitable across race and gender.</p>	<p><i>2A: Each School Site Council should redefine defiance and violence without injury policies.</i></p>

TARGET 1: HOLISTIC STUDENT SUPPORT

The following policy solutions will provide all students support from a restorative justice framework. They will likely benefit girls of color more due to the increased vulnerabilities identified in the interviews, qualitative and quantitative data.

1A: Each school district should ensure all students have access to Pupil Services and Attendance Counselors (PSA).

Pupil Services and Attendance (PSA) Counselors will be school based child welfare advocates who utilize a three-tiered model (prevention, early intervention, and intensive intervention) to improve student attendance, engagement, achievement, and graduation. We recommend PSA Counselors to work directly with students who experience academic difficulties due to socioemotional challenges and barriers outside of school. Students can request to meet with the PSA. In practice, teachers can refer a student to a PSA as an alternative to punitive measures, such as sending the student out of the classroom and to the dean. The PSA can be present with the student for all discussions for an actionable support plan. The PSA should receive training in conflict mediation and implicit bias training to address instances where racial bias is likely to have occurred. Student advocates work in partnership with teachers to provide support for students. PSAs will be supervised by the vice principal, who is responsible for hiring, training and resolving issues as they arise.

Cost: According to LAUSD one FTE PSA costs approximately \$125,996 annually. We recommend that schools add PSA positions as resources allow, and likewise recommend that schools prioritize identifying resources for these positions.

1B: Each school district should provide a school-based Social Worker to cover their schools.

The presence of school social workers provides further support for Black girls and improves campus climate, especially when trained in restorative justice.^{94 95} School Social Workers can help students by conducting monthly screening and referring students to appropriate resources. Social workers also support a student's behavioral development and improve situations of conflict. These discussions can help address a student's personal issue and foster a positive self-concept.

School social workers are also trained in mediation, which helps diffuse tense situations and can improve student-teacher, student-administrator, and student-parent relationships, thus improving overall campus culture. Social workers are trained to provide therapeutic counseling and help students navigate resources in the community. A teacher or administrator can refer students to campus social workers when they identify a student experiencing challenges inside or outside of school. Social workers would report to the vice principal.

Cost: Per LAUSD budget one FTE psychiatric worker is \$127,962 annually. We recommend that schools add enough psychiatric social workers to allow, on average, ten hours per week per school as resources become available.

1C: Each school district should provide schools the resources to employ a Restorative Justice Coordinator.

⁹⁴ Stefanie Coyle, Harold Jordan, Angela Mann, Michelle Morton, Wei-Ling Sun, Sylvia Torres-Guillén, and Amir Whitaker “Cops and No Counselors How the Lack of School Mental Health Staff Is Harming Students,” ACLU, https://www.aclu.org/sites/default/files/field_document/030419-acluschooldisciplinereport.pdf.

⁹⁵ Catherine H. Augustine, Karen Christianson, John Engberg, Geoffrey E. Grimm, Andrea A. Joseph, Emma Lee, and Elaine Lin Wang, “Restorative Practices Help Reduce Student Suspensions,” https://www.rand.org/pubs/research_briefs/RB10051.html.

A Restorative Justice Coordinator (RJC) oversees the performance and evaluation of a school's RJ program by working collaboratively with all stakeholders.⁹⁶ RJs utilize a restorative framework to help foster a school culture shift. The RJC provides models of restorative justice practices, such as leading circles, meeting with students who are labeled with disruptive behavior, creating peer juries made up by students, and providing exercises to build trust among students. When appropriate, a RJC will facilitate connections to social work and mental health counselors.

Restorative justice requires significant training, staff, and modeling examples to be successful. While the goal of this intervention is to reduce out of class suspension and expulsions, to be truly in line with restorative justice, this must be paired with the above resources for holistic support including: PSA, PSW, and mental health counselors. The RJC will collaborate with, and receive technical guidance from, district stakeholders and be under the day-to-day supervision of the school site administrator to support the individual school's needs. The key features of effective RJ identified by LAUSD include: administrative leadership and support, team-based implementation, behavioral expectation defined, behavioral expectation taught, acknowledge and reinforce appropriate behavior, monitor and correct behavioral errors, data based decision making, and family and community collaboration.⁹⁷

Cost: The salary of one Restorative Justice Coordinator per LAUSD is approximate \$142,000 per FTE position.⁹⁸ We are recommending LACOE add, at a minimum, 1 FTE RJC per school for a total of 34 RJs as funding is available. ***1D: Each school district should implement a Parent/Guardian Liaison at all schools.***

Resistance theory literature argues that schools can be sites that uphold an unequal society.⁹⁸ This inequality may take place as schools have historically conditioned students to accept oppressive structures of power.⁹⁹ Further, this inequality is arguably done as schools may legitimize particular epistemologies that ultimately privilege the dominant class.¹⁰⁰ However, a parent/guardian liaison offers an opportunity to challenge this inequitable social order by valuing the specialized knowledge of all parents and guardians. This paradigm shift of valuing community knowledge allows schools to respond to the diverse needs being articulated by all parents and guardians.

⁹⁶ Los Angeles Unified School District School Operations, "Restorative Justice Adviser,"

<https://achieve.lausd.net/cms/lib/CA01000043/Centricity/Domain/487/RJ%20Adviser%20LDNW.pdf>.

⁹⁷ "School-Wide Positive Behavior Intervention and Support (SWPBIS) Task Force Meeting," Los Angeles Unified School District Division of Student Health and Human Services, (February, 2020),

<https://achieve.lausd.net/site/handlers/filedownload.ashx?moduleinstanceid=34076&dataid=86116&FileName=SWPBIS%20Task%20Force%20Merged%20Docs%202020-2020.pdf>.

⁹⁸ Daniel Solórzano and Valerie Talavera, "Resistance Theory" In J. Banks (Ed.), *Encyclopedia of Diversity in Education* (pp. 1856-59), (Sage Publications, Thousand Oaks, CA, 2012),

<http://dx.doi.org/10.4135/9781452218533.n591>, Hereafter abbreviated RT.

⁹⁹ RT.

¹⁰⁰ RT.

Beyond serving as advocates for parents, liaisons serve as promoters of school initiatives, institutional change agents,^{101 102 103} and as cultural brokers.¹⁰⁴ A liaison would provide direct services for at promise families, support for teacher outreach, support for school-based partnerships teams, and may present schools with data to enhance the home-school partnership.¹⁰⁵ Case studies have demonstrated that by focusing on supporting schools, families, and community partnerships, Parent/Guardian Liaisons help bridge the home-school gap.¹⁰⁶ With parent/guardian liaisons, schools can shift to becoming transformative spaces, improve student academic achievements, and promote student and parent agency.¹⁰⁷

Cost: According to a job posting for a similar role at LAUSD, this role costs between \$35,000-\$40,000 annually. We recommend exploring the feasibility of providing one parent/guardian liaison at each LACOE school. In addition, we recommend LACOE advocate to the 80 other Los Angeles County school districts the importance of supporting the role of Parent/Guardian Liaisons in their schools.

1E: Board of Supervisors should expand investments in youth development and engagement programming

One such example of an intervention is a school-community partnership that upholds the values of restorative justice practices as seen in the Building a Lifetime of Options and Opportunities for Men (BLOOM) program.¹⁰⁸ BLOOM was implemented initially over 2012-2018, in schools within LAUSD, LACOE and Inglewood Unified School District. The program recipients included high school aged Black boys, in grades 9-12 who were probation involved, had documented behavioral issues, school credit deficiency, chronic absenteeism and truancy. This program was markedly successful with most earning a diploma or GED, meeting terms of probation without reoffending and reduction in suspension and expulsion of all BLOOM participants. While this intervention resulted in positive outcomes for Black and Brown boys, there is currently no intervention focused on providing similar support for Black girls.

¹⁰¹ Ricardo Stanton-Salazar, "A social capital framework for understanding the socialization of racial minority children and youth," *Harvard Educational Review*, 76, 1-40, (1997).

¹⁰² Ricardo Stanton-Salazar, and Sanford M. Dornbusch, "Social capital and the reproduction of inequality: Information networks among Mexican-origin high school students," *Sociology of Education*, 68, 116-135. 368 *Education and Urban Society*, (1995).

¹⁰³ Ricardo Stanton-Salazar, Olga A. Vasquez, & Hugh Mehan, "Academic achievement of minority students: Perspectives, practices and prescriptions," Lanham, MD: University Press of America, (Eds., 1999).

¹⁰⁴ Karen M. Gentemann, Tony L. Whitehead, "The cultural broker concept in bicultural education," *Journal of Negro Education*, 52(2), 118-129, (1983).

¹⁰⁵ Mavis G. Sanders, "How Parent Liaisons Can Help Bridge the Home-School Gap," *The Journal of Educational Research*, (2008), 101:5, 287-298, DOI: 10.3200/JOER.101.5.287-298, Hereafter abbreviated *HP*.

¹⁰⁶ *HP*.

¹⁰⁷ Maria Martinez-Cosio and Rosario Martinez Iannacone, "The Tenuous Role of Institutional Agents Parent Liaisons as Cultural Brokers," in *Education and Urban Society* Volume 39 Number 3, 349-369, (May 2007), 10.1177/0013124506298165.

¹⁰⁸ California Community Foundation, "Bloom Report," April 2019, https://www.calfund.org/wp-content/uploads/Bloom-Report-Layout_Output-small.pdf. Hereafter abbreviated *CCF*.

According to the California Division of Juvenile Justice (DJJ), an estimated \$271,318 is spent per incarcerated youth. By comparison, the average cost of serving one BLOOMer annually is \$9,000. The true cost, though, is more than the additional \$262,318 per year. When we condemn a population of future innovators, entrepreneurs, and leaders, we ensure that they'll likely never use their talents and dedication to solve Los Angeles County's shared challenges.

BLOOM Impact Report April 2019

While this intervention resulted in positive outcomes for Black and Brown boys, there is currently no intervention focused on providing similar support for Black girls. We recommend the Board of Supervisors support the creation of a similar program for Black girls.

BLOOM identified its fundamental principles that were important for its success. These same principles need to be at the cornerstone of building a similar program for girls. BLOOM discovered supporting relationships between youth and adult mentors is essential. Their program recognized there is a role for addressing trauma both past and present. They identified that programs also needed wraparound services similar to the recommendations in this paper's holistic support policy section. This program had strong community partnerships through non-profits and a community advisory panel. They found the benefit of the program would not be possible without the longitudinal nature and continuous evaluation and improvements.¹⁰⁹ *Cost:* This program requires significant funding at approximately \$9000 per participant per year.

TARGET 2: DISCIPLINARY POLICIES

2A: Each School Site Council should redefine defiance and violence without injury policies.

Black girls in the United States are disproportionately affected by disciplinary action in school compared to their white counterparts, leading to negative life outcomes.¹¹⁰ Broad terms like defiance lead to varying interpretations by teachers and administrators, allowing schools to reinforce inconsistent and punitive discipline practices often influenced by bias. Researchers argue that racially and ethnically minoritized populations are disproportionately labeled as defiant.¹¹¹ In current LACOE school handbooks, the definition of violence is varied and subjective. School Site Councils can address these disparities of discipline, by helping define defiance and violence in their respective disciplinary policies, in addition to providing racial bias training for all school employees. Specific definitions should be displayed in the student parent handbook and renewed annually. We believe School Site

¹⁰⁹ CCF

¹¹⁰ Subini Ancy Annamma, Yolanda Anyon, Barbara Downing, Jordan Farrar, Eldridge Greer, Nicole M. Joseph, and John Simmons, "Black Girls and School Discipline: The Complexities of Being Overrepresented and Understudied," (Urban Education 2019), Vol. 54(2) 211–242, 214, <https://doi.org/10.1177%2F0042085916646610>.

¹¹¹ Travis Riddle and Stacey Sinclair, "Racial disparities in school-based disciplinary actions are associated with county-level rates of racial bias," PNAS, (April, 2019), <https://doi.org/10.1073/pnas.1808307116>.

Councils are critical in addressing these concerns, because they are composed of students, teachers, parents, and school staff that work with the principal to address needs of their school.

Cost: “Defiance” policies and “violence without injury” have disproportionate social cost. For instance, it is estimated that Black students receive an average of 65 less day instruction compared to their White peers.¹¹² Addressing defiance policies would prevent lost instructional time, that could increase graduation rates, decrease rates of incarceration, improve health outcomes and decrease health care costs.¹¹³ This intervention would have minimal financial costs.

¹¹² Daniel J. Losen, and Amir Whitaker, “Lost Instruction: The Disparate Impact of the School Discipline Gap in California,” The Center for Civil Rights Remedies at the Civil Rights Project, 1, <https://files.eric.ed.gov/fulltext/ED578997.pdf>.

¹¹³ *CB*, 9-10.



Definitions & Evaluative Criteria

The policy solutions were evaluated using five criteria: equity, effectiveness, administrative feasibility, financial feasibility, and political feasibility. Policy Evaluative criteria was based on the goals of our client who prioritized equity above all other criteria. Every policy solution received a rating of “High,” “Medium,” or “Low.” Ratings were based on a scoring rubric after a literature review, qualitative stakeholder interviews and quantitative data analysis. Evaluative criteria are described in detail below.

CRITERIA

Equity

Our focus on equity accounts for holistic support of Black girls, who have been historically disadvantaged and harmed the most by school discipline policies. Equitable policies are cognizant of intersectionalities and acknowledge that punitive disciplinary policies perpetuate systems of oppression. An equitable policy is responsive to the needs of Black girls who are marginalized by punitive policies. Specifically, an equitable policy would also challenge structural racism in schools and reduce the disproportionate suspension and expulsion of Black girls. These policies uplift and address student needs to promote community building and holistic support (ie. PSA, PSW and RJ).

Criteria	Low	Medium	High
Equity	The policy option does not remedy the disproportionate suspensions and expulsions of Black girls. This policy does not increase referrals to holistic support for Black girls.	The policy option decreases disparities but not significantly. This policy may increase holistic support for Black girls.	The policy option would significantly decrease suspensions and expulsions disparities experienced by Black girls. The policy offers holistic support for Black girls.

Effectiveness

This criterion evaluates the likelihood of policy achievement based on effective implementation of RJ with proper oversight, and accountability. The policy will indirectly measure effectiveness of RJ implementation through reduced suspensions and expulsions, and improved graduation rates. Additionally, an effective policy would exchange punitive discipline policies with holistic support.

Criteria	Low	Medium	High
Effectiveness	The policy is unlikely to reduce suspensions and expulsions for all students or improve graduation rates. The policy has no oversight or tracking of implementation.	The policy would minimally reduce suspensions and expulsions for all students and minimally improve graduation rates for all students. The policy has some oversight and tracking of implementation, but limited enforceability.	This policy is most likely to reduce suspensions and expulsions and improve graduation rates for all students. The policy has sufficient oversight, tracking of implementation, and enforceability.

Administrative Feasibility

Administrative feasibility accounts for barriers to implementation, like restructuring of the current school system or creating new infrastructure (i.e., staff positions and programs).

Criteria	Low	Medium	High
Administrative Feasibility	A policy that requires the creation of new infrastructure within the existing LACOE receives a score of “Low.”	A policy that requires some additional infrastructure or restructuring within the existing LACOE receives a score of “Medium.”	A policy that requires no additional infrastructure or restructuring within the existing LACOE receives a score of “High.”

Financial Feasibility

Financial feasibility accounts for the expense of each suggested policy solution and the likelihood of available funding in the short- and long-term time horizon. Our cutoffs were informed by knowledge of current calculated Full-Time Equivalents (FTE) for supportive positions within LAUSD. We focused on FTEs given that most of our policy recommendations, with the exception of one, recommend hiring ancillary positions.

Criteria	Low	Medium	High
Financial Feasibility	A policy option that proposes ongoing costs associated with FTE positions, if ongoing funding has not been identified. In addition, cost greater than \$100,000 for programs unless ongoing funding is identified.	A policy option that costs \$75,001-\$100,000 for one-time costs associated with any temporary program, consultant or personnel.	A policy option that costs less than \$75,000 for one-time costs associated with any program, consultant or temporary personnel. In addition, one-time funding that has been identified for any temporary proposed program, consultant, or personnel. positions.

Political Feasibility

Political feasibility analyzes policy buy-in from major stakeholders, including school district administrators, community members, teachers, and youth.

Criteria	Low	Medium	High
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<p>Political Feasibility</p>	<p>Policies that are unlikely to be supported by stakeholders will receive a score of “Low.”</p>	<p>Policies that would present hesitation for some stakeholders, but garner support from others would rank “Medium.”</p>	<p>Policies that had overwhelming support from a majority of stakeholders ranked “High.”</p>
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Methodology for Evaluating Policy Options

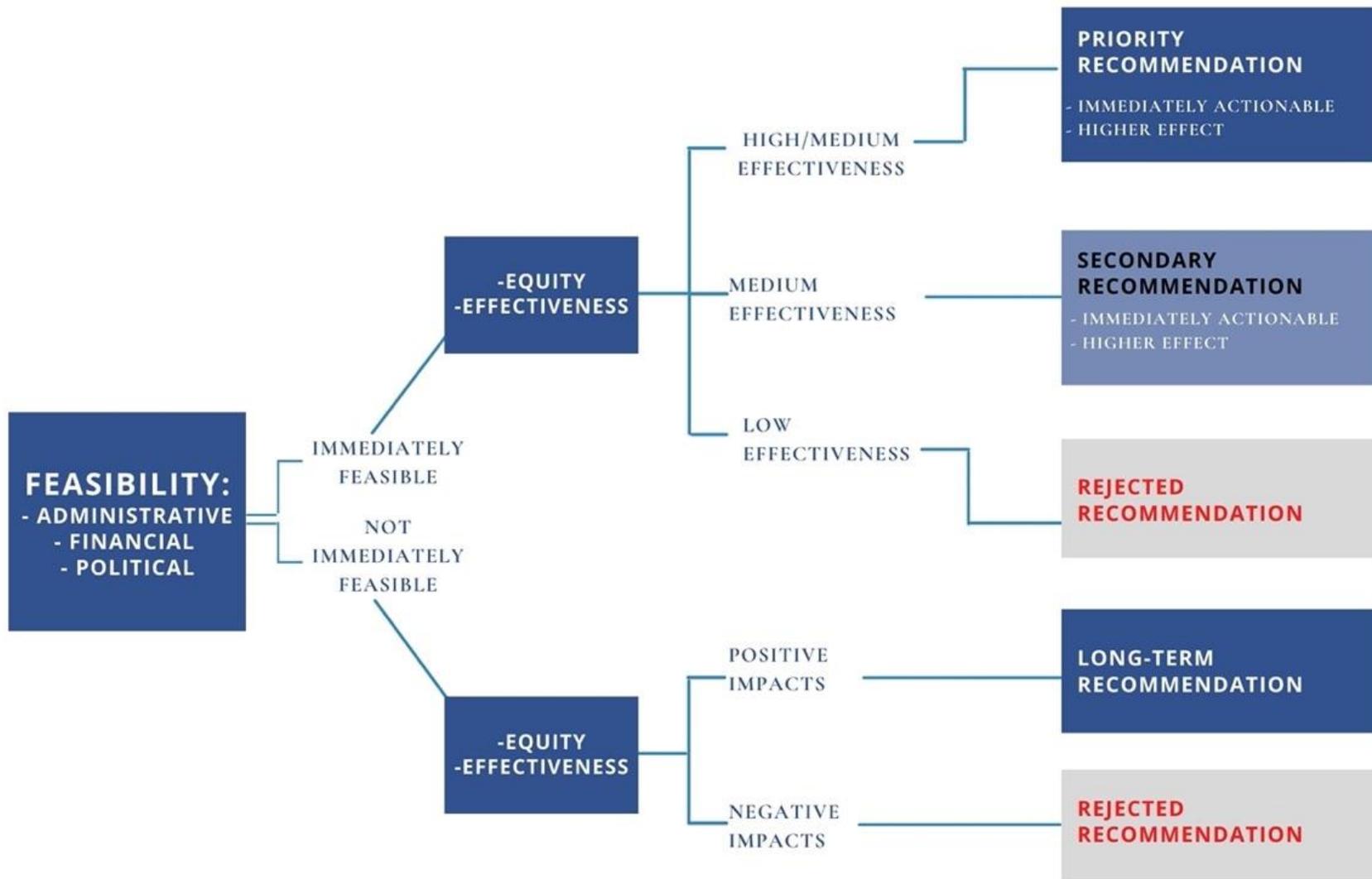
We categorized our recommendations into “Immediately Feasible” and “Not Immediately Feasible.” First, we identified “Immediately Feasible” policy options based on political, administrative and financial feasibility. We gave a score of “Low”, “Medium” or “High” for each feasibility. If the policy received a “Low” it was deemed “Not Immediately Feasible,” but have been considered for “Long-term Recommendations.” Policy options that were rated as a “High” score, were termed “Immediately Feasible.” Policy options that were evaluated as “Medium” were also considered “Immediately Feasible,” however, these policy options would be more difficult to implement. In order for these particular policy options to be implemented, either more stakeholder buy in is needed, the policy needs to be more cost-effective, or there needs to be more administrative support.

The next priority was evaluating for “Equity.” We eliminated options that were immediately feasible if they received a “Low” Equity score since this would not align with our client’s goal. The policies deemed “Medium” or “High” progressed to an “Effectiveness” evaluation. We eliminated any policies that rated a “Low” effectiveness score as it would not be a good use of our client’s resources.

Finally, we conclude these scores to create a summary analysis. Policies rated as “High” scores in more than two categories were considered “Priority Policies.” Those not meeting this threshold, but not eliminated by other evaluative criteria, were considered “Secondary Policies.”

Policies with “Low” feasibility scores were considered “Not Immediately Feasible.” However, if these policies scored a “Medium” or “High” in the remaining categories, they have the potential to be implemented in the future should feasibility change and were described as “Long-term Recommendations.” A visual representation of our methodology for evaluating our policy options is described below (Figure 16)

Figure 16: Visual Representation of the Methodology for Evaluating Policy Options





**Evaluation &
Recommendation
of Policy Options**

1. Primary Recommendations (Immediately Actionable, Higher Effectiveness)

Option 2A: *School Site Council to redefine defiance and violence without injury policies.*

Administrative Feasibility: This policy option ranks “Medium” for administrative feasibility. The policy employs the existing School Site Council, which is tasked with similar collaborative duties and currently exists at all schools. The option would not require additional administrative work that would be necessary to generate a new program. Furthermore, the School Site Council will meet annually to discuss disciplinary policies, which does not require additional time investment by teachers, administrators, or parents.

Financial feasibility: This policy option ranks “High” for financial feasibility. This option utilizes the existing School Site Council that has already been budgeted for and does not require hiring additional staff. Additionally, this intervention has implications for reducing suspensions, increasing graduation rates, thus preventing long-term societal costs.

Political feasibility: This policy option ranks “Medium” for political feasibility. School stakeholders acknowledge the subjective nature of discipline definitions that lead to bias. Teachers have some campus safety concerns but believe well-defined discipline policies can be implemented equitably. Additionally, the School Site Council ensures that students, teachers, and administrators all have a voice in this recommendation.

Equity: This policy option ranks “High.” This assessment addresses bias in school discipline policies that disproportionately result in suspensions and expulsions of girls of color, particularly Black girls. Using stakeholder input to create well-defined policies supports girls by ensuring all concerns and ideas are included, significantly reducing suspensions and expulsion of Black girls. This intervention will address implicit bias in discipline and reduce the disproportionate punitive measures Black girls receive.

Effectiveness: This policy option ranks "High." It is likely to reduce overall suspensions and expulsions related to ill-defined Defiance and Violence (without injury) policies that disproportionately affect Black girls. Clear and well-defined discipline policies will minimize bias related to interpretation. This policy will track discipline referrals, suspensions, and expulsions under the new definition. These discipline categories are tracked and submitted to the California Department of Education; however, because these policies are poorly defined, it is unclear what specific behavior results in suspensions. Explicit definitions will ascertain the information needed to guide interventions to target undesired behaviors.

2. Secondary Recommendation (Immediately Actionable, Lower Effect)

1D: Each school district should implement a Parent/Guardian Liaison at all schools.

Administrative feasibility: This policy option ranks “Medium.” It expands existing models at Community Schools within LACOE and works in conjunction with existing school counselors.

Financial feasibility: This policy option ranks “Low” based on the ongoing costs of Parent/Guardian Liaison FTE positions. Approximate annual costs: \$1,360,000¹¹⁴

Political feasibility: This option ranks “High”. The Parent/Guardian Liaison has the support of the LACOE superintendent and administrative staff.

Equity: This policy option ranks "High" for equity. Students with increased vulnerabilities, specifically Black girls, will benefit from Parent/Guardian Liaisons who will identify and address individual needs to foster success. This policy increases holistic student support which is likely to decrease suspensions and expulsions of Black girls who are disproportionately in need of social support.

Effectiveness: This policy option ranks "Medium." The Parent/Guardian Liaison provides referrals to academic resources, support for students with learning differences, and parent engagement programs to improve outcomes, thus indirectly reducing expulsions and suspensions of Black girls. Students who engage with the Liaison have continued academic support and proper follow-up, which creates a mechanism for effective tracking of the intervention.

3. Long-term Recommendations (Immediately Infeasible, Higher Effect)

Option 1A: *Each school district should ensure all students have access to Pupil Services and Attendance Counselors (PSA).*

Administrative Feasibility: This option ranks "Medium" for administrative feasibility. Some LACOE schools have PSAs, this policy option would be a simple expansion to all schools. Moreover, PSAs offer additional support to the educational community and reduce the extraneous duties placed on teachers thus reducing their administrative workload.

Financial feasibility: This policy option ranks “Low” based on the ongoing costs per staff position. Approximate annual costs: \$4,284,000¹¹⁵

Political Feasibility: This option ranks “High” for political feasibility. Our interviews revealed that stakeholders would enthusiastically support this policy recommendation presenting limited political

¹¹⁴ “Parent Resource Liaison,” (October, 2020), <https://www.edjoin.org/Home/DistrictJobPosting/1339121>.

¹¹⁵ Budget Services and Financial Planning Division, “LAUSD Budget 20-21,” (June, 2020), <https://achieve.lausd.net/cms/lib/CA01000043/Centricity/Domain/328/Fiscal%20Year%202020-21/2020-21%20Proposed%20Budget%20-%20Online%206.26.20.pdf>.

barriers. Teachers, parents, and students would support PSA involvement in ensuring students success.

Equity: This policy option ranks “High” for equity. It can improve attendance, graduation, and disciplinary action endured for all girls of color. However, through national data, literature review, and qualitative findings, this option would significantly reduce the amount of suspensions and expulsions faced by Black girls through primary prevention. Students will have an advocate to ensure they can obtain an equitable education through holistic support.

Effectiveness: The effectiveness of this policy is ranked "High." The PSA will have master's level training (or above) in social welfare and are ideal for directly improving student outcomes. PSAs provide an intervention prior to suspension or expulsion, thus reducing discipline of Black girls. This intervention has effective tracking of referrals for suspension and expulsion, absenteeism, and graduation rates.

Option 1B: *1B: Each school district should provide a school-based Social Worker to cover their schools.*

Administrative feasibility: This option ranks “Medium.” It requires the creation of a new position that can be implemented within the existing system. It can be modeled after schools that already have Social Workers.

Financial feasibility: This option ranks “Low” because of significant cost per position. Per LAUSD’s budget, a FTE psychiatric social worker is \$127,962.

Political feasibility: This option ranks “High” for political feasibility. Our qualitative interviews revealed that stakeholders would enthusiastically support this policy recommendation presenting limited political barriers. Teachers, parents, and students would favor Social Work involvement with students on campus and in guiding them to community resources.

Equity: This option ranks “High”. While this policy will benefit all students, we recognize Black girls are disproportionately affected by adverse childhood experiences and may have greater benefits from this additional staff member. There may be an indirect decrease of disproportionate discipline when utilizing trauma informed social work.

Effectiveness: This option ranks “High”. This program is likely to offer the greatest benefit to Black girls. Furthermore, the referrals to social work can be tracked to identify the number of students served and if needed can be used to justify additional support in the future.

Option 1C: *Each school district should provide schools the resources to employ Restorative Justice Coordinator.*

Administrative feasibility: This policy option ranks “Medium.” The policy would require the creation of a new position within an existing support system.

Financial feasibility: This option ranks “Low” due to significant cost per position. The estimated salary of Restorative Justice Coordinator according to LAUSD is \$77,772 an approximate cost of total FTE of approximately \$142,000 per position.¹¹⁶

Political feasibility: This option ranks “Medium.” Due to prior experience with RJ rollouts, this policy may face teacher opposition if there is no support staff for proper RJ implementation. Purely punitive discipline policies would also need to be remedied through a restorative justice approach. All other stakeholders were in complete support of this policy with no other concerns.

Equity: This option ranks “High”. Restorative Justice coordinators are a node of holistic intervention, especially for Black girls who are most impacted by suspension and expulsion disparities.

Effectiveness: This option ranks “High”. When implemented effectively, Restorative Justice has been shown to reduce suspensions and expulsions.¹¹⁷ The addition of a Restorative Justice Coordinator ensures teachers and administrators are trained to provide restorative discipline. This policy is able to be tracked by measuring the number of students referred to the Restorative Justice Coordinator and their disciplinary outcomes.

Option 1E: *Board of Supervisors should expand investment in youth development and engagement programming*

Administrative feasibility: This policy option ranks “Low.” The policy would require the creation of multiple new positions and a new infrastructure for those positions. It can build off the knowledge of a prior project in LA county called BLOOM but would require creation of new programming over several year investment.

Financial feasibility: This option ranks “Low” due to significant cost per student involved. The estimated cost per person is \$9000 based on the prior creation of similar programming for boys of color in BLOOM.

Political feasibility: This option ranks “High.” There was support of this programming from teachers and administrators. This programming is youth centered and can be shaped by the student requests. There is a favorable political landscape at the county level with the desire to redirect funds out of incarceration of youth into youth development.

¹¹⁶ “Salary Tables: 2020-2021 School Year,” Los Angeles Unified School District, <https://achieve.lausd.net/Page/4140>.

¹¹⁷ *ERJ*, 303.

Equity: This option ranks “High”. This programming helped to increase equity by creating programming specifically Black Girls. It seeks to remedy current deficits in access to supportive programming and mentorship within the school based environment

Effectiveness: This option ranks “High”. When implemented effectively, such as in the example of BLOOM has led to decreased suspensions of program attendees as well as increased graduation rates.

All policy options were evaluated according to the aforementioned evaluation criteria. Figure 17 exhibits evaluation results for all policy options.

FIGURE 17 : EVALUATION BASED ON FEASIBILITY, EQUITY & EFFECTIVENESS CRITERIA

POLICY OPTIONS	Administrative Feasibility	Financial Feasibility	Political Feasibility	Equity	Effectiveness	Evaluation Results
<i>1A: EACH SCHOOL DISTRICT SHOULD ENSURE ALL STUDENTS HAVE ACCESS TO PUPIL SERVICES AND ATTENDANCE COUNSELORS (PSA)</i>	Medium	Low	High	High	High	Long-term Recommendation
<i>1B: EACH SCHOOL DISTRICT SHOULD PROVIDE A SCHOOL-BASED SOCIAL WORKER TO COVER THEIR SCHOOLS.</i>	Medium	Low	High	High	High	Long-term Recommendation
<i>1C: EACH SCHOOL DISTRICT SHOULD PROVIDE SCHOOLS THE RESOURCES TO EMPLOY A RESTORATIVE JUSTICE COORDINATOR.</i>	Medium	Low	Medium	High	High	Long-term Recommendation
<i>1D: EACH SCHOOL DISTRICT SHOULD IMPLEMENT A PARENT/GUARDIAN LIAISON AT ALL SCHOOLS.</i>	Medium	Low	High	High	Medium	Secondary Recommendation
<i>1E: BOARD OF SUPERVISORS SHOULD EXPAND INVESTMENTS IN YOUTH DEVELOPMENT AND ENGAGEMENT PROGRAMMING</i>	Low	Low	High	High	High	Long-term Recommendation
<i>2A: SCHOOL SITE COUNCIL TO REDEFINE DEFIANCE AND VIOLENCE WITHOUT INJURY POLICIES.</i>	Medium	High	Medium	High	High	Priority Recommendation



Conclusion

There are many nodes of intervention that will help increase the wellbeing of Black Girls in Los Angeles County. The school-to-prison pipeline begins with unequal access to education for students of color, especially Black girls. Our policy recommendations focus on school-based interventions to divert Black girls from the school-to-prison pipeline. This policy analysis investigates how school discipline and holistic care policies are experienced by Black girls in Los Angeles County. We conducted a thorough analysis of quantitative and qualitative data from LA County as well as review of education literature. Subsequently, we recommend several evidence-based options to transition from punitive discipline policies to holistic care policies. Implementation of these policies by LACOE will help reduce educational disparities Black school girls face when compared to their White counterparts.

Our primary recommendation is that the Los Angeles County Board of Supervisors mandate that LACOE explicitly redefine school defiance and violence without injury discipline policies. This recommendation is intended to reduce the bias in suspensions and severity of discipline for benign actions that students of color face, especially Black girls.

Our secondary recommendation for the LAC Board of Supervisors is to mandate all LACOE schools to employ Parent/Guardian Liaisons. These staff members will help provide holistic support to students and parents by referring to school-based resources. We encourage LACOE to extend each of these recommendations to the additional 80 school districts they oversee.

The most substantial barrier for the remaining policies is the financial cost to employ Restorative Justice Coordinators, Social Workers and Pupil Services and Attendance Counselors. Each of these staff members would increase equity by providing holistic support to students to help reduce the use of discipline as a response to unmet social needs. We recommend the Board of Supervisors explore options to increase the funding to schools to employ these holistic care support staff.

Appendices

1. LAUSD Student Climate Bill of Rights



School Climate Bill of Rights

The Los Angeles Unified School District (LAUSD) is committed to providing safe and healthy school environments that support all students in every aspect of their well-being. LAUSD students, staff and parents/guardians value fair and consistent guidelines for implementing and developing a culture of discipline based on positive behavior interventions and away from punitive approaches that infringe on instructional time.

The Los Angeles Unified School District is committed to providing students a vigorous education that promotes opportunities to select college or career paths that will lead them to becoming productive members of society. All Los Angeles Unified School District students will attend schools with climates that focus on safety, teaching and learning, interpersonal relationships, and the institutional environment that influence student learning and well-being. These positive school climates will offer:



- **School-Wide Positive Behavior Intervention and Support (SWPBIS)**

LAUSD will implement alternatives to suspension along with the positive behavior interventions in the Discipline Foundation Policy. Appropriate prevention and intervention approaches provide accountability and reconciliation through understanding the impact of the discipline incident and repairing the harm caused through a shared decision-making process.

- **Alternatives to suspension and positive behavior interventions and supports**

Alternatives to suspension strategies will be utilized for all students and in a consistent and age-appropriate manner prior to any suspensions except those limited offenses where suspension is required under California Education Code §48915(c). As of 2013, no student will be suspended or expelled for a "willful defiance" (48900(k) offense.

- **School discipline and school-based arrest and citation data available for viewing**

LAUSD will publish monthly in and out-of-school suspension, opportunity transfer, expulsion, citation, and school-based arrest data for the school-site or the District. Such data, when applicable and available, will be disaggregated by subgroups, including race, ethnicity, English Learner status, disability, gender, socioeconomic status and offense, but provided in a way to maintain the privacy of individual students.

- **Restorative Justice (RJ) approaches that resolve student interpersonal conflict**

Beginning in 2015-2016 schools will have developed and begun implementation of Restorative Justice (RJ) approaches, when appropriate, that resolve school disciplinary incidents by having personnel trained in restorative strategies and all parties involved willingly come together, identify the harm

that was caused, and develop an agreement on how to restore

harmony. Through the restorative process, the group develops a shared agreement for repairing harm and addressing root causes to prevent future harm. Restorative Justice (RJ) approaches may be used as an intervention consistent with the School-Wide Positive Behavior Intervention and Support (SWPBIS) policy for all school disciplinary incidents unless a recommendation for expulsion is required as under California Education Code Section 48915 or when safety is at risk.

- **A District SWPBIS Task Force**

The SWPBIS Task Force shall include a teacher, student, administrator and parent representatives from each Educational Service Center as well as members from community organizations to make recommendations, and will make recommendations for implementing a District-wide culture of positive and Restorative Justice (RJ) approaches to working with students, staff and parents/guardians.

- **Guidelines regarding the roles and responsibilities of School Police Officers on campus**

Students have the right to safe and healthy school environments that minimize the involvement of law enforcement, probation and the juvenile and criminal justice system, to the greatest extent possible and when legally feasible.

- **A system to file a formal complaint if School-Wide Positive Behavior Intervention and Support is not implemented**

Students and parents/guardians have the right to file a formal complaint if SWPBIS is not implemented within 60 days of a request.



Board Resolution 2013 School Discipline Policy and School Climate Bill of Rights
Adopted by the Los Angeles Unified School District Board of Education on May 14, 2013

2. Interview Guide

Name:

Where do you work:

Area of expertise:

Exploring Intersectional Policy Solutions To Challenge the Cradle to Prison Pipeline: Improve Wellness of Girls and Women

Our Applied Policy Project provides recommendations for diversion programs specifically for girls attending schools within the Los Angeles County Office of Education (LACOE) service area.

Background/ Information Gathering

1. What is the title of your role?
2. Does your work intersect with the education system in any way? If so how?
3. Do you interact with justice involved youth within your role? If so how?
4. Have you been involved with any policy changes related to education? Tell me more
5. Have you been involved with any policy changes related to the criminal justice system? Tell me more
6. What attempts, if any, have you seen in the past to address the issue in LAC as it relates to the disproportionate early justice involvement of girls of color?

Questions for people who work at schools or school admin related to discipline?

7. What are the school discipline practices and policies at the site where you work (if applicable)? Are these publicly available?
8. Do you think these are effective? What does effective mean to you and your school?
 - a. If yes → How are they effective? Would you make any changes?
 - b. If not → Why do you think they are ineffective? What changes would you make?
9. How long have these school discipline policies been in place? Can you talk about the transformation of them over the years? (Were any of the previous policies more effective? Did teachers' preferences influence any of these policies? Were students ever involved in the formation of discipline policies?)
10. What do you estimate are the demographics of the teachers and administrators at your school? (age, gender, race (if applicable) How does this compare to the student demographics race and gender?
 - a. Do you think these differences or similarities in (based on their answer above) demographics play a role in school discipline? How so?
11. Quantitative data indicates girls of color are disproportionately impacted by discipline policies such as suspensions and expulsions. Do you think this is the case at your school?
 - a. If yes →

- i. Can you speak to why you think this disparity exists? What factors do you believe play a role?
 - ii. Where (or when) do you believe this disparity with school discipline begins? Specifically with girls of color? How does this look?
 - b. If no →
 - i. Is this something your school has worked to address? How so?
 - ii. What do you think your school has done to reduce this disparity?
 - iii. In looking at other schools or the district in general, Where (or when) do you believe this disparity with school discipline begins? Specifically with girls of color? How does this look?
- 12. Have you noticed any group disparately affected by disciplinary policies? (foster youth or girls with child welfare involvement)
- 13. Are you aware of other creative or different models of discipline (such as transformative justice practices) across other county school districts that have resulted in a decrease in suspensions of girls of color? Have these districts seen changes in student academic performance and graduation rate?
- 14. How are transformative and restorative justice practices defined, and are they being implemented equally to all students, if present? Are these practices effective?
- 15. What function is law enforcement serving on school campuses?
 - a. I.e., What role are they playing? what need do they fulfill?
 - b. Can you imagine alternatives to having law enforcement present?

Holistic support

- 16. What steps are being taken to support girls of color social-emotional development? (Inside and outside of school environment: such as mental health, activities for growth such as arts and sports)
- 17. What resources are being offered to girls of color, other than educational support, that provide positive, responsive relationships with adults, help students develop core life skills, and reduce stress for girls of color?
- 18. Quantitative data indicates girls of color experience adverse childhood experiences at higher rates than white peers. ACEs include broad categories of abuse, household challenges and neglect. What existing programs (inside and outside of school) are available to young girls who have experienced these ACEs?
 - a. Do you think the programming available is sufficient? Do you have suggestions for additional programs?
 - b. Do you think discipline policies should consider ACEs when determining response? Why or why not?
- 19. Have you seen examples of alternatives to incarceration? Have these been effective?
 - a. Are there additional methods you wish were available?

(Policy) Solutions

20. What do you believe are the most important factors to consider when identifying solutions to reduce the disproportionate discipline of girls of color and away from justice-involvement while also improving their health and wellness?
21. Are you aware of other school districts or justice systems that have been able to reduce disproportionate discipline to girls of color?
 - a. What policies have made this attainable?
22. Are there ways that youth can become involved in policy changes related to school discipline and policies?
23. How do you envision school discipline to be ideally addressed?
24. If applicable, what are some solutions you and your agency are currently pursuing?
25. What is the role of law enforcement in reducing disproportionate justice involvement of girls of color?

3. List of LACOE High Schools that Provide Education to Girls

School Name	Grades	Cumulative Enrollment
Animo City of Champions Charter High	9th-10th	134
Aspire Ollin University Preparatory Academy	6th-12th	308
Central Juvenile Hall	8th-12th	330
Da Vinci RISE High	9th-12th	109
Intellectual Virtues Academy	9th-11th	56
International Polytechnic High	9th-12th	252
Kirby, Dorothy Camp	9th-12th	38
L.A. County High School for the Arts	9th-12th	342
LA's Promise Charter High #1	9th-10th	56
Los Angeles International Charter High	9th-12th	93
Magnolia Science Academy	6th-12th	314
Magnolia Science Academy 2	6th-12th	190
Magnolia Science Academy 3	6th-12th	238
Magnolia Science Academy 5	6th-11th	127
Nidorf, Barry J.	9th-12th	241
North Valley Military Institute College Preparatory Academy	6th-12th	284
Optimist Charter	7th-12th	41
Renaissance County Community	8th-12th	199
Scott, Joseph Camp	10th-12th	74

4. List of LACOE Schools from EdData

SCHOOL NAME	ADDRESS	CITY	ZIP CODE	PHONE NUMBER
<u>Academia Avance Charter</u>	115 North Avenue 53	Highland Park	90042- 4005	(323) 230-7270
<u>Afflerbaugh-Paige Camps</u>	6621 North Stephens Ranch Road	La Verne	91750	(909) 593-4926
<u>Alma Fuerte Public</u>	119 West Palm Street	Altadena	91001- 4375	(858) 472-2245
<u>Animo City of Champions Charter High</u>	9330 South Eighth Avenue	Inglewood	90305- 2914	(323) 565-1600
<u>Aspire Antonio Maria Lugo Academy</u>	6100 Carmelita Avenue	Huntington Park	90255- 4138	(323) 585-1153
<u>Aspire Ollin University Preparatory Academy</u>	2540 East 58th Street	Huntington Park	90255- 2659	(323) 277-2901
<u>Central Juvenile Hall</u>	1605 Eastlake Avenue	Los Angeles	90033	(323) 225-4362
<u>Da Vinci RISE High</u>	201 North Douglas Street	El Segundo	90245- 4637	(310) 725-5800
<u>Environmental Charter Middle</u>	812 West 165th Place	Gardena	90247- 5105	(310) 425-1605
<u>Environmental Charter Middle - Inglewood</u>	3600 West Imperial Highway	Inglewood	90303- 2714	(310) 793-0157
<u>Intellectual Virtues Academy</u>	1637 Long Beach Boulevard	Long Beach	90813- 4001	(562) 283-4456
<u>International Polytechnic High</u>	3801 West Temple Avenue, Building 128-16	Pomona	91768- 2557	(909) 839-2320
<u>Jardin de la Infancia</u>	307 East Seventh Street	Los Angeles	90014- 2209	(213) 614-1745
<u>Kirby, Dorothy Camp</u>	1500 South McDonnell Avenue	City Of Commerce	90040	(323) 263-5106
<u>L.A. County High School for the Arts</u>	5151 State University Drive	Los Angeles	90032- 4221	(323) 343-2550
<u>LA's Promise Charter High #1</u>	1755 West 52nd Street	Los Angeles	90062- 2347	(213) 745-4928
<u>LA's Promise Charter Middle #1</u>	4920 South Western Avenue	Los Angeles	90062- 2347	(213) 745-4928
<u>Lashon Academy</u>	7477 Kester Avenue	Van Nuys	91405- 1722	(818) 514-4566
<u>Lashon Academy City</u>	3109 Sixth Avenue	Los Angeles	90018- 2920	(818) 514-4566
<u>Los Angeles International Charter</u>	625 Coleman Ave.	Los Angeles	90042- 4903	(323) 257-1499

<u>High Magnolia Science Academy</u>	18238 Sherman Way	Reseda	91335- 4550	(818) 609-0507
<u>Magnolia Science Academy 2</u>	17125 Victory Boulevard	Van Nuys	91406- 5455	(818) 758-0300
<u>Magnolia Science Academy 3</u>	1254 East Helmick Street	Carson	90746- 3164	(310) 637-3806
<u>Magnolia Science Academy 5</u>	18230 Kittridge Street	Reseda	91335- 6121	(818) 705-5676
<u>Nidorf, Barry J North Valley Military Institute College Preparatory Academy</u>	16350 Filbert Street	Sylmar	91342	(818) 367-5942
	12105 Allegheny Street	Sun Valley	91352	(818) 368-1557
<u>Odyssey Charter</u>	725 West Altadena Drive	Altadena	91001- 4103	(626) 229-0993
<u>Renaissance County Community Road to Success Academy at Campus Kilpatrick</u>	14600 Cerise Avenue	Hawthorne	90250- 8526	(310) 970-9910
	427 South Encinal Canyon Road	Malibu	90265	(818) 889-1225
<u>Rockey, Glenn Camp</u>	1900 North Sycamore Canyon Road	San Dimas	91773	(909) 599-8435
<u>Soleil Academy Charter</u>	3900 Agnes Avenue	Lynwood	90262- 4415	(310) 622-2282
<u>Today's Fresh Start Charter</u>	4514 Crenshaw Boulevard	Los Angeles	90043- 1221	(323) 293-9826
<u>Valiente College Preparatory Charter</u>	8691 California Avenue	South Gate	90280- 3003	(323) 744-2107
<u>We the People</u>	501 Pine Avenue	Long Beach	90802- 2304	(562) 743-9028