

# California Race, Education, and Community Healing (REACH) Network Baseline Report

## SCHOOL PROFILES

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### **Crete Academy**

Los Angeles County

### **Elkhorn Village Elementary**

Washington Unified School District  
Yolo County

### **El Roble Intermediate School**

Claremont Unified School District  
Los Angeles County

### **James Lick High School**

East Side Union High School District  
Santa Clara County

### **J.C. Montgomery School**

Kings County Office of Education  
Kings County

### **Leadership Public Schools Richmond**

Contra Costa County

### **Longwood Elementary**

Hayward Unified School District  
Alameda County

### **Major General Murray High School**

Vista Unified School District  
San Diego County

### **Para Los Niños Charter Middle School**

Los Angeles County

### **STEAM at La Presa**

La Mesa-Spring Valley School District  
San Diego County

# Introduction

**The California Race, Education, and Community Healing (REACH) Network, launched in late 2023, unites UCLA’s Center for the Transformation of Schools (CTS) and UC Berkeley’s Center for Research on Expanding Educational Opportunity (CREEO). This collaborative initiative brings together 10 Local Education Agencies (LEAs) committed to reforming exclusionary discipline practices through data-driven, restorative-focused, and equity-centered strategies.**

Within each participating LEA, one school site was selected as a focal point for implementation, given limited funding. The following School Profiles offer a candid look into these 10 selected sites, illuminating the complex realities they face. Each profile highlights:

- **Demographic data**
- **Academic performance indicators**
- **Chronic absenteeism rates**
- **Suspension rates and patterns**
- **Discipline Disparity Ratio analysis**
- **Specific REACH Network initiatives**

These snapshots reveal both persistent challenges and promising steps forward, showcasing how REACH strategies are being implemented at the school level. They highlight the dedication of educators, administrators, and students working towards positive change. Furthermore, you’ll gain insight into the multifaceted realities of these schools and the thoughtful approaches addressing longstanding disparities in discipline practices and outcomes.

Please note, the following school profiles complement the full REACH Network Baseline Report, which provides a comprehensive overview of the network’s goals, methodologies, and initial findings. Together, they offer a holistic view of California’s evolving approach to school discipline and the REACH Network’s role in fostering more equitable learning environments.

Lastly, we want to express our sincere gratitude to all REACH Network participants for their tireless efforts in this work. Their commitment, often in the face of significant obstacles, drives the network’s potential for meaningful impact. Their work forms the foundation of this important initiative to create more just and supportive educational spaces for all students.



## Discipline Disparity Ratio Definition and Explanation

The Discipline Disparity Ratio is a valuable metric for assessing fairness in school disciplinary practices. It compares the proportion of suspensions a student group receives to their representation in the overall student population.

**Calculation:** (Group's percentage of total suspensions) ÷ (Group's percentage of total enrollment)

### Key Points:

- Uses unduplicated counts: Each student is counted only once, even if suspended multiple times.
- "Total suspensions" refers to all suspensions given in a school year across all student groups.

### Interpretation:

- Ratio = 1: The group receives suspensions proportionate to their enrollment
- Ratio > 1: The group is overrepresented in suspensions
- Ratio < 1: The group is underrepresented in suspensions

**Example:** If Black students make up 15% of the school population but receive 30% of all suspensions, their disparity ratio would be  $30\% \div 15\% = 2$ , indicating significant overrepresentation.

**Significance:** This ratio reveals potential inequities in discipline practices. A high ratio suggests disproportionate disciplinary actions, which may indicate systemic biases or unintended policy consequences. By tracking these ratios, schools can identify disparities, investigate root causes, and develop targeted interventions to create a more equitable learning environment for all students.



# Participating LEAs and Selected School Sites



Participating LEA	Selected School Site	County
Claremont Unified School District	El Roble Intermediate School	Los Angeles
Crete Academy	Crete Academy	Los Angeles
East Side Union High School District	James Lick High School	Santa Clara
Hayward Unified School District	Longwood Elementary	Alameda
Kings County Office of Education	J.C. Montgomery School	Kings
La Mesa-Spring Valley School District	STEAM at La Presa	San Diego
Leadership Public Schools	Leadership Public Schools Richmond	Contra Costa
Para Los Niños Charter Middle School	Para Los Niños Charter Middle School	Los Angeles
Vista Unified School District	Major General Murray High School	San Diego
Washington Unified School District	Elkhorn Village Elementary	Yolo

## Overview: The Current State of Discipline



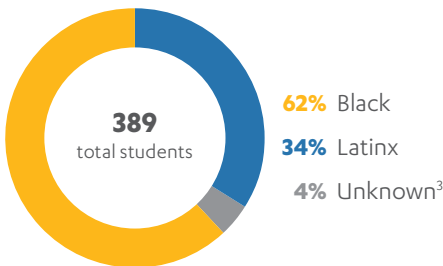
**Crete Academy, serving TK-6<sup>th</sup> grade students, has implemented an innovative approach to discipline that aligns with REACH Network goals and celebrates the resilience and potential of its diverse student body. The school's commitment to equity and holistic student support has yielded remarkable results: zero suspensions and expulsions in the most recent year. This achievement is particularly noteworthy given the unique strengths and challenges of Crete's student population, which includes 100% socioeconomically disadvantaged students, 21% English Learners, and 10% students with disabilities.**

This disciplinary success stems from Crete's holistic approach, including its Wellness Program addressing students' physical, mental, and emotional needs. However, the school faces significant academic challenges. CAASPP test results show only 14% of students meeting or exceeding standards in English Language Arts, and 7% in Mathematics.

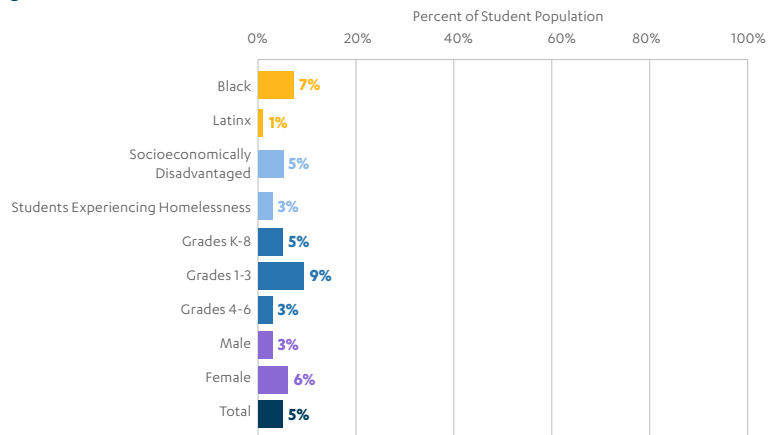
Crete's approach to discipline appears preventative rather than punitive, focusing on meeting students' basic needs and fostering a positive school culture. This strategy aligns with the school's goal to increase the number of students receiving counseling services and reporting improved socio-emotional well-being and academic readiness.

The school's success in maintaining minimal suspensions while serving a population that experiences extreme challenges offers valuable insights for other REACH Network schools. However, the low academic achievement scores indicate ongoing challenges in supporting students' academic growth. This underscores the need for continued efforts to address the multifaceted needs of students experiencing homelessness and poverty, balancing social-emotional support with academic advancement.

### Enrollment: Ethnic Distribution\* (2022-23)

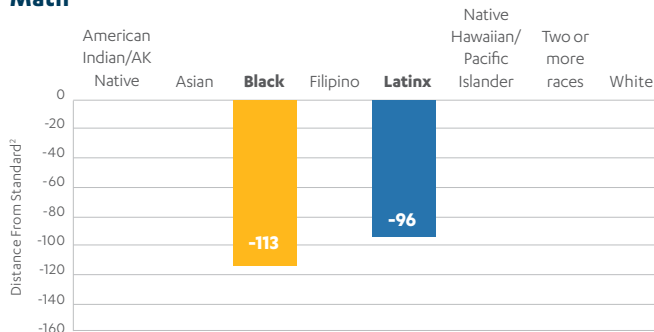


### Chronic Absenteeism<sup>1\*</sup> (2022-23)

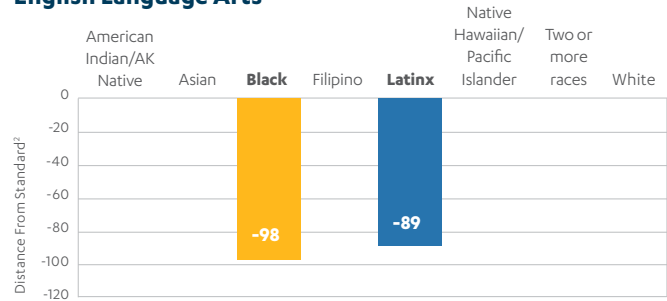


### Academic Achievement: California Assessment of Student Performance and Progress (CAASPP)\* (2022-23)

#### Math



#### English Language Arts



\*Data has been rounded to the nearest whole number.

<sup>1</sup> Students are determined to be chronically absent if they were eligible to be considered chronically absent at the selected level during the academic year and they were absent for 10% or more of the days they were expected to attend (<https://www.cde.ca.gov/ds/ad/fsabd.asp>).

<sup>2</sup> Distance from Standard measures how far, on average, students are from the lowest possible score for Standard Met. The Smarter Balanced Consortium has identified Standard Met as demonstrating the knowledge and skills necessary for students to be on track for college and career readiness at their grade level.

<sup>3</sup> Some percentages do not sum to 100%. The CDE data file does not provide information on the cause of this discrepancy.

## District Discipline Policy Analysis

via student handbook and/or district website



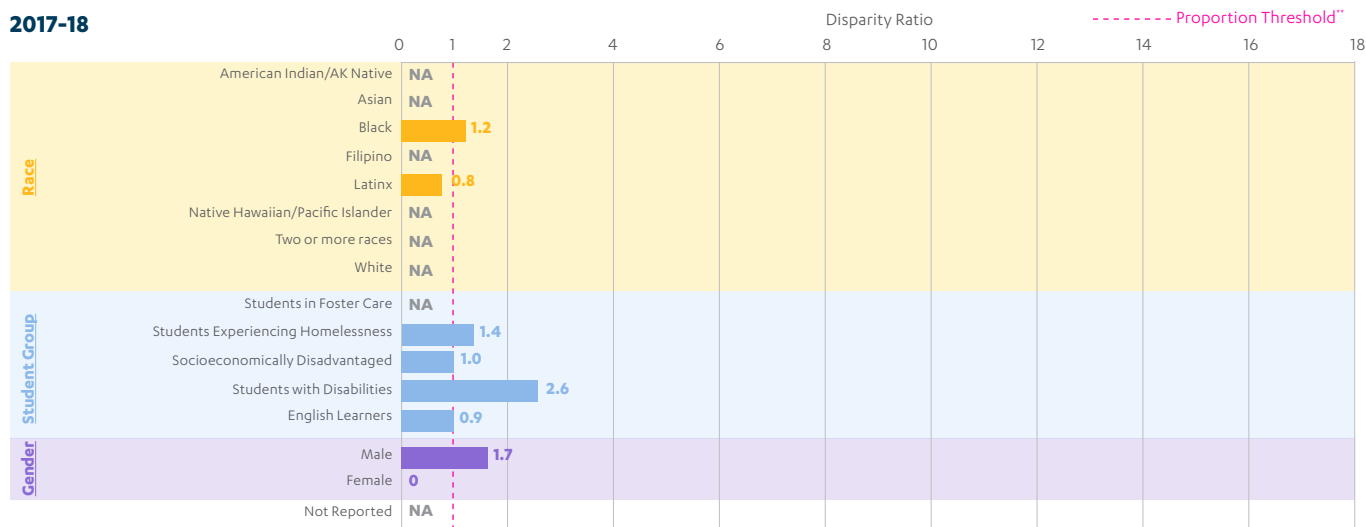
Crete Academy’s discipline policies reflect a strong commitment to supporting students experiencing homelessness and poverty. The school reports zero suspensions and expulsions for 2022-23 in their CDE

School Accountability Report, suggesting an effective approach to discipline that could serve as a model for other schools. However, the handbook’s detailed sections on attendance and truancy may be overwhelming for some

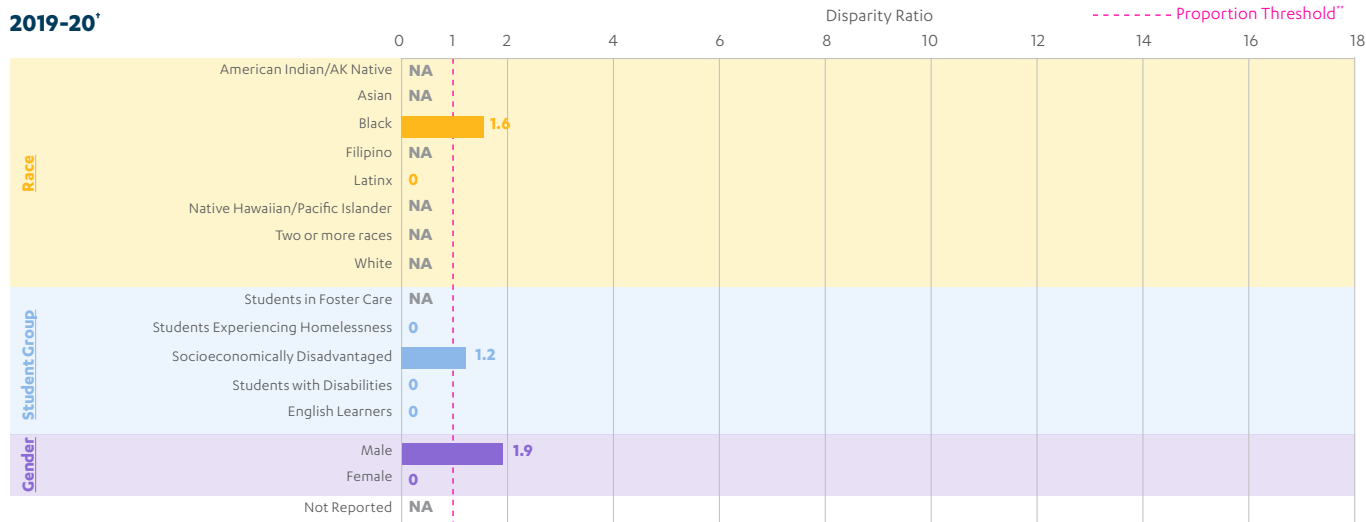
families, indicating a need for a more accessible policy presentation. The inclusive nondiscrimination statement and diverse dress code illustrations in the discipline policy documents underscore the school’s commitment to equity. As a new school, Crete faces the challenge of maintaining its supportive disciplinary environment while simplifying its policies for better parental engagement and understanding.

### Discipline Disparity Ratios\* (from 2017-18 to 2019-20†)

#### 2017-18



#### 2019-20†



\*Data has been rounded to the nearest decimal point.

†No data was available for the 2022-23 school year.

\*\*The proportion threshold marks the point where a student group’s suspensions match their enrollment rate. Ratios above this threshold signal overrepresentation in suspensions, indicating potential disparities.

## REACH Initiative Plan



Crete Academy is committed to reshaping school discipline by implementing restorative practices and prioritizing preemptive interventions over punitive measures. This initiative aims to address the needs of students at risk for repetitive disciplinary actions and suspensions, particularly focusing on their social-emotional well-being and academic readiness. By May 2025, Crete Academy plans to increase the number of students receiving counseling services by 27%, with an expected improvement in their social-emotional well-being and academic performance.

The initiative aims to create a nurturing and inclusive school environment through various strategies designed to support historically marginalized students. Expected outcomes include enhanced emotional stability, reduced behavioral issues, and a positive shift in school climate, fostering resilience and academic success among students.

Key components of the plan include:

- **Appointing contracted Licensed Clinical Social Workers (LCSWs)** and MSW interns to provide counseling services.
- **Implementing mentorship programs** to promote positive relationships and intentional interventions.
- **Conducting regular assessments and surveys** to track student progress and behavior improvements.
- **Utilizing incident reports and feedback** from students, teachers, and families to inform practices and interventions.
- **Engaging with the Harmony Center** for additional support and intervention services.

# Elkhorn Village Elementary

## Overview: The Current State of Discipline

**Elkhorn Village Elementary, a K-8 school with 90% socioeconomically disadvantaged students, faces significant challenges in both discipline and academic achievement. The school has implemented PBIS and SEL strategies to create a safe learning environment, but discipline data reveals concerning disparities.**

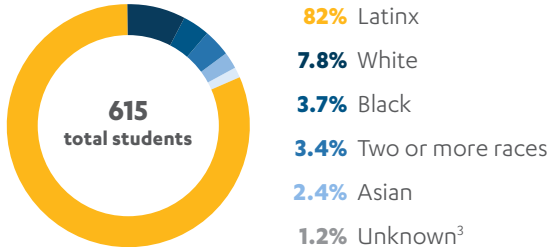
Suspension rates are particularly high for certain student groups: 33% for students experiencing homelessness and 30% for Black students. These statistics highlight a need for more targeted interventions to address disciplinary inequities.

Academically, Elkhorn Village struggles with low achievement rates. Only 31% of students met or exceeded standards in English Language Arts, and 17% in Mathematics, according to CAASPP test results.

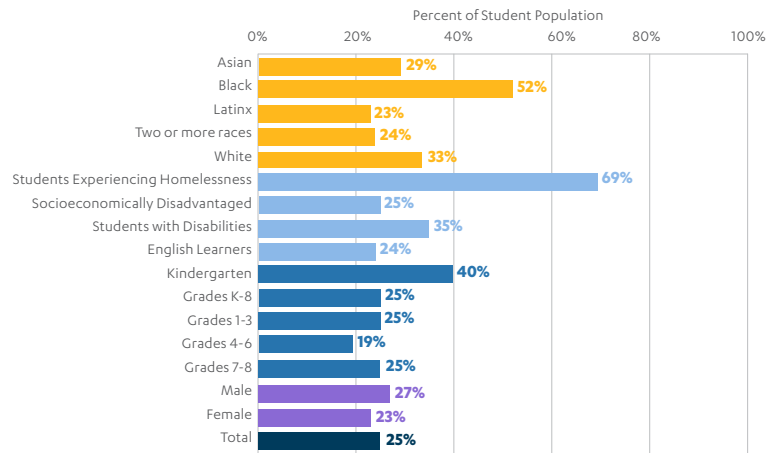
To address these challenges, the school offers various programs including AVID classes, a Dual Immersion Program, and MESA for STEM enrichment. It also employs a Peer Mediation Program to help students resolve conflicts.

While Elkhorn Village has implemented several promising initiatives, the high suspension rates for vulnerable student groups and low academic achievement scores indicate ongoing challenges. The school's efforts to create a positive learning environment and offer diverse academic programs are steps in the right direction, but there's a clear need for more effective strategies to support all students, particularly those from historically marginalized groups.

### Enrollment: Ethnic Distribution\* (2022-23)

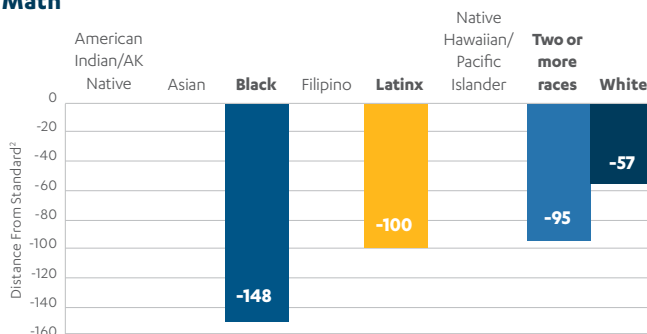


### Chronic Absenteeism\* (2022-23)

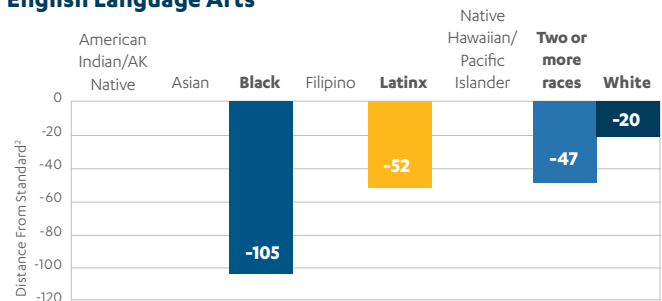


### Academic Achievement: California Assessment of Student Performance and Progress (CAASPP)\* (2022-23)

#### Math



#### English Language Arts



\*Data has been rounded to the nearest whole number.

<sup>1</sup> Students are determined to be chronically absent if they were eligible to be considered chronically absent at the selected level during the academic year and they were absent for 10% or more of the days they were expected to attend (<https://www.cde.ca.gov/ds/ad/fsabd.asp>).

<sup>2</sup> Distance from Standard measures how far, on average, students are from the lowest possible score for Standard Met. The Smarter Balanced Consortium has identified Standard Met as demonstrating the knowledge and skills necessary for students to be on track for college and career readiness at their grade level.

<sup>3</sup> Some percentages do not sum to 100%. The CDE data file does not provide information on the cause of this discrepancy.



# Elkhorn Village Elementary

## District Discipline Policy Analysis

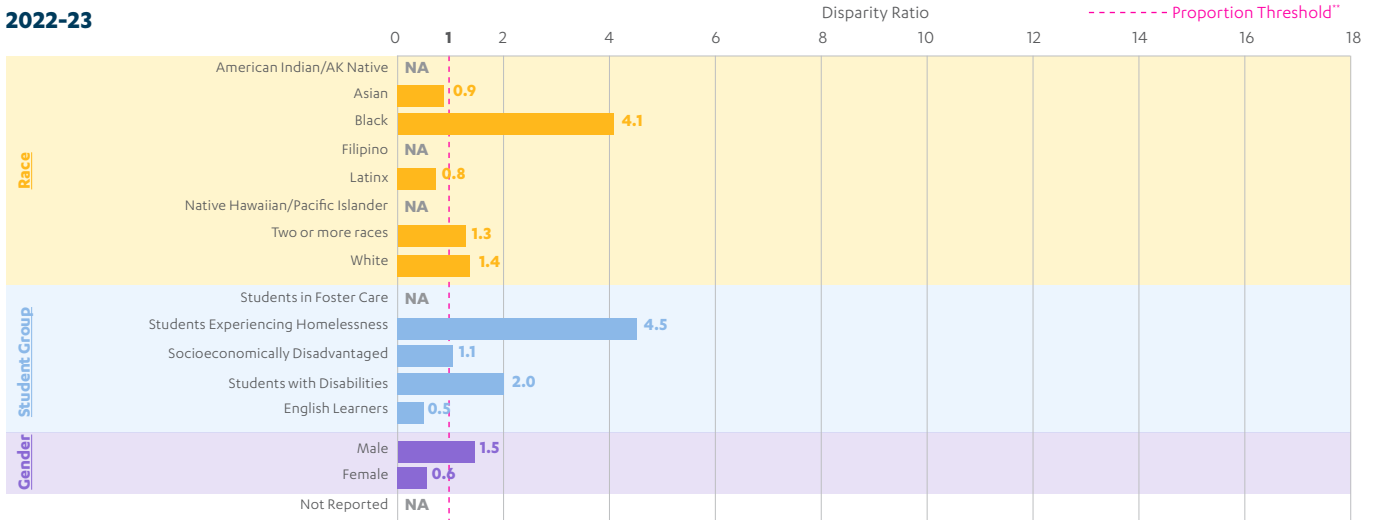
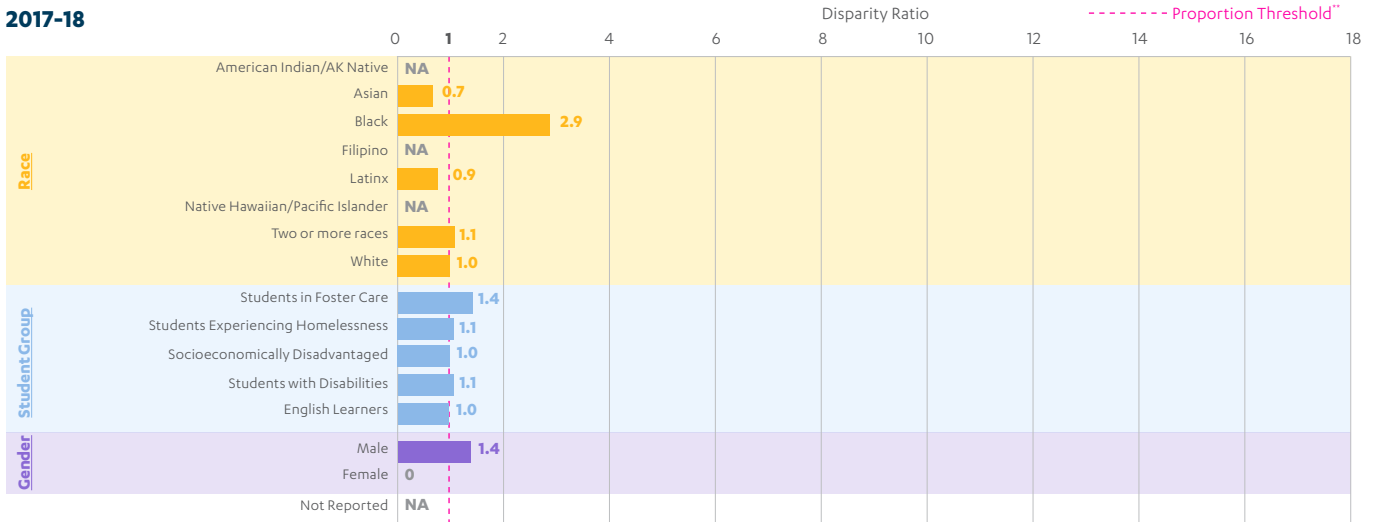
via student handbook and/or district website



Elkhorn Village Elementary’s discipline policy, detailed in its handbook, focuses on maintaining a safe and orderly campus. The policy outlines procedures including conferences and behavior support plans to promote appropriate behavior. However, discipline data reveals high suspension rates among students experiencing homelessness and Black students,

indicating a need for more equitable interventions. While the discipline policy is comprehensive, its dense format could benefit from improved readability. The availability of the policy in various languages is commendable, ensuring accessibility for non-English-speaking families. To better support parental engagement and understanding, the school should consider enhancing the clarity and presentation of its discipline policy information.

### Discipline Disparity Ratios\* (from 2017-18 to 2022-23)



\*Data has been rounded to the nearest decimal point.  
\*\*The proportion threshold marks the point where a student group’s suspensions match their enrollment rate. Ratios above this threshold signal overrepresentation in suspensions, indicating potential disparities.

## REACH Initiative Plan



Elkhorn Village Elementary School is dedicated to addressing racial disparities in disciplinary actions, particularly for Black students. The school aims to reduce office discipline referrals and suspensions by 15% by June 2025, creating a more positive and inclusive school climate. The goal is to decrease suspensions and disciplinary actions, foster stronger relationships between students and staff, and enhance problem-solving within the school environment. Elkhorn Village is committed to leveraging data to support positive student outcomes and creating a supportive, equitable school culture for all students.

Key components of the plan include:

- **Training all staff in restorative practices**, emphasizing community-building activities.
- **Implementing community circles** and SEL curriculum.
- **Conducting Tier II and Tier III restorative training** for site administration and social workers.
- **Organizing leadership team observations of schools** with successful restorative practices implementation.
- **Regular reviews** of student discipline data.
- **Utilizing student interviews and qualitative data** to assess progress and school climate.
- **Literature study with Howard Zehr’s “The Little Book of Restorative Justice”** for a shared understanding of restorative principles.

## Overview: The Current State of Discipline



**El Roble Intermediate School is actively working to address disciplinary disparities and create a more equitable learning environment in alignment with REACH Network goals. The school's**

**commitment is evident in its implementation of Positive Behavioral Interventions and Supports (PBIS) and Multi-Tiered System of Support (MTSS), which aim to reduce exclusionary discipline practices.**

Despite these efforts, significant challenges persist. The California School Dashboard data reveals concerning disparities in suspension rates. Black students face a 10% suspension rate, more than double the schoolwide rate of 5%. Students with disabilities are suspended at an even higher rate of 13%. These statistics underscore the urgent need for targeted interventions to address racial and ability-based disciplinary gaps.

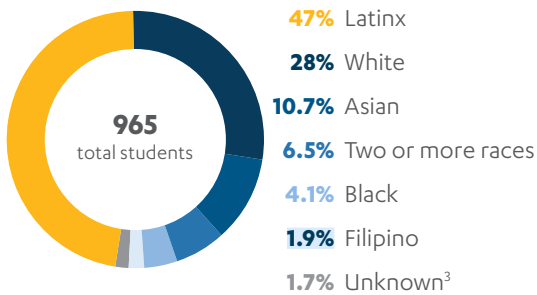
The school's chronic absenteeism rate of 18% further compounds disciplinary challenges, with Black students (23%) and students with disabilities (36%) disproportionately affected.

To combat these issues, El Roble has implemented the Panther P.A.L.S. Program, providing mentorship and support to "at-risk" students.

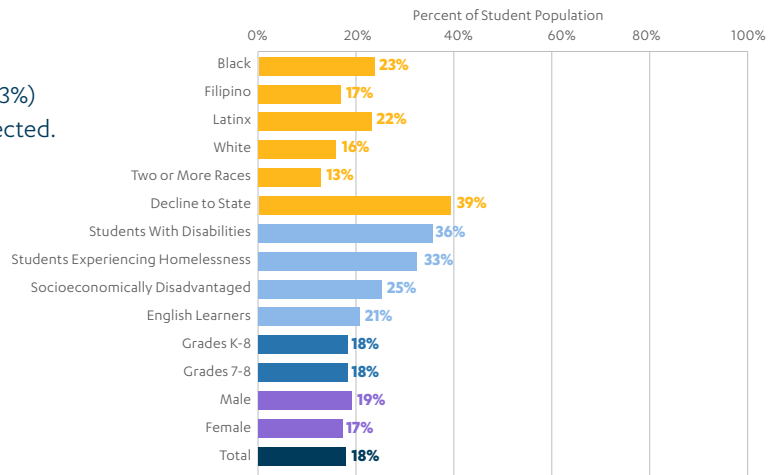
El Roble is also focusing on restorative justice practices, with goals to decrease detention and disciplinary referrals by 15% for their highest-need students. The school emphasizes staff training in restorative practices and is working to integrate these approaches into schoolwide policies and procedures.

While progress is evident, the persistent disparities highlight the need for continued, focused efforts to create a more equitable disciplinary system that supports all students, particularly those from historically marginalized groups.

### Enrollment: Ethnic Distribution\* (2022-23)

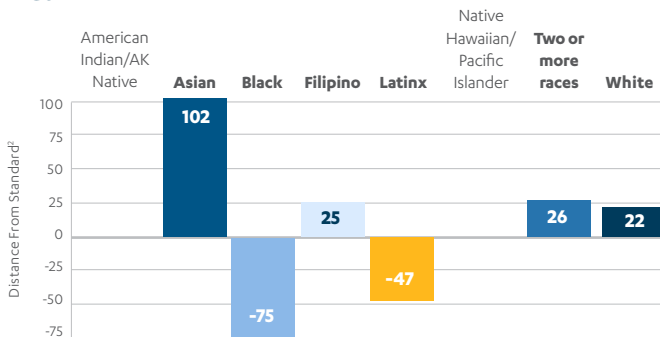


### Chronic Absenteeism<sup>1\*</sup> (2022-23)

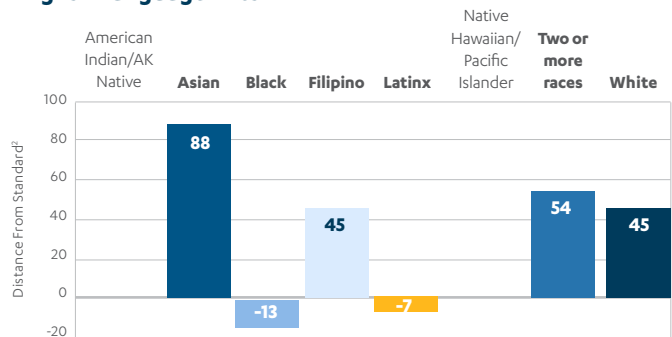


### Academic Achievement: California Assessment of Student Performance and Progress (CAASPP)\* (2022-23)

#### Math



#### English Language Arts



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## District Discipline Policy Analysis

via student handbook and/or district website

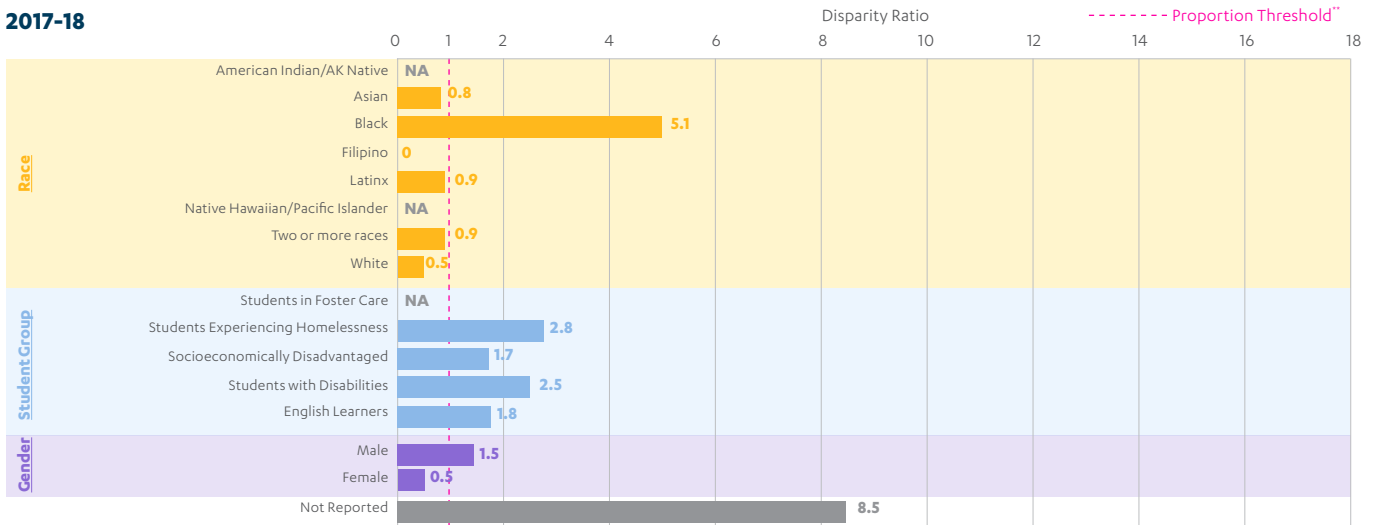


El Roble Intermediate’s discipline policies reveal a stark disconnect between aspirational rhetoric and on-the-ground realities. While the school’s mission and equity statements paint a picture of inclusivity and support for all students, the data tells a different story. Disproportionate suspension rates for Black and Latinx students, coupled with a lack of transparency around detention practices, suggest that the school’s well-intentioned equity language may currently

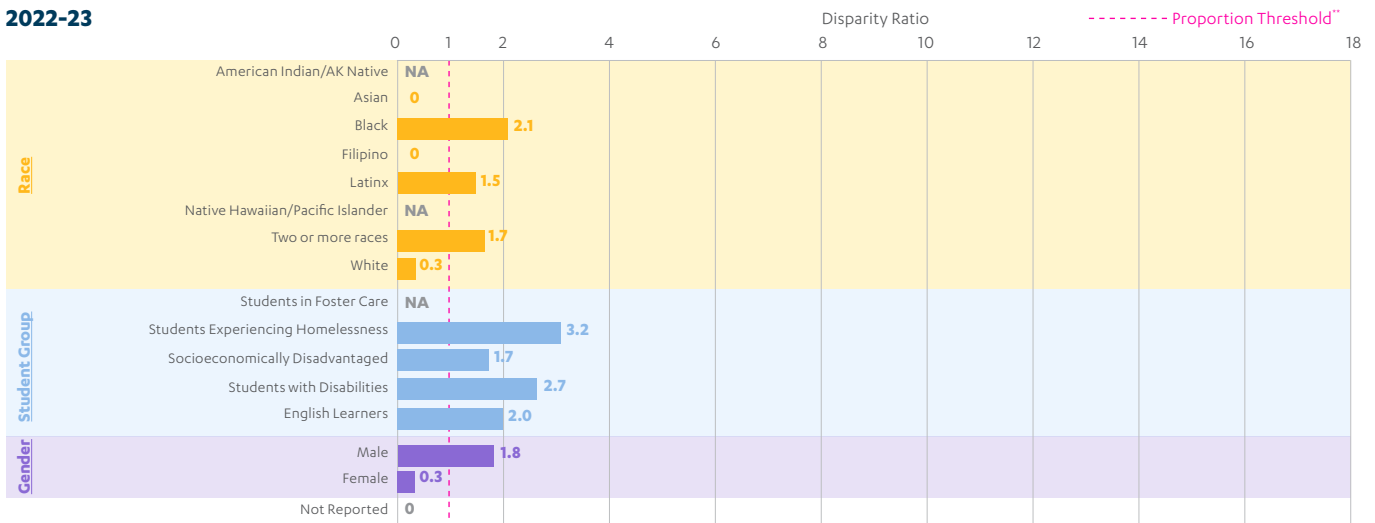
be more symbolic than substantive. The absence of concrete measures to address systemic inequities and the silence on historical factors contributing to disciplinary disparities further underscore the inconsistencies between intentions and actions. This analysis serves as a potent reminder that schools must look beyond their written policies to critically examine how institutional practices and broader societal contexts shape the lived experiences of their students, particularly those from marginalized communities.

### Discipline Disparity Ratios\* (from 2017-18 to 2022-23)

2017-18



2022-23



\*Data has been rounded to the nearest decimal point.

\*\*The proportion threshold marks the point where a student group’s suspensions match their enrollment rate. Ratios above this threshold signal overrepresentation in suspensions, indicating potential disparities.

## REACH Initiative Plan



El Roble Intermediate School is committed to fostering inclusivity, unity, and a sense of belonging for historically marginalized students who have faced disciplinary incidents. By May 2025, the school aims to reduce detentions for these students by 15% through comprehensive restorative justice training and mentorship programs.

This initiative seeks to integrate restorative practices into school policies and procedures to enhance school climate and student well-being. The goal is to shift from punitive to restorative disciplinary practices, fostering a supportive and positive environment for all students.

Key components of the plan include:

- **Conducting restorative justice training workshops** for all educational and administrative staff.
- **Developing and implementing a structured mentorship program** (Panther Ambassadors).
- **Regularly reviewing and refining restorative policies** through ongoing professional development and community of practice meetings.
- **Establishing feedback mechanisms** to monitor mentorship relationships and policy effectiveness.
- **Engaging in partnerships with nonprofits** focused on restorative justice to support these initiatives.
- **Collecting and analyzing data on disciplinary incidents, student and staff feedback**, and other relevant metrics to inform continuous improvement.

# James Lick High School

## Overview: The Current State of Discipline

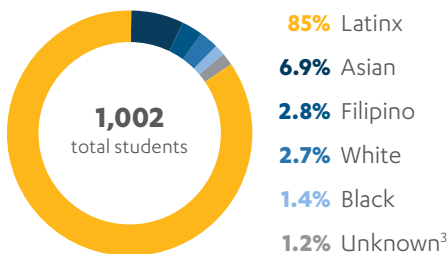
**James Lick High School is striving to create an equitable learning environment through its Multi-Tiered System of Support (MTSS), facing significant challenges. While the overall suspension rate is 5%, disparities persist for Black (7%), Latinx (5%), male (5%), students experiencing homelessness (10%), and students with disabilities (4%) populations.**

Chronic absenteeism remains a significant challenge, with disparities evident across different student groups. The overall rate of 33% is concerning, but even more alarming are the rates for specific populations: 54% for Black students, 53% for students experiencing homelessness, 50% for students in foster care, and 46% for students with disabilities. While representing smaller populations, Native American and Native Hawaiian/Pacific Islander students face particularly acute challenges, with staggering chronic absenteeism rates of 75% and 83% respectively. These figures underscore the critical need for targeted interventions that address the unique barriers faced by each group, emphasizing that even smaller student populations require focused attention to ensure equitable access to education.

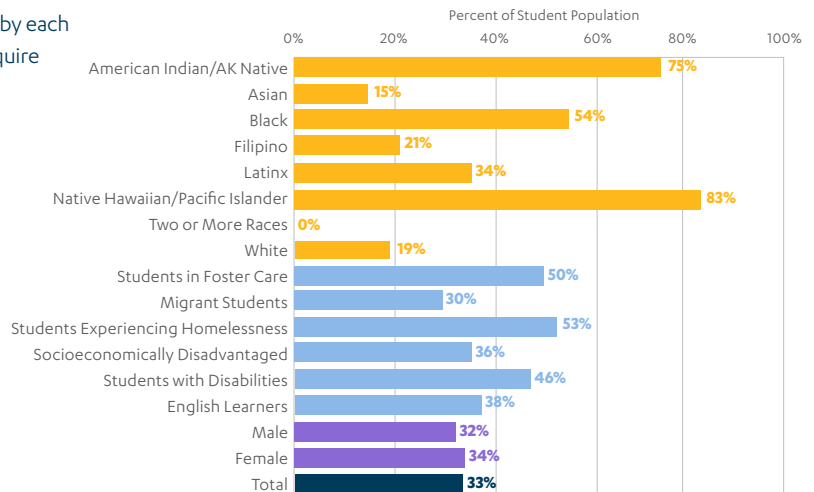
Academic data shows room for growth in providing rigorous instruction and support, with 29% of students meeting English Language Arts standards and 13% in Mathematics. The overall graduation rate is 75%, with concerning gaps for English Learners (54%) and students with disabilities (44%). The higher graduation rate for students experiencing homelessness (57%) is noteworthy, but also highlights the need for more comprehensive support for vulnerable populations.

James Lick is addressing these issues through programs like Joven Noble and Girasol Curriculum, emphasizing restorative practices and social-emotional learning. These efforts aim to create a more supportive and culturally responsive environment, building upon the strengths of the diverse student body. However, significant work remains to overcome persistent achievement gaps and disciplinary disparities across various student groups.

### Enrollment: Ethnic Distribution\* (2022-23)

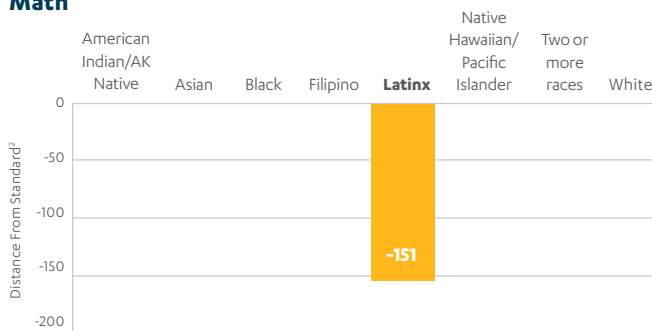


### Chronic Absenteeism<sup>1\*</sup> (2022-23)

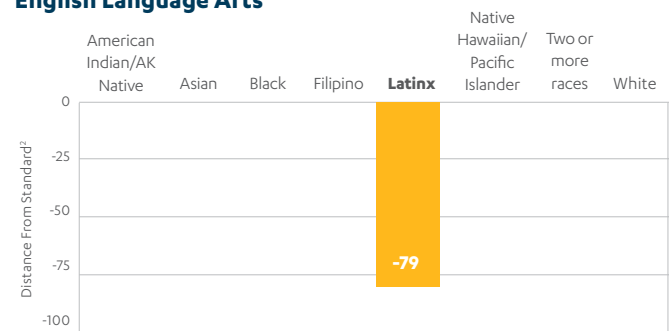


### Academic Achievement: California Assessment of Student Performance and Progress (CAASPP)\* (2022-23)

#### Math



#### English Language Arts



\*Data has been rounded to the nearest whole number.

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# James Lick High School

## District Discipline Policy Analysis

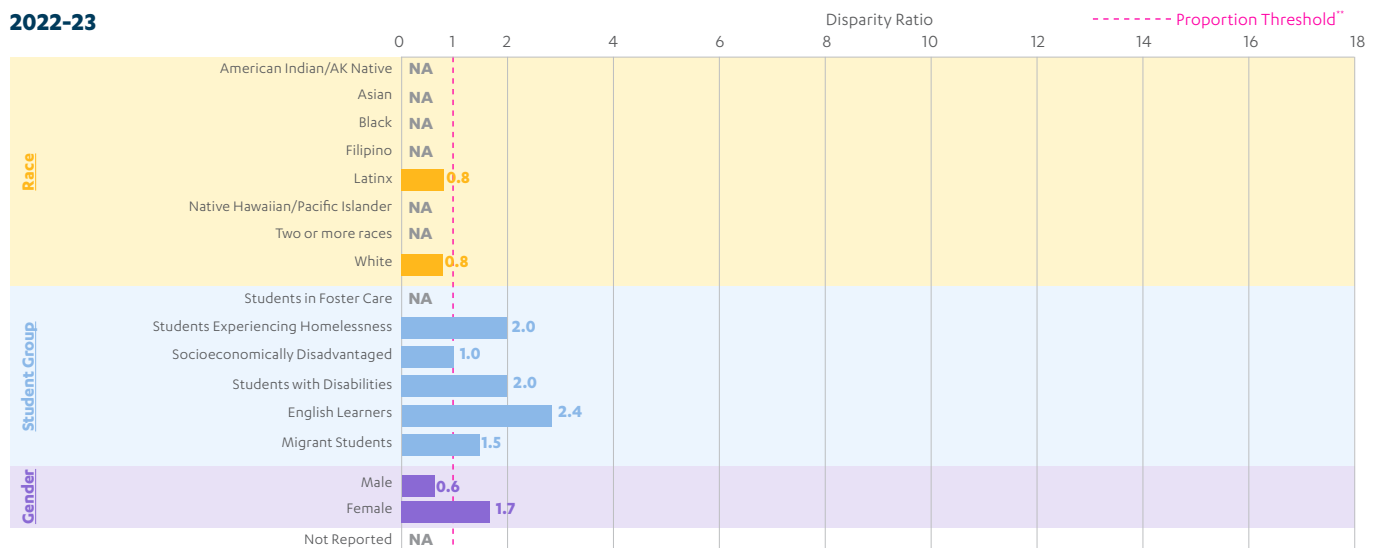
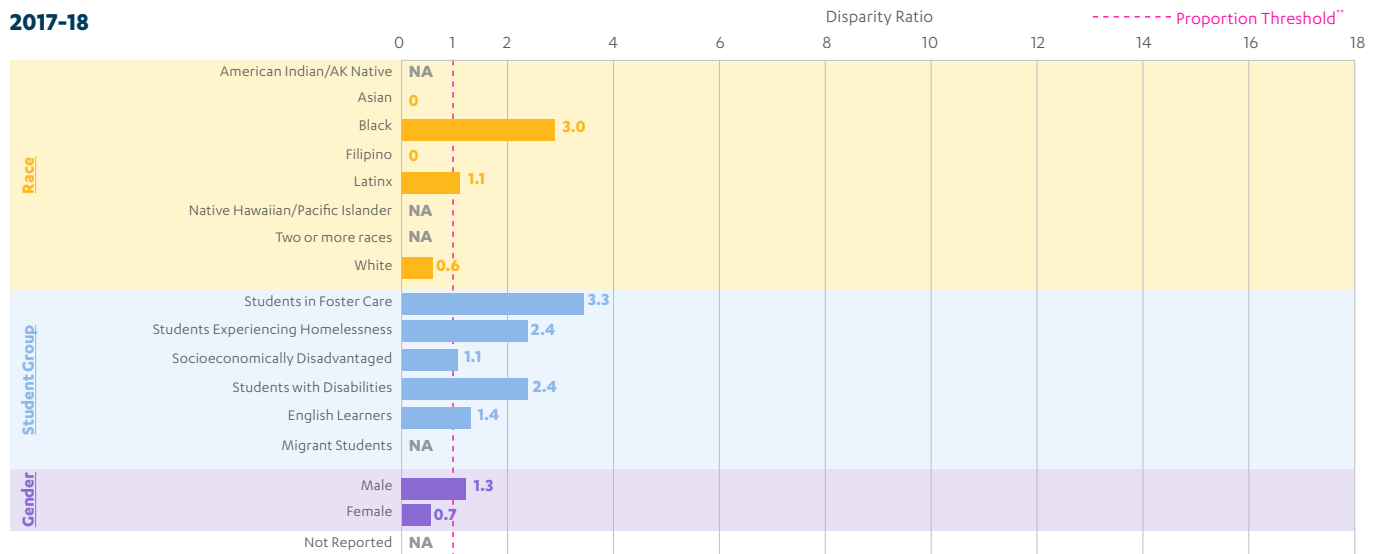
via student handbook and/or district website



James Lick High School’s discipline policies emphasize creating a safe, caring learning environment through fair and equitable practices. The policies prioritize restorative approaches and alternative correction methods before resorting to suspension or expulsion. Notably, the policies explicitly prohibit discrimination based on race, gender, or disability in disciplinary actions. A tiered response system addresses behavioral issues, progressing from classroom interventions to

administrative actions for severe cases. The school commits to regularly reviewing discipline data by student subgroups to identify and address disparities. While comprehensive, the success of these policies depends on consistent implementation, ongoing staff training, and clear communication with families. The handbook’s availability in three languages enhances accessibility, though its length may pose navigation challenges for some families.

### Discipline Disparity Ratios\* (from 2017-18 to 2022-23)



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 \*\*The proportion threshold marks the point where a student group’s suspensions match their enrollment rate. Ratios above this threshold signal overrepresentation in suspensions, indicating potential disparities.

## REACH Initiative Plan



James Lick High School is dedicated to creating a supportive and inclusive environment for its students, many of whom are first-generation high school graduates and come from low-income background families. The school has faced significant challenges, including a high impact from the pandemic and recent violent incidents on campus. To address these issues, JLHS aims to decrease suspensions by 10% and expulsions by 5% by June 2025, while also reducing chronic absenteeism and increasing overall school attendance from 82% to 87%.

Key components of the plan include:

- **Using REACH grant funds to train staff, counselors, administrators, and parents** in the National Compadres Network’s transformation healing communities model of Circle Keeping.
- **Offering ongoing training sessions for specific groups**, including Girasoles (Young Women and LGBTQ+), Joven Nobles (Young Males and LGBTQ+), Cara Corazon (Guardians), and overall Circle Keeping.
- **Implementing alternatives to suspensions by building healthy relationships** and preventing out-of-school suspensions through restorative, culturally rooted, trauma-informed, and healing-based teachings.
- **Training various student groups**, such as the Student Equity Council, ASB, Latino Student Union, and Californians for Justice Clubs, to **empower student voices and develop peer facilitators**.
- **Targeting students for Circles instead of suspensions** through the JLHS Care Team referral process and organizing Circle groups based on the needs of the students.
- **Allocating funds for training, materials, and supplies needed for the Circles**, as well as end-of-Circle celebrations for students and guardians.



## Overview: The Current State of Discipline



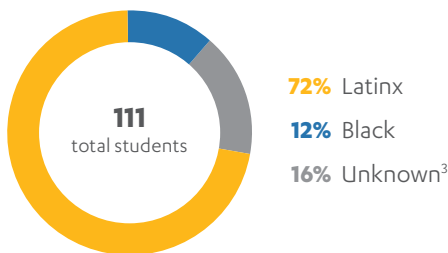
**J.C. Montgomery School, located at the Kings County Juvenile Center, serves a unique and resilient student population of incarcerated youth. The school is dedicated to creating an inclusive and responsive educational environment that meets diverse cultural and emotional needs. Staff members are trained in trauma-informed practices, culturally responsive curriculum, and English Language Development (ELD). However, significant challenges remain.**

Academically, J.C. Montgomery meets the minimum A-G requirements with adaptations, offering three years of English and two years of math. Dual enrollment opportunities and therapeutic arts programs are available, but broader academic success is hindered by persistent obstacles. The chronic absenteeism rate is low at 7%, but overall academic performance remains low, reflecting deeper issues within the educational framework. Graduation rates are critically low at 25%, with many students struggling to meet the requirements due to interrupted educational histories.

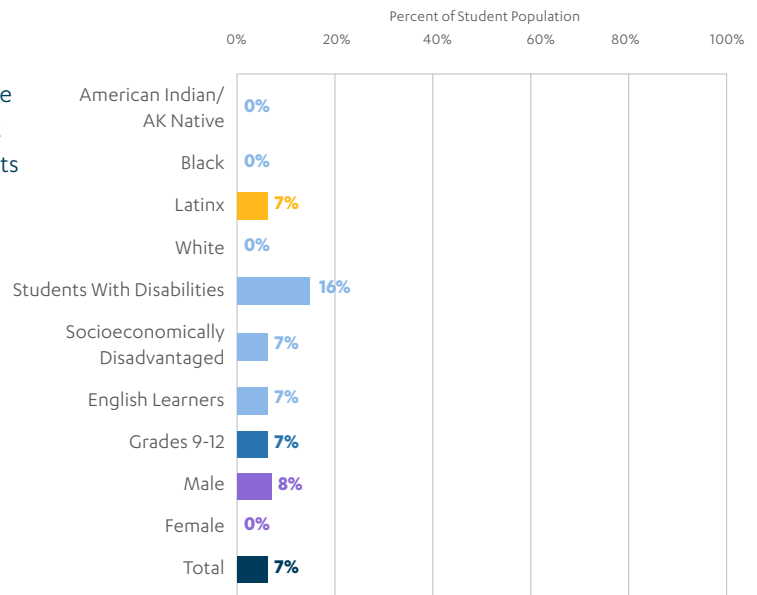
Suspension rates at J.C. Montgomery are also a concern, with an overall rate of 14%. Black students experience a suspension rate of 31%, and Latinx students 11%. This highlights the urgent need for greater cultural inclusivity and meaningful engagement. As part of the REACH Network, leadership aims to address these disparities by developing alternatives to suspensions and creating racially and culturally centered learning environments.

While J.C. Montgomery is dedicated to improving its educational environment, addressing these ongoing challenges is critical. The support of the REACH Network and a committed action plan are steps toward a more equitable and effective system.

### Enrollment: Ethnic Distribution\* (2022-23)

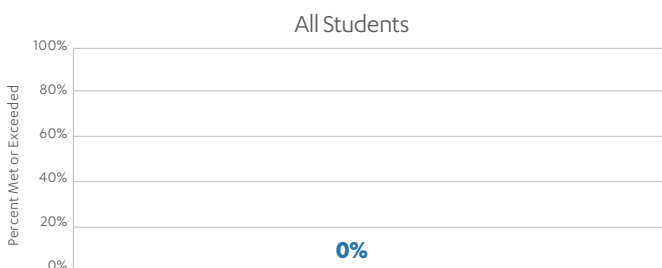


### Chronic Absenteeism\*\* (2022-23)

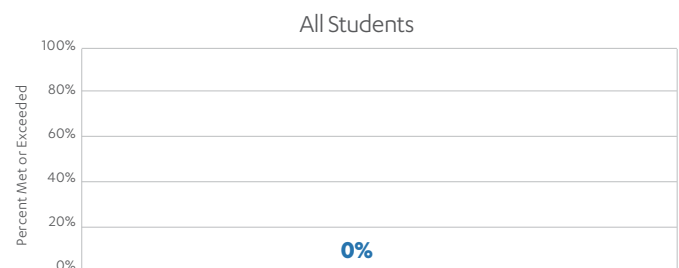


### Academic Achievement: California Assessment of Student Performance and Progress (CAASPP)\*\* (2022-23)

#### Math



#### English Language Arts



\*Data has been rounded to the nearest whole number.

\*\* No academic data available disaggregated by ethnoracial identity

1 Students are determined to be chronically absent if they were eligible to be considered chronically absent at the selected level during the academic year and they were absent for 10% or more of the days they were expected to attend (<https://www.cde.ca.gov/ds/ad/fsabd.asp>).

2 Distance from Standard measures how far, on average, students are from the lowest possible score for Standard Met. The Smarter balanced Consortium has identified Standard Met as demonstrating the knowledge and skills necessary for students to be on track for college and career readiness at their grade level.

3 Some percentages do not sum to 100%. The CDE data file does not provide information on the cause of this discrepancy.

## District Discipline Policy Analysis

via student handbook and/or district website

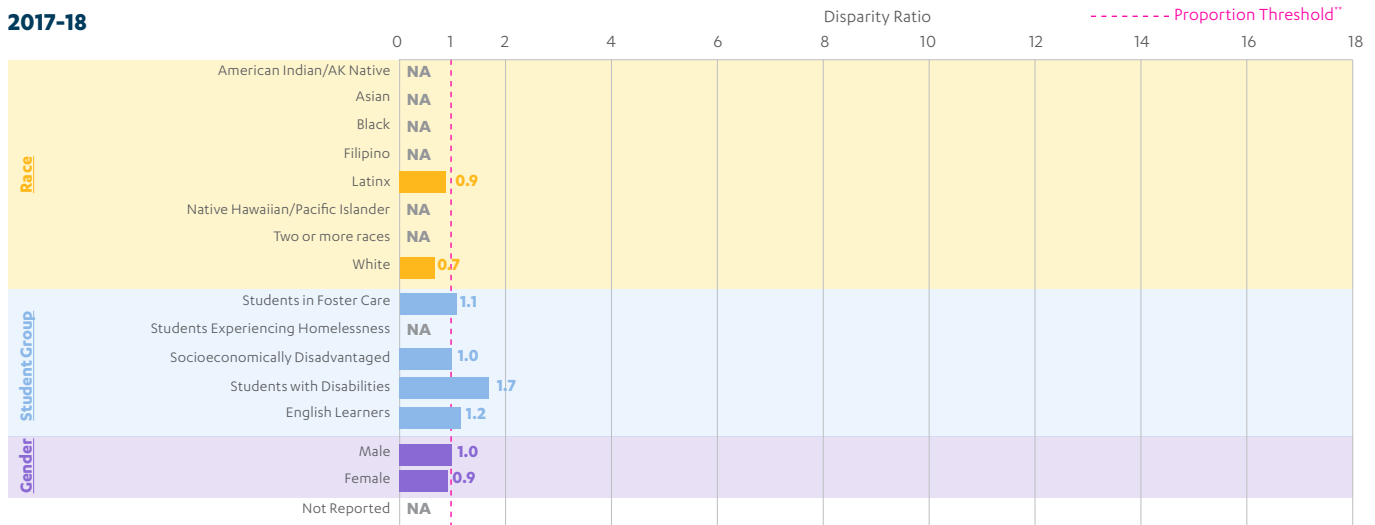


J.C. Montgomery’s discipline policies, as outlined in its handbook, reflect the unique challenges of balancing educational goals within a juvenile detention setting. The policies blend supportive and controlling language, mirroring the dual mission of education and rehabilitation. While vision and mission statements employ trauma-informed language, acknowledging students’ challenging circumstances, the disciplinary sections reveal tensions between educational ideals and security concerns.

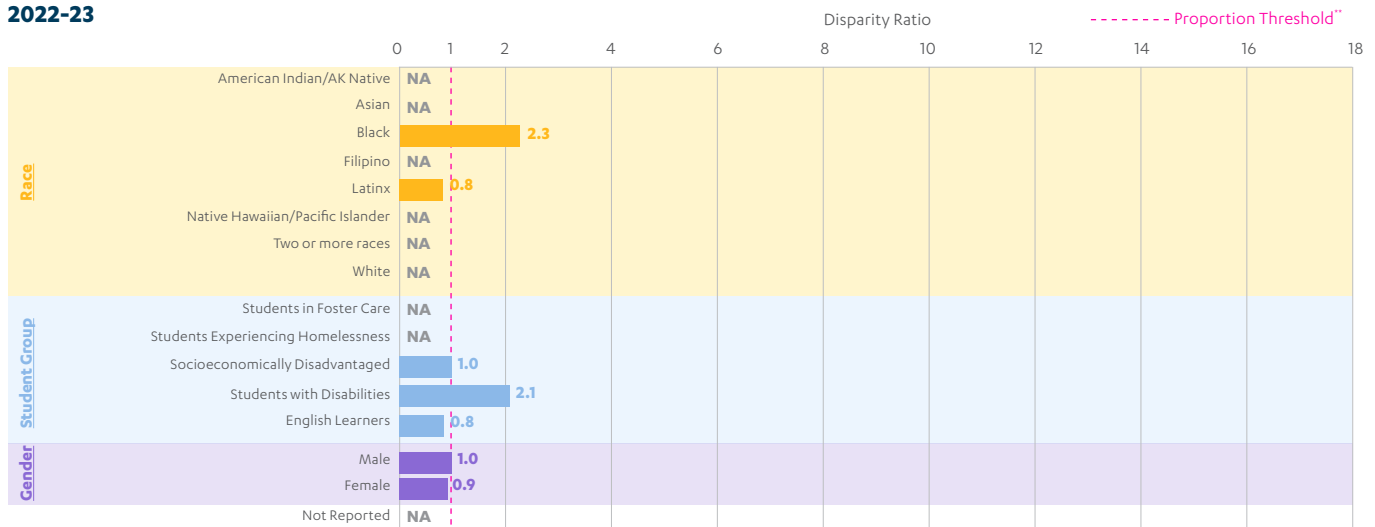
The policies show commitment to inclusive education through detailed sections on Individualized Education Plans (IEPs) and 504 plans, though adapting these for a detention setting presents unique challenges. Frequent references to probation department involvement in educational matters raise questions about student privacy and autonomy. Overall, the discipline policies aim to create a supportive educational environment, but the detention setting’s influence may limit full realization of these goals for the most vulnerable student populations.

### Discipline Disparity Ratios\* (from 2017-18 to 2022-23)

2017-18



2022-23



\*Data has been rounded to the nearest decimal point.  
\*\*The proportion threshold marks the point where a student group’s suspensions match their enrollment rate. Ratios above this threshold signal overrepresentation in suspensions, indicating potential disparities.

## REACH Initiative Plan



J.C. Montgomery is focused on improving the inclusivity and responsiveness of its educational environment. This initiative targets the highest-need youth with high recidivism and disciplinary rates, aiming for a 10% decrease in incident referrals by June 2025. The school plans to achieve this by fostering a culturally responsive pedagogical teaching approach and implementing restorative practices to support the diverse cultural backgrounds and emotional needs of its students. Kings County Office of Education's efforts aim to create a supportive and inclusive school climate, reduce disciplinary incidents, and enhance overall student engagement and well-being.

Key components of the plan include:

- **Conducting empathy interviews** and gathering qualitative data to understand student needs and improve cultural inclusivity.
- **Implementing culturally responsive teaching** and restorative practices to create a positive classroom culture.
- **Allocating resources to develop a system** that visualizes and sustains the work and data for disciplinary referrals.
- **Providing professional development and training** for staff on culturally responsive teaching and effective conflict resolution.
- **Regularly analyzing disciplinary data** and conducting feedback sessions with students and staff to assess progress and make necessary adjustments.

## Overview: The Current State of Discipline

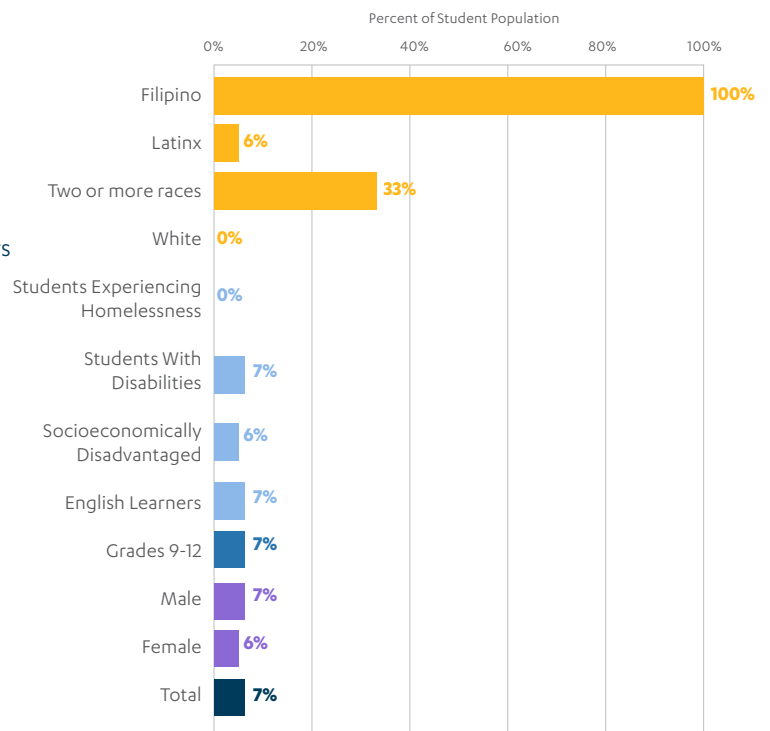


**Leadership Public Schools (LPS) Richmond serves a diverse student body of 556 students, with 94% Latinx, 73% socioeconomically disadvantaged, and 30% English Learners. The school reports a commendable graduation rate of 97%, with female students achieving a 100% graduation rate. Despite these positive outcomes, the school faces challenges in academic achievement, with 40% of students meeting or exceeding standards in English Language Arts and only 13% in Mathematics.**

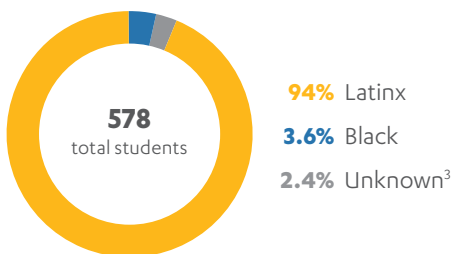
Discipline data reveals a suspension rate of 4%, disproportionately affecting male students (6%), English Learners (6%), and students with disabilities (6%). There were no expulsions recorded. Chronic absenteeism is relatively low at 7%, but it remains a concern, particularly for English Learners (7%). Furthermore, small populations of multiracial and Filipino student populations have alarming rates of 33% and 100%, respectively.

These findings highlight the need for targeted interventions to support both academic achievement and equitable disciplinary practices. While the school has made significant strides in graduation rates and maintaining low expulsion rates, addressing the disparities in suspensions and absenteeism is crucial for fostering a more inclusive and supportive learning environment.

### Chronic Absenteeism\* (2022-23)

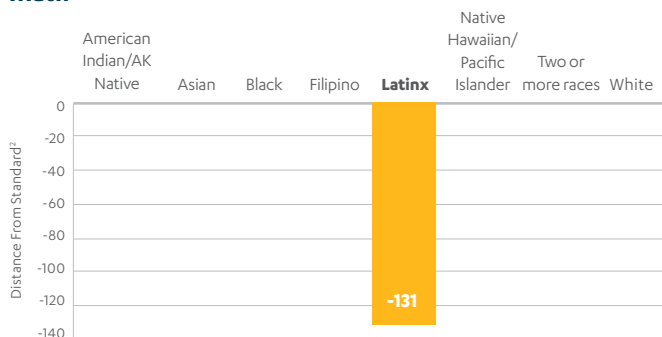


### Enrollment: Ethnic Distribution\* (2022-23)

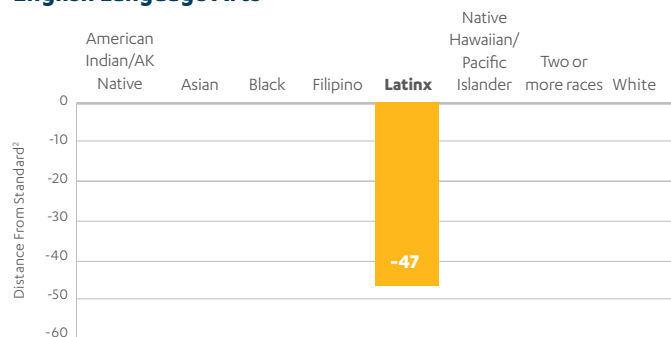


### Academic Achievement: California Assessment of Student Performance and Progress (CAASPP)\* (2022-23)

#### Math



#### English Language Arts



\*Data has been rounded to the nearest whole number.

<sup>1</sup> Students are determined to be chronically absent if they were eligible to be considered chronically absent at the selected level during the academic year and they were absent for 10% or more of the days they were expected to attend (<https://www.cde.ca.gov/ds/ad/fsabd.asp>).

<sup>2</sup> Distance from Standard measures how far, on average, students are from the lowest possible score for Standard Met. The Smarter Balanced Consortium has identified Standard Met as demonstrating the knowledge and skills necessary for students to be on track for college and career readiness at their grade level.

<sup>3</sup> Some percentages do not sum to 100%. The CDE data file does not provide information on the cause of this discrepancy.

## District Discipline Policy Analysis

via student handbook and/or district website

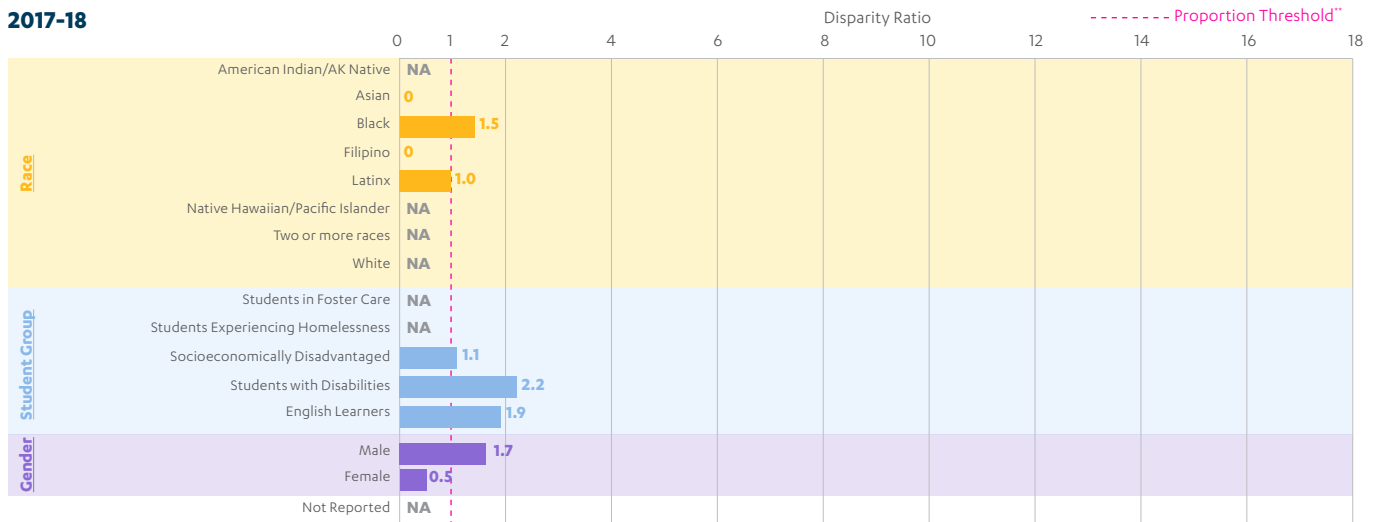


Leadership Public Schools’ discipline policies, outlined in their handbook, take a comprehensive approach to maintaining a safe and supportive environment. The family orientation presentation effectively engages students and families with bilingual information and social media integration. However, the suspension and expulsion sections of the discipline policy use legalistic language that may seem disconnected from

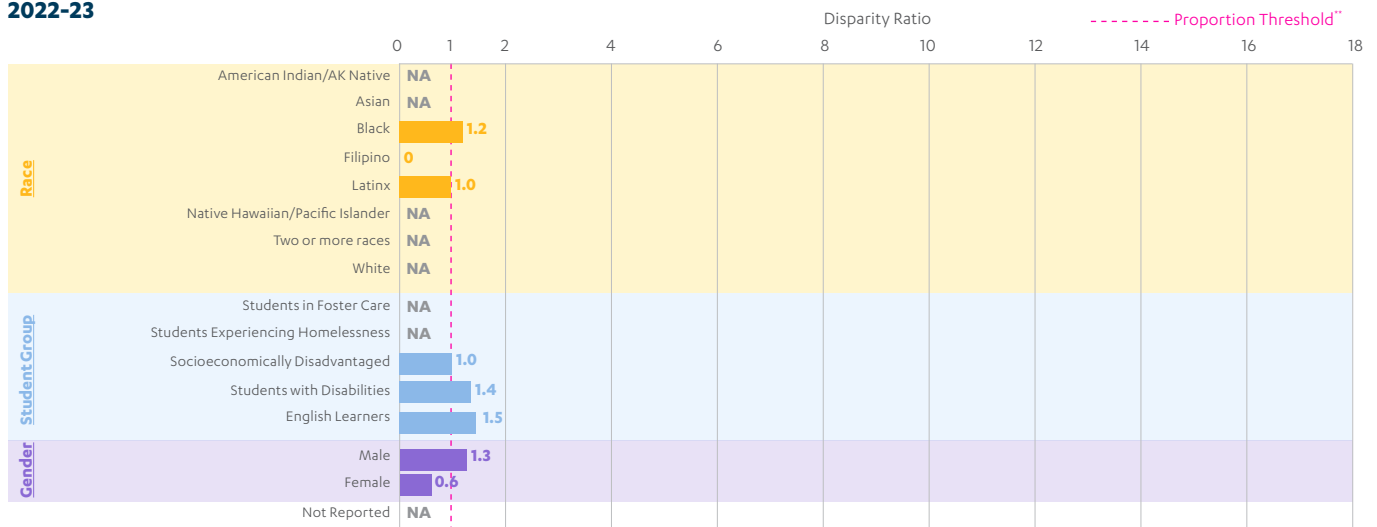
the school’s overall supportive mission. To align with the school’s values, the handbook could benefit from more welcoming and accessible language, particularly in the initial sections describing disciplinary procedures. Additionally, the discipline policy could be improved by providing more explicit details on how the school supports all students, especially those showing the highest-needs, within its disciplinary framework, which would enhance transparency and trust.

### Discipline Disparity Ratios\* (from 2017-18 to 2022-23)

2017-18



2022-23



\*Data has been rounded to the nearest decimal point.  
\*\*The proportion threshold marks the point where a student group’s suspensions match their enrollment rate. Ratios above this threshold signal overrepresentation in suspensions, indicating potential disparities.

## REACH Initiative Plan



LPS Richmond is dedicated to reducing disciplinary actions and suspensions among the highest-need students. By May 2025, the school aims to achieve a 20% decrease in second-semester suspension rates for 9<sup>th</sup>-grade students. This initiative focuses on resolving disciplinary issues, strengthening student-teacher relationships, and enhancing overall student engagement.

Key components of the plan include:

- Collaborating with the National Compadres Network and Youth Resilience in Western Province Achievement Foundation of Kappa Alpha Psi Fraternity Inc. to **implement SEL and restorative justice curriculum**.
- Allocating REACH grant funds strategically for **comprehensive professional development (80%) and enhanced family engagement (20%)**.
- **Providing extensive training** for Wellness Counselors, Teachers on Special Assignment (TOSAs), school site administrators, and educational partners on culturally relevant restorative justice practices, effective communication, social-emotional learning, and proactive relationship-building.
- **Implementing restorative practices, culturally responsive pedagogy, and SEL curriculum** in advisory spaces, along with climate and culture events.
- **Conducting restorative conversations** to address and resolve conflicts constructively.
- **Regularly reviewing behavior and incident referrals, suspension and expulsion data, attendance, and climate and culture surveys** to track progress and inform ongoing efforts.

## Overview: The Current State of Discipline

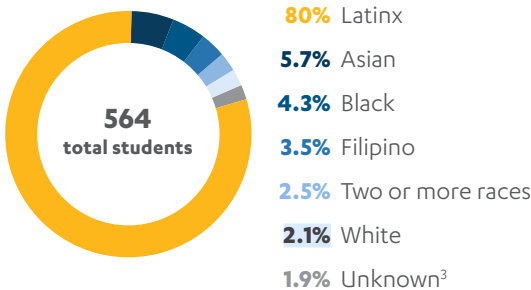
**Longwood Elementary, serving a predominantly Latinx (80%) and socioeconomically disadvantaged (78%) student population, is facing several critical challenges. Despite maintaining a low overall suspension rate of 3% and a zero expulsion rate, there is a concerning disproportionate suspension rate for Black students (17%) and those identifying as multiracial (14%).**

Academic performance is another pressing issue. Only 20% of students met or exceeded CAASPP standards in English Language Arts, and just 13% did so in Mathematics. Chronic absenteeism, with a rate of 52%, significantly impacts learning, especially among socioeconomically disadvantaged (63%), students experiencing homelessness (64%), multiracial (71%), and white (83%) student populations.

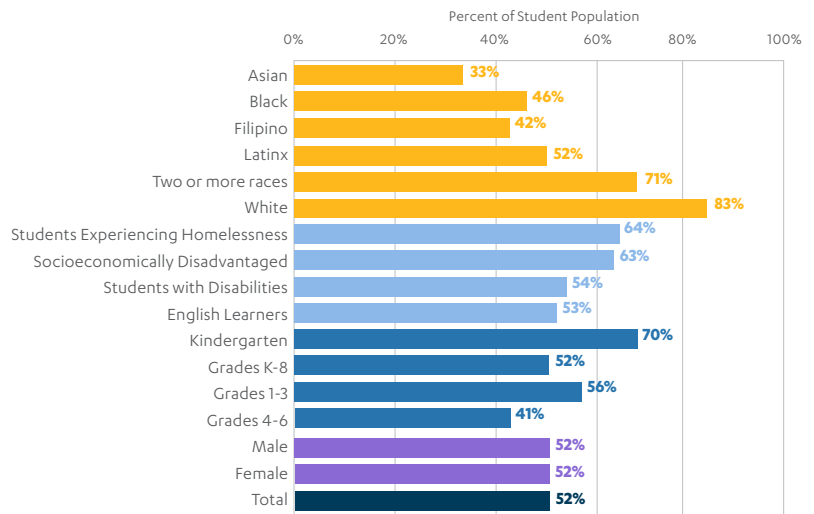
A key component to Longwood’s successful improvements will hinder on their ability to engage parents, families, and the community. The comprehensive Annual Notification to Parents and Students could be simplified and translated to improve accessibility and engagement. The YEP Parent Manual is effective but would benefit from a more tailored language for parents with various levels of education and language backgrounds.

While Longwood’s approach, including community events and a Family Center, shows a commitment to fostering a supportive environment, the school must address their academic and disciplinary disparities to better support its students. Targeted interventions and increased parental involvement are essential to overcoming these challenges.

### Enrollment: Ethnic Distribution\* (2022-23)

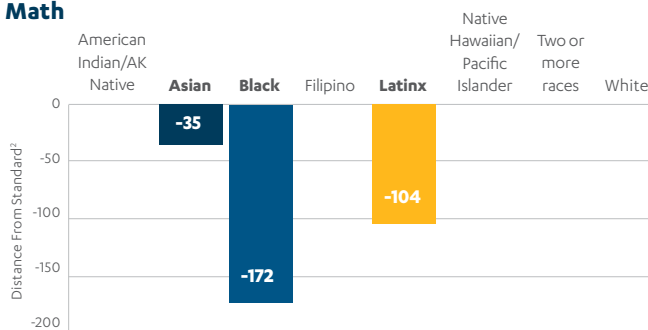


### Chronic Absenteeism<sup>1\*</sup> (2022-23)

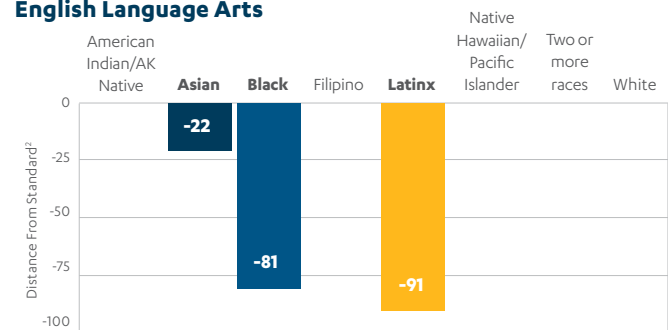


### Academic Achievement: California Assessment of Student Performance and Progress (CAASPP)<sup>\*</sup> (2022-23)

#### Math



#### English Language Arts



\*Data has been rounded to the nearest whole number.

<sup>1</sup> Students are determined to be chronically absent if they were eligible to be considered chronically absent at the selected level during the academic year and they were absent for 10% or more of the days they were expected to attend (<https://www.cde.ca.gov/ds/ad/fsabd.asp>).

<sup>2</sup> Distance from Standard measures how far, on average, students are from the lowest possible score for Standard Met. The Smarter Balanced Consortium has identified Standard Met as demonstrating the knowledge and skills necessary for students to be on track for college and career readiness at their grade level.

<sup>3</sup> Some percentages do not sum to 100%. The CDE data file does not provide information on the cause of this discrepancy.

## District Discipline Policy Analysis

via student handbook and/or district website

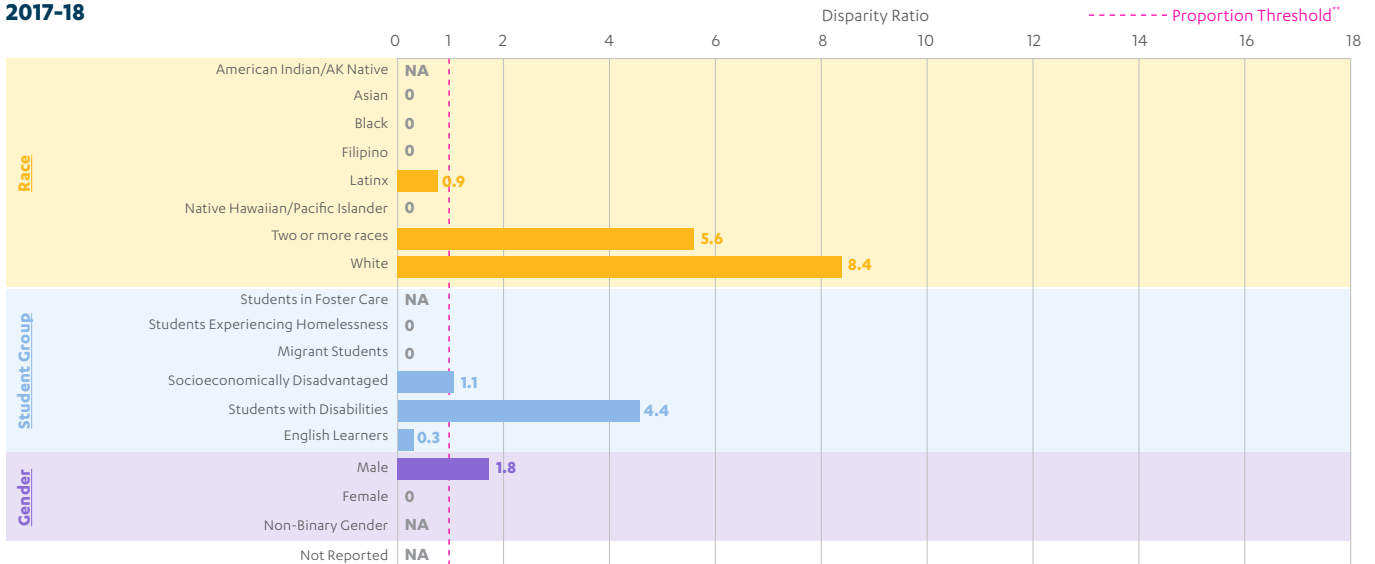


Longwood Elementary’s discipline policies aim for inclusivity but appear to face challenges in implementation. The school’s vision emphasizes community, yet achievement gaps and chronic absenteeism persist, especially among socioeconomically disadvantaged and Latinx students. The Annual Notification document, which includes discipline policies, is complex and lacks

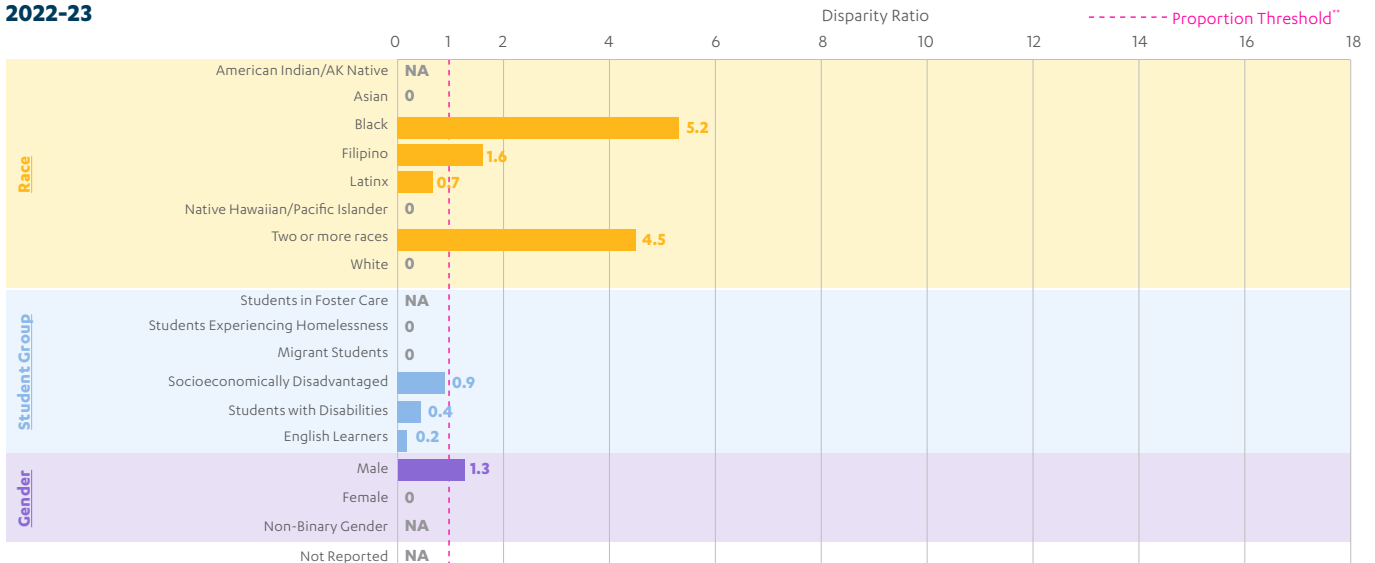
translations beyond Spanish, potentially creating barriers for the diverse community. The discipline policy language found in artifacts like student handbooks and the district website heavily emphasizes compliance and rules, which may overshadow the student-centered language of their stated mission and core values. This disconnect highlights ongoing challenges in achieving equitable discipline practices for all students and families.

### Discipline Disparity Ratios\* (from 2017-18 to 2022-23)

#### 2017-18



#### 2022-23



\*Data has been rounded to the nearest decimal point.  
\*\*The proportion threshold marks the point where a student group’s suspensions match their enrollment rate. Ratios above this threshold signal overrepresentation in suspensions, indicating potential disparities.



## REACH Initiative Plan



Longwood Elementary School is implementing a comprehensive restorative practices initiative to address racial disparities in disciplinary actions, particularly for Black and LGBTQIA+ students. The school aims to reduce out-of-class suspensions and create a more positive, inclusive school climate.

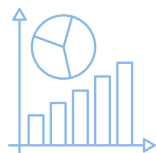
The initiative aims to decrease suspensions and other punitive disciplinary actions for all students, with a particular emphasis on Black and LGBTQIA+ students. Expected outcomes include improved school climate, increased teacher comfort with facilitating community-building activities, and enhanced student familiarity with restorative practices structures. Longwood is committed to leveraging data to support positive student outcomes and sharing restorative practices broadly throughout the school community.

Key components of the plan include:

- **Training all school staff in Tier 1 restorative practices**, focusing on community-building activities.
- **Convening a Climate Team** to analyze student discipline data and discuss best practices.
- **Facilitating regular community-building activities** in classrooms.
- **Providing support from a Climate TOSA** to help teachers build capacity in restorative practices.
- **Conducting bi-weekly reviews** of student discipline data.
- **Implementing quantitative and qualitative measures** to assess school climate and joy in classrooms.

# Major General Raymond Murray High

## Overview: The Current State of Discipline



**Major General Murray High School (MGM), a continuation high school, is committed to creating a supportive learning environment despite systemic challenges. The school's chronic absenteeism rate of 75% is alarmingly high, with even higher rates for female students (83%) and students with disabilities (77%). This indicates a critical need for more effective strategies to improve student attendance and engagement, particularly for vulnerable populations.**

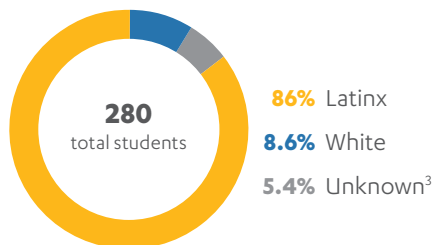
Academic performance shows systemic barriers, with only 18% meeting English Language Arts standards and 1% in Mathematics. The 69% graduation rate, though improving from previous years, lags behind district (72%) and state (86%) averages. Despite these obstacles, the school supports a predominately socioeconomically disadvantaged student body (84%) facing significant barriers.

The 5% suspension rate highlights disciplinary challenges, particularly for female students (8%) and English Learners (12%). The school implements a Multi-Tiered System of Support (MTSS), emphasizing restorative practices and positive behavior

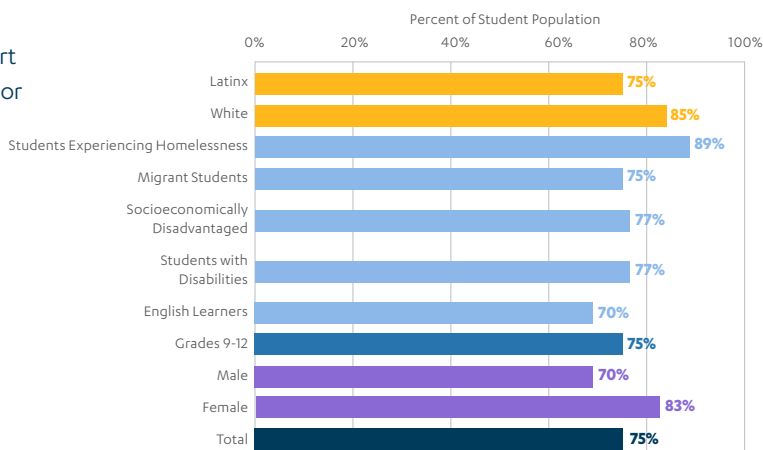
interventions. Initiatives like the WhyTry Program curriculum are providing social-emotional learning and resilience training as alternatives to suspension. Efforts to improve the school climate include becoming a community school, conducting equity walks, and enhancing parental involvement through the student-teacher-parent compact.

While significant work remains to overcome persistent gaps and engagement issues, MGM High School's commitment to creating a supportive, inclusive environment for all students demonstrates a foundation for potential future success. MGM's vision of developing resilient, creative problem-solvers shows promise, but more targeted and effective interventions are needed to realize this vision fully and address the complex needs of its diverse student population.

### Enrollment: Ethnic Distribution\* (2022-23)

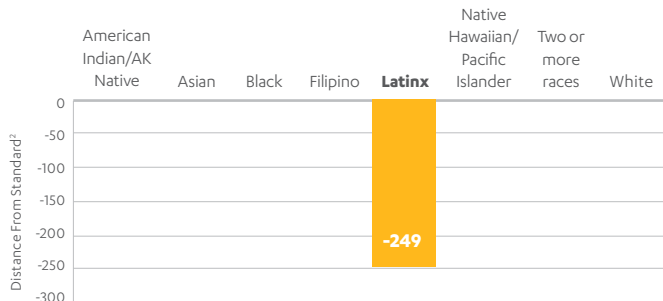


### Chronic Absenteeism<sup>1</sup> (2022-23)

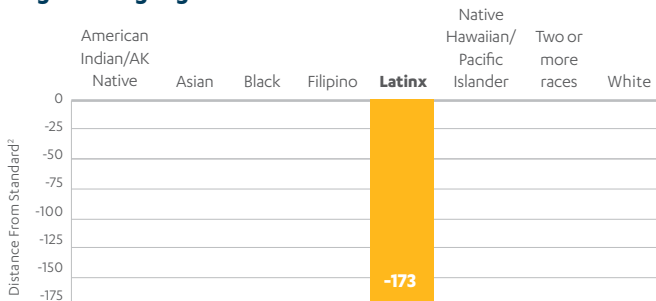


### Academic Achievement: California Assessment of Student Performance and Progress (CAASPP)\* (2022-23)

#### Math



#### English Language Arts



\*Data has been rounded to the nearest whole number.

<sup>1</sup> Students are determined to be chronically absent if they were eligible to be considered chronically absent at the selected level during the academic year and they were absent for 10% or more of the days they were expected to attend (<https://www.cde.ca.gov/ds/ad/fsabd.asp>).

<sup>2</sup> Distance from Standard measures how far, on average, students are from the lowest possible score for Standard Met. The Smarter Balanced Consortium has identified Standard Met as demonstrating the knowledge and skills necessary for students to be on track for college and career readiness at their grade level.

<sup>3</sup> Some percentages do not sum to 100%. The CDE data file does not provide information on the cause of this discrepancy.

# Major General Raymond Murray High

## District Discipline Policy Analysis

via student handbook and/or district website

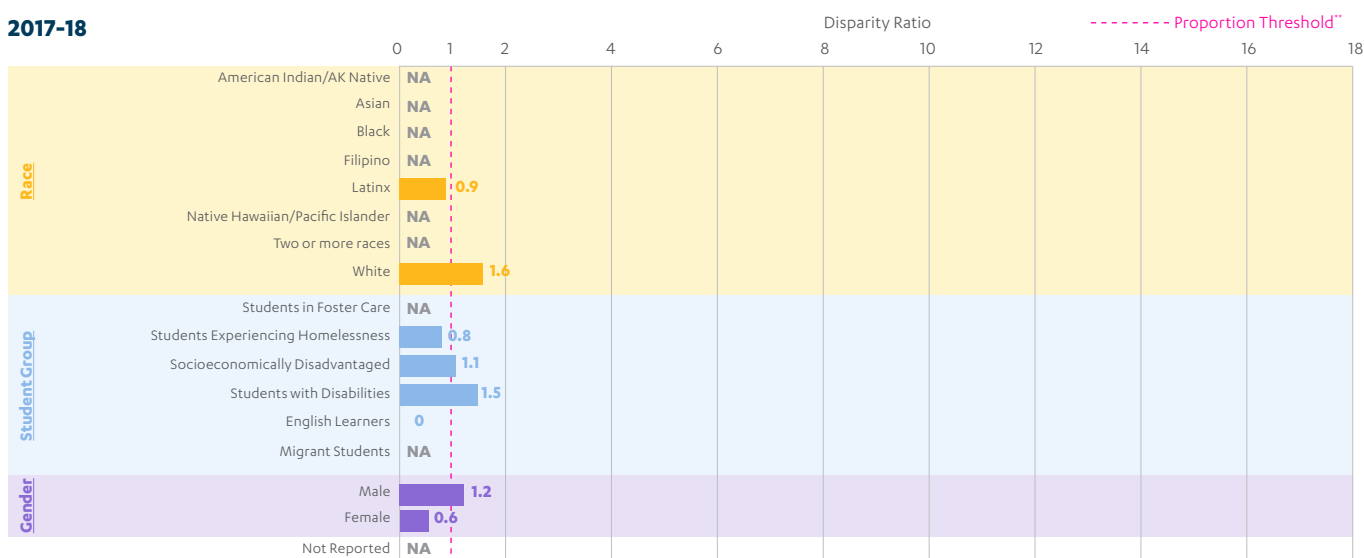


MGM High School’s discipline policies reflect a strong commitment to creating a supportive and inclusive environment. The policies emphasize specialized services for Special Education and English Learners, crucial for the diverse student population. While suspension and expulsion rates are low, the discipline policy lacks specific information on supporting historically marginalized groups like the 7% students experiencing homelessness or 12% English Learner populations, indicating a need for more targeted interventions. As a Title

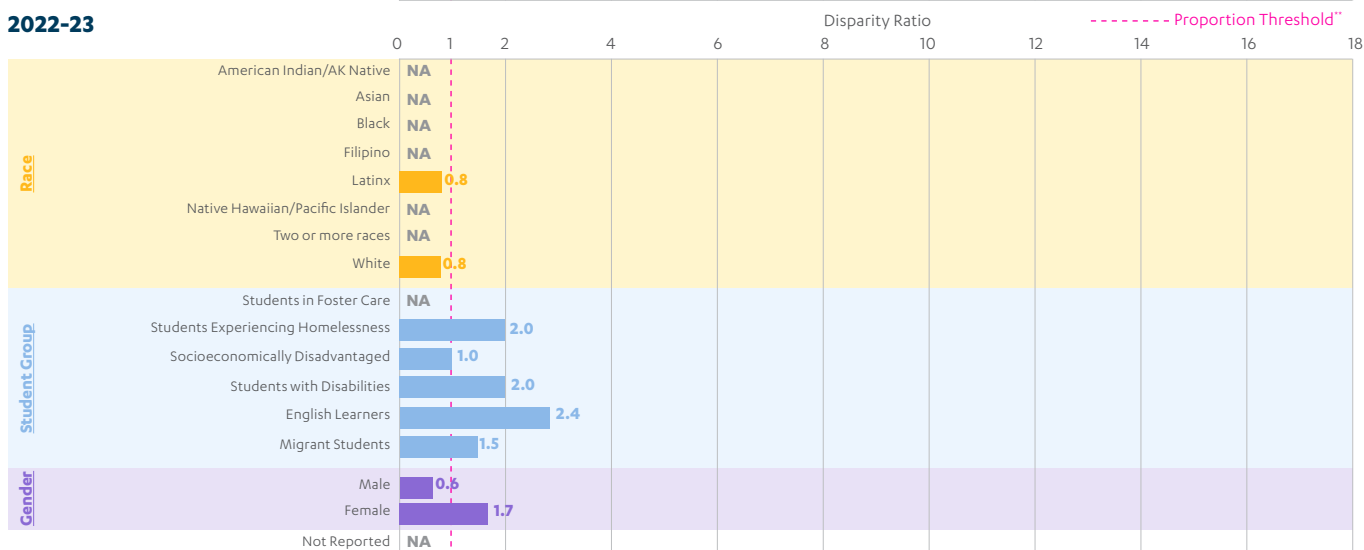
I school, the handbook offers various resources for parents and students within its disciplinary framework. However, the dense format and placement of vital information, such as the teacher-student-parent compact, could be more user-friendly. The discipline policies highlight innovative approaches to credit attainment, including dual enrollment and independent study, demonstrating the school’s dedication to student success. Although translated into Spanish, further simplifying the presentation of disciplinary procedures would enhance accessibility for all students and families.

### Discipline Disparity Ratios\* (from 2017-18 to 2022-23)

2017-18



2022-23



\*Data has been rounded to the nearest decimal point.  
\*\*The proportion threshold marks the point where a student group’s suspensions match their enrollment rate. Ratios above this threshold signal overrepresentation in suspensions, indicating potential disparities.

## REACH Initiative Plan



MGM is dedicated to fostering a supportive and inclusive educational environment through its comprehensive restorative practices initiative. This initiative targets students with two office referrals or previous suspensions, focusing on reducing suspension rates and improving perceptions of safety. By May 2025, the school aims to decrease total suspensions from 85 to 77, increase the use of restorative justice practices, and enhance students' overall school experience. The initiative also aims to reduce specific disciplinary issues for students with Individualized Educational Plans (IEPs) by 10% in general education and by 5-10% in areas such as defiance, disrespect, and class-cutting.

Key components of the plan include:

- **Increasing restorative justice practices** and considerations for key student populations to intentionally decrease disproportionate suspension rates.
- **Enhancing the use of the WhyTry curriculum** and conducting staff surveys.
- **Holding equity walks to gather observational data** on cultural identity, relationships, relevance, and rigor in classrooms.
- **Conducting student equity forums** to understand students' perspectives on fairness and treatment.
- **Integrating culturally responsive teaching** and practices throughout the school.
- **Expanding professional development** for staff on equity and anti-racism.
- **Utilizing a Multi-Tiered System of Support** to address academic, behavioral, and social needs.

## Overview: The Current State of Discipline



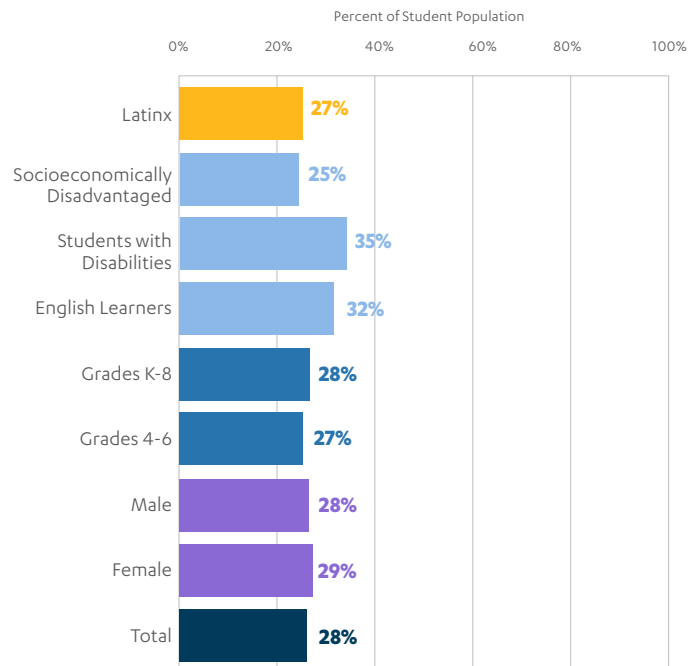
**Para Los Niños Charter Middle School (PLN), located in downtown Los Angeles, serves a predominantly socioeconomically disadvantaged student body, with 94% of students falling into this category.**

**Chronic absenteeism remains a primary issue, with the school struggling to reduce the rate from 50% to their target of 13%, despite implementing the 3-6-9 Chronic Attendance Plan, which includes multiple tiers of intervention and support for families.**

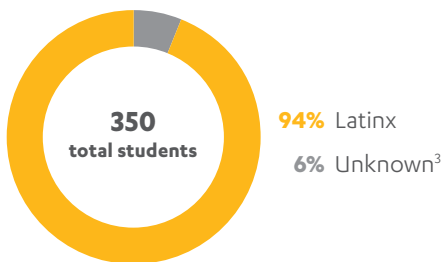
Academic performance is another area of concern. The 2022 California School Dashboard report indicates a “low” status in English Language Arts (ELA) for all students, with an average Distance From Standard (DFS) of -70.4, significantly lower than the state average of -13.6. This is particularly pronounced among the school’s English Learners, Latinx students, socioeconomically disadvantaged students, and students with disabilities.

Efforts to improve these outcomes include the implementation of Restorative Justice to create racially and culturally centered learning environments, as highlighted in the REACH Grant presentation. This framework aims to build a supportive school culture, but progress has been slow. The emphasis on these restorative practices is key for addressing disciplinary disparities and fostering a more inclusive environment for all students.

### Chronic Absenteeism\* (2022-23)

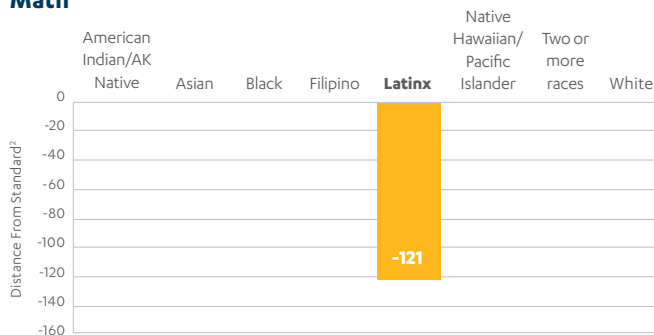


### Enrollment: Ethnic Distribution (2022-23)

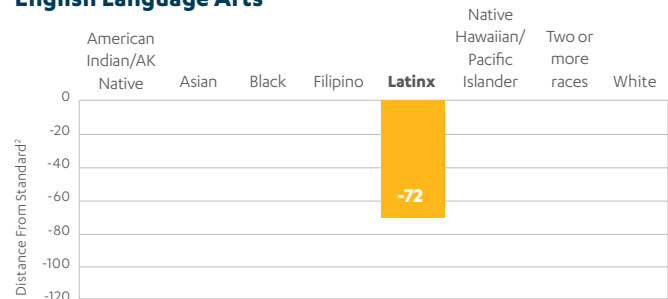


### Academic Achievement: California Assessment of Student Performance and Progress (CAASPP)\* (2022-23)

#### Math



#### English Language Arts



\*Data has been rounded to the nearest whole number.

<sup>1</sup> Students are determined to be chronically absent if they were eligible to be considered chronically absent at the selected level during the academic year and they were absent for 10% or more of the days they were expected to attend (<https://www.cde.ca.gov/ds/ad/fsabd.asp>).

<sup>2</sup> Distance from Standard measures how far, on average, students are from the lowest possible score for Standard Met. The Smarter Balanced Consortium has identified Standard Met as demonstrating the knowledge and skills necessary for students to be on track for college and career readiness at their grade level.

<sup>3</sup> Some percentages do not sum to 100%. The CDE data file does not provide information on the cause of this discrepancy.

## District Discipline Policy Analysis

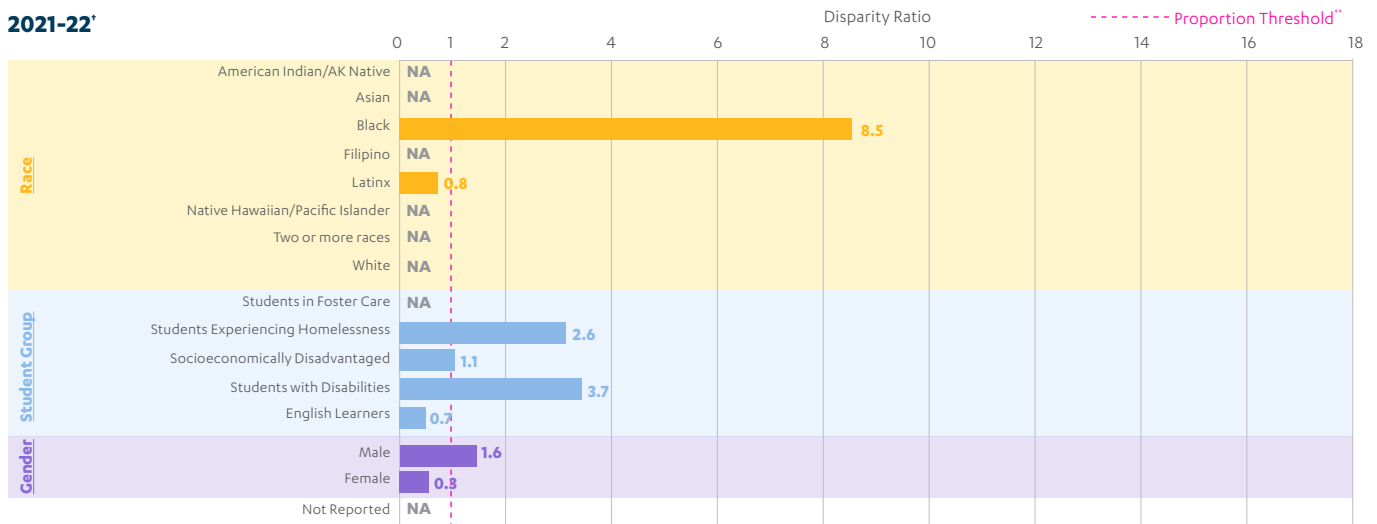
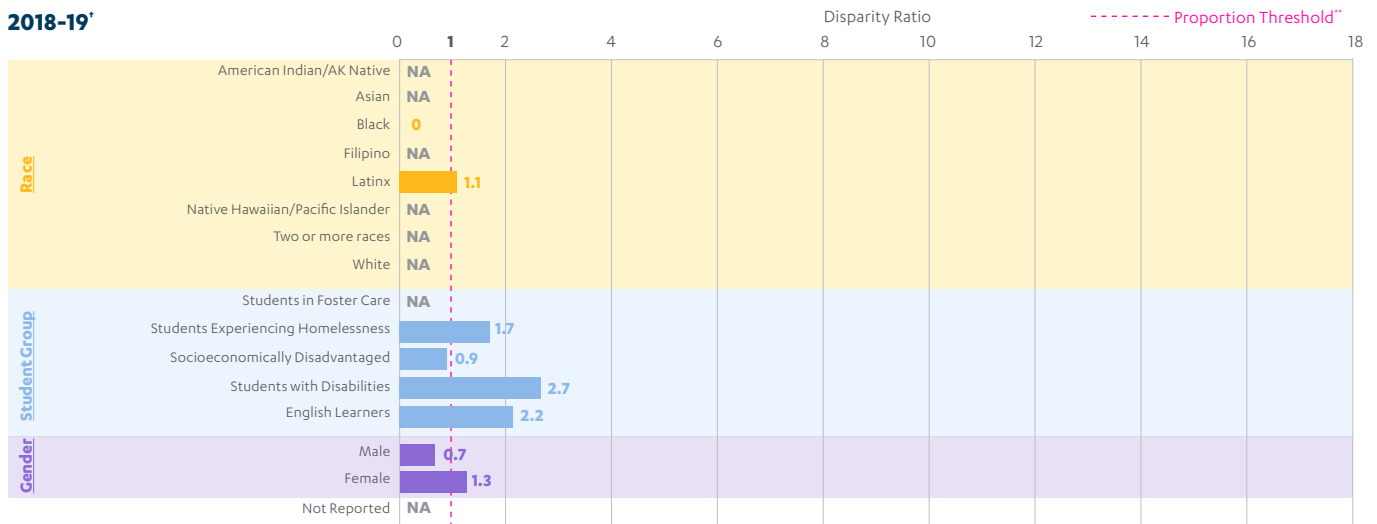
via student handbook and/or district website



Para Los Niños’s discipline policy, as outlined in its handbook, aims to foster a safe and supportive environment. However, the policy’s length and complexity may hinder parental understanding. The suspension and expulsion sections of the policy use language that could be perceived as harsh, potentially conflicting with the school’s

nurturing mission. The discipline policy would benefit from simplified language and specific details on support for English Learners and socioeconomically disadvantaged students. While the handbook is available in Spanish, further simplifying the discipline policy presentation could better serve the diverse parent community, ensuring equitable access to—and understanding of—the information.

### Discipline Disparity Ratios\* (from 2018-19† to 2021-22†)



\*Data has been rounded to the nearest decimal point.

†No data was available for the 2022-23 school year.

\*\*The proportion threshold marks the point where a student group’s suspensions match their enrollment rate. Ratios above this threshold signal overrepresentation in suspensions, indicating potential disparities.

## REACH Initiative Plan



Para Los Niños is dedicated to reducing disciplinary referrals and suspensions for students exhibiting Tier 2 behaviors. By June 2025, the school aims to achieve a 20% decrease in office referrals and ensure 85% of students feel a sense of belonging, as reported in the Panorama student survey. PLN's approach includes comprehensive strategies to foster an inclusive and supportive school environment, emphasizing the importance of safety, community, and restorative practices.

The initiative aims to cultivate a positive school climate through culturally affirming curriculum, social-emotional learning, and restorative discipline practices. These efforts are designed to improve teacher-student relationships, reduce punitive disciplinary actions, and enhance the overall sense of belonging and inclusion among students, particularly those from historically marginalized communities.

Key components of the plan include:

- **Appointing a Culture Lead** to oversee implementation and provide coaching to staff.
- **Integrating culturally responsive** and sustaining curriculum and instruction.
- **Implementing social-emotional learning curriculum** and community circles in all classrooms.
- **Support implementation through professional development** for all staff on restorative practices and culturally responsive pedagogy.
- **Engaging school leaders** in equity-driven leadership development.
- **Regular data analysis** using suspension data, discipline referral data, Panorama student survey data, and attendance data to track progress and inform decision-making.

# STEAM Academy at La Presa

## Overview: The Current State of Discipline



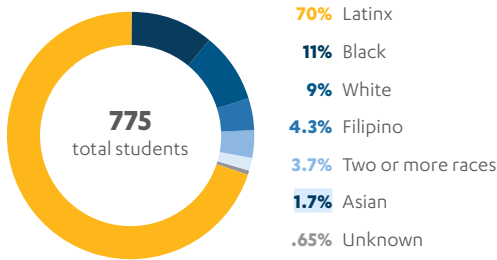
The STEAM Academy at La Presa serves 718 students in grades 5-8. 81% are socioeconomically disadvantaged, 25% are English Learners, and less than 1% are in foster care. Despite its diverse and historically underserved student body, the school faces significant challenges in maintaining student engagement and academic achievement. The chronic absenteeism rate is alarmingly high at 39%. Suspension rates, however, have shown improvement, currently at 7%, down by 1% from the previous year.

Academic performance data indicates substantial gaps, with students performing 29.3 points below the standard in English Language Arts, despite a 4.5-point improvement from the previous year. In Mathematics, students are 43.2 points below the standard, with no significant progress.

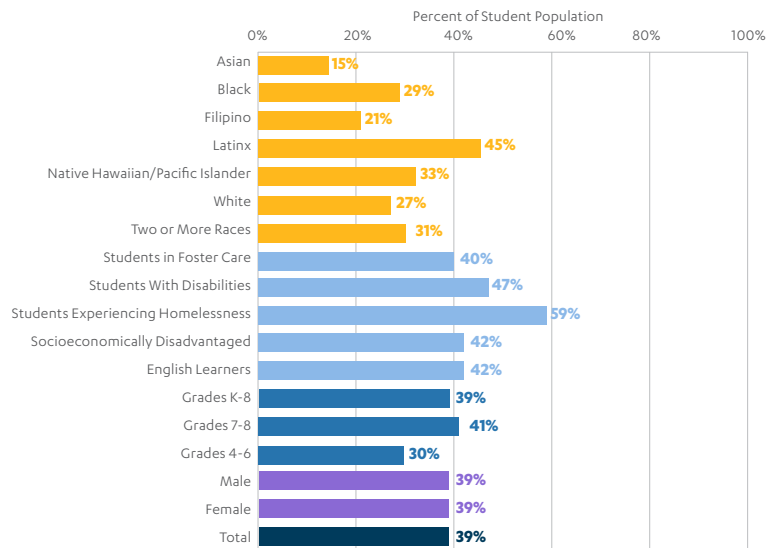
Particularly concerning is the performance of specific groups: Students with disabilities are 120.1 points below the standard in English Language Arts and 147.5 points below the standard in Mathematics, while students experiencing homelessness are 87 points below the standard in English Language Arts and 126.3 points below in Mathematics.

These data points underscore the need for targeted interventions and support to address absenteeism and improve academic outcomes. While the school's commitment to restorative practices and community engagement is evident, the high absenteeism and significant academic opportunity gaps indicate ongoing challenges that must be addressed to ensure all students can succeed.

### Enrollment: Ethnic Distribution\* (2022-23)

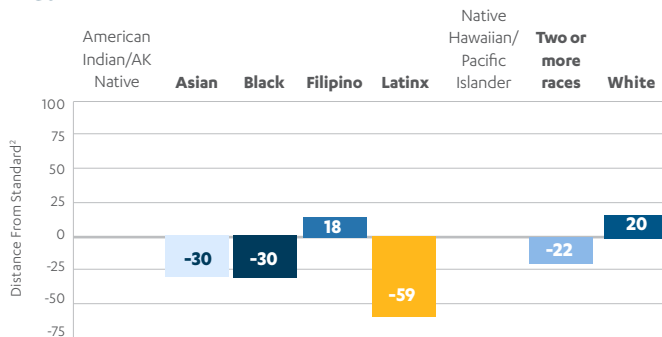


### Chronic Absenteeism\* (2022-23)

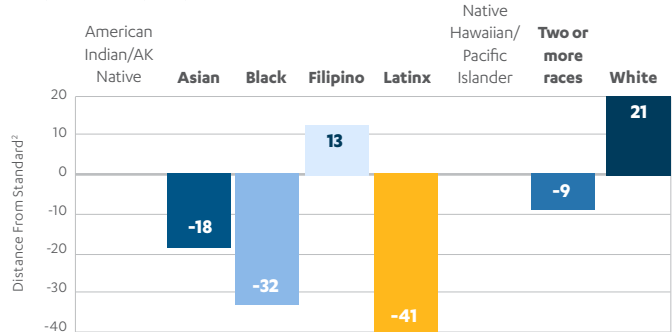


### Academic Achievement: California Assessment of Student Performance and Progress (CAASPP)\* (2022-23)

#### Math



#### English Language Arts



\*Data has been rounded to the nearest whole number.

1 Students are determined to be chronically absent if they were eligible to be considered chronically absent at the selected level during the academic year and they were absent for 10% or more of the days they were expected to attend (<https://www.cde.ca.gov/ds/ad/fsabd.asp>).

2 Distance from Standard measures how far, on average, students are from the lowest possible score for Standard Met. The Smarter balanced Consortium has identified Standard Met as demonstrating the knowledge and skills necessary for students to be on track for college and career readiness at their grade level.

3 Some percentages do not sum to 100%. The CDE data file does not provide information on the cause of this discrepancy.



## District Discipline Policy Analysis

via student handbook and/or district website

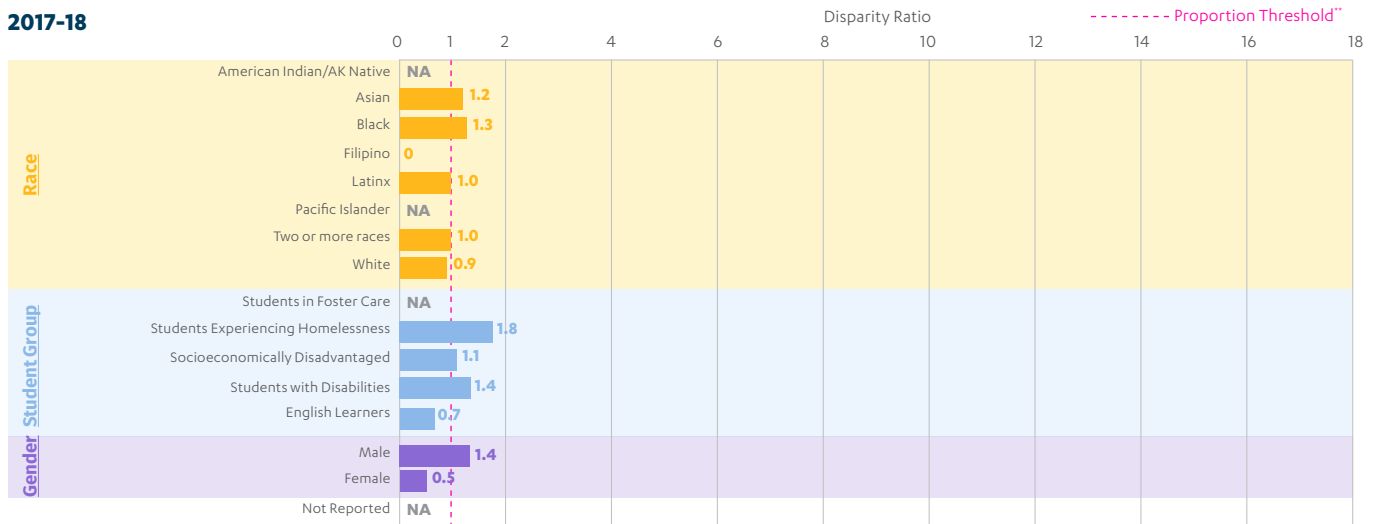


STEAM Academy’s discipline policies, as presented in the handbook, aim to promote a “safe, inclusive, and nurturing environment”. The policies broadly emphasize equity throughout, which is observed across multiple documents, including the focus on students in foster care, English Learners, and low-income background students mentioned throughout their LCAP plans. However, the handbook lacks specific details on implementing these services within the

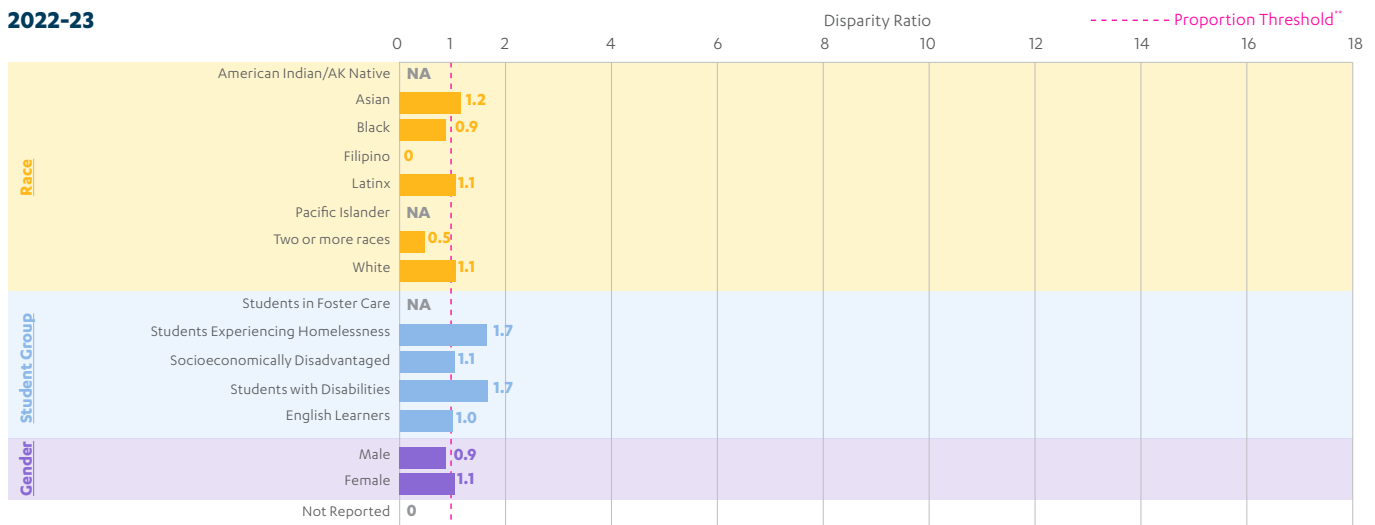
disciplinary framework. While the discipline policies demonstrate transparency, their extensive nature can be overwhelming for parents. Simplifying key sections and offering clearer, more concise communication about disciplinary procedures would enhance understanding and engagement. The school should consider making the discipline policy information more accessible and easier to navigate to clearly demonstrate its commitment to equity and inclusion in disciplinary practices.

### Discipline Disparity Ratios\* (from 2017-18 to 2022-23)

2017-18



2022-23



\*Data has been rounded to the nearest decimal point.

\*\*The proportion threshold marks the point where a student group’s suspensions match their enrollment rate. Ratios above this threshold signal overrepresentation in suspensions, indicating potential disparities.

## REACH Initiative Plan



STEAM Academy at La Presa is committed to fostering a nurturing and inclusive environment for historically marginalized students. By June 2025, the school aims to achieve a 10% reduction in suspensions for their highest-need 7<sup>th</sup> graders and enhance respectful relationships and cultural sensitivity among staff. This initiative focuses on bridging gaps in understanding and fostering authentic connections between students, families, and educators. The program emphasizes the importance of social-emotional well-being and aims to create a more supportive school climate through evidence-based strategies and restorative practices.

Key components of the plan include:

- **Providing in-depth training** for teacher volunteers on evidence-based family engagement strategies, including conducting home visits to build authentic, trusting relationships.
- **Triaging and collaborating** to identify which teachers and students would benefit most from these relationships, with visits documented and monitored for fidelity and progress.
- **Implementing restorative justice practices** and ensuring effective communication of data to school sites and district leadership.
- **Offering comprehensive personal development training** for teachers, including home visit training.
- **Conducting qualitative interviews** with staff, families, and students to assess improvements in behavior and relationships.