

## TARGETED STRATEGY PLAN—MCD OUTCOME 5

### INTRODUCTION

The following amendments have been made to “Targeted Strategy Plan—MCD Outcome 5” initially approved by the Independent Monitor on August 11, 2006:

**Strategy 5-1. Target top suspending secondary schools for mandatory intensive professional development and administrator and teacher accountability.**

**COMPLETED** Strategy 5-1.1: *Conduct a suspension conference on school discipline “best practices” by experts and local school personnel on discipline and behavior for targeted local district secondary school directors, secondary school principals, secondary school administrators responsible for discipline, and deans for discipline.*

**REVISED** Strategy 5-1.2: *Provide professional development to targeted secondary school deans and counselors to increase their capacity in putting processes in place that effectively reduce suspension and enable them to work together to address student misconduct with alternatives to suspension.*

**REVISED Strategy 5-2: Provide mandatory professional development related to coaching classroom management for targeted middle school and senior high school staff.**

**REVISED** Strategy 5-2.1: *Offer professional development in coaching classroom management and behavioral strategies to targeted secondary school staff as part of the implementation of the Discipline Foundation Policy.*

**ADD Strategy 5-3: Target groups of students with the highest likelihood to be suspended in the sixth and ninth grade.**

**ADD** Strategy 5-3.1: *Establish interventions to be used with students with disabilities who are entering the sixth or the ninth grade and who have had three or more days of suspension in the 2006-2007 school years.*

**ADD Strategy 5-4: Based on a study of five targeted strategy secondary schools, develop a list of best practices that have been shown to reduce out of school suspensions.**

**ADD** Strategy 5-4.1: *Pilot in twenty targeted secondary schools the best practices based on the results of the study in May and June, 2007.*

**ADD Strategy 5-5: Provide monthly data to targeted strategy school principals on the number of suspensions that they have left before they exceed the outcome.**

**ADD Strategy 5-6: Assign a secondary behavior specialist a minimum of 10 hours of direct support per month of direct on-campus support to each targeted strategy school not achieving Outcome 5.**

*These proposed amendments have been developed from (a) an analysis of suspension and other data, (b) research findings, and (c) a review of the impact of, or the continuing need for, the strategies approved by the Independent Monitor on August 11, 2006.*

### DISCIPLINE FOUNDATION POLICY

The Discipline Foundation Policy: School-Wide Positive Behavior Support was approved on February 27, 2007. The research of Horner, Sugai and Todd indicates that faithful implementation of this discipline foundation policy will result in lower suspensions and more positive school climates.

Dr. Russ Skiba, the Co-Director of Safe and Responsive Schools has provided the following critique of the LAUSD Disciplinary Policy:

I have been asked to provide some feedback on the LAUSD Draft Disciplinary Policy, and I am most happy to do so. I have to say that I am extremely impressed with the policy and its supporting documents, and congratulate everyone who has brought it to fruition. This is a groundbreaking strategy that would move one of the leading school districts in the nation toward implementing the most progressive possible policies in school discipline and violence prevention.

For too long, we have operated on the assumption that we can somehow improve school disciplinary climate by simply removing those who appear to be disruptive influences. Although such a strategy seemed reasonable on the face of it, mounting evidence shows that it rarely works, runs a grave risk of contributing to racial/ethnic disparities, and may indeed be associated in the long term with lower academic productivity.

The proposed LAUSD discipline policy weaves together the best of what we know about positive behavior supports in order to maintain high standards of disciplinary climate without reducing the opportunity of students to remain engaged in an education. It is consistent with three important principles of effective discipline:

First, it shifts the focus from reaction to prevention, seeking to intervene as early as we can in the process.

Second, it defines a graduated system of discipline--serious consequences are available for responding to serious infractions, but a range of appropriate responses, both consequence and non-consequence-based, are more appropriate for responding to less serious infractions.

Third, it offers numerous opportunities to instruct students in the behaviors we wish them to engage in. As we know from behavioral psychology, consequences are one method to teach new behaviors, but not the only method, and often not the most effective way. We will successfully maintain a much higher proportion of our students in school if we seek first to continuously instruct them in the behaviors we expect to see in our classrooms and schools.

The model of positive behavior supports contained in this model has been shown to work in both improving school discipline and school safety, and in reducing suspension and practice. In the early going, however, districts often face a tension between consequences and prevention. For students exhibiting challenging or violent behavior, consequences are clearly necessary in order to set boundaries and maintain school safety. But the most effective schools have learned that it is important to reserve our most serious consequences, including suspension and expulsion, for the most serious behaviors, in order to develop a truly effective array of behavior supports.

Prevention is a muscle: In order to make it work, it must be used consistently, and it becomes stronger and easier to implement the more it is used. The inclusion of consequences in the array of strategies gives administrators options they may need in implementing this policy. But the statement of purpose on the first page of the Policy Bulletin provides guidance that consequences are most effective when implemented in the context of a comprehensive array of behavioral supports, and reserved for situations when they are truly needed: "...the most effective discipline systems use proactive strategies to prevent discipline problems. Before consequences are given, students must first be supported in learning the skills necessary to enhance a positive school climate and avoid negative behavior."

I am sure you understand that this is merely the first step in developing an effective disciplinary system. It will also be necessary to ensure that administrators and teachers have the training and resources they need to implement these strategies, and to monitor the effects of these policies to ensure they are working fairly and equitably for all children.

But this is a very exciting first step. In passing this policy, you will be making a strong statement that it is possible to both take a strong stand in favor of safe and effective schools *and* to continue to maximize the learning opportunities in schools for all our children. The policy does this by teaching your students the behaviors they need in order to become effective and contributing members of our schools and society. Practitioners and researchers around the nation are watching closely, hoping to see LAUSD take a leadership role in developing effective and progressive school discipline.

There has not been sufficient time to have school staff align their school's discipline policy with the district's policy. However, there is an exemplary implementation plan, which closely follows the "Blueprint" from Rob Horner and George Sugai. Resources have been allocated for implementation and adoption activities are moving forward.

### **PROFESSIONAL DEVELOPMENT**

The professional development and interventions required in the 2006-2007 plan were completed in November, 2006. Review of the data indicated that many schools had used up to 75% of their suspension days for non-mandatory offenses early in the year. School site staff were aware of the need to reduce suspensions and believed that they were, but did not have solid processes in place or enough direction in how to fix it and the urgency in using alternatives. The amended targeted strategy plan for outcome 5 proposes to provide direct support and professional development to targeted secondary school deans and counselors to increase their capacity to use procedures that effectively reduce suspension and enable them to work together to address student misconduct with alternatives to suspension. The amended plan also provides direction and guidance in use of data and interventions for incoming sixth and ninth graders, the two groups with high suspensions. The plan includes monthly notice to the principals of the targeted schools on the number of suspensions that they have left before exceeding the outcome. The plan includes direct support from the secondary behavior specialists to the targeted schools. Finally, professional development is being given to support personnel in the area of coaching classroom management.

### **IDENTIFIED BEST PRACTICES**

Data indicates that the targeted schools, in general, are reducing suspensions. District staff is collecting data and information from staff responsible for discipline at ten targeted schools that have shown progress in reducing suspensions in order to determine practices that have contributed to a reduction in suspensions. Two examples of the collection of best practices are exemplified in Monroe Senior High School and Santee Education Complex.

At Monroe, there has been a change in the first action that is taken when a student is referred to the office. If the student has disabilities, s/he is sent to the counselor for debriefing and determination if the student needs to see the Assistant Principal. Once a month, all office referral data is reviewed. The students with the most referrals are assigned additional support through the counselor. The teachers with the most office referrals are given support through another staff member. Based on these practices, their suspensions were lowered, partly due to few office referrals from the teachers who received support but also because the students were connected to interventions.

At Santee, the principal has instituted a ninth grade academy which takes place at California State University, Dominguez Hills, where all ninth grade homerooms receive training in cultural diversity, conflict resolution and team building. The tenth and eleventh graders receive training in peer mediation, and have had various other student intervention programs. Three psychiatric social workers conduct regular counseling sessions with troubled students. Deans have been instructed to reduce suspensions in general and to notify him of any student with disabilities who is having behavior problems prior to suspending. There are many incentive programs. An interview with one of the assistant principals in charge of a Small Learning Community revealed that he is using personalized approach that includes

home visits. This as well as other anecdotal data collected has indicated the importance of family partnership in improving conduct.

**DATA**

**Analysis of Suspension Data for 2006-07 (April 2007)**

Year-to-date as a group, the targeted schools for Outcome 5 have shown progress. They have reduced the percent of students with disabilities suspended from 19.2% (April 2006) to 15.6% (April 2007). Though short of the outcome target of a 10.3% suspension rate for students with disabilities, it nonetheless represents a decrease of 3.6 percentage points. An analysis of the achievement of the suspension rate up through April 15, 2007<sup>1</sup> indicates that 23% of the targeted schools are achieving it and 77% are not. The table below, *Targeted School Achievement of Suspension Rates for Students with Disabilities* provides further information regarding LAUSD and Local District achievement of the suspension rate for the same time period. 24.6% of the targeted schools exceeded the suspension rate of 10.3% by twice as much or more. These schools are likely to need targeting with additional strategies to significantly reduce their suspensions and suspension rates.

**Targeted School Achievement of Suspension Rate for Students with Disabilities  
April 2007**

<b>Local District</b>	<b>No. Targeted Schools &lt;=10.3%</b>	<b>% Targeted Schools &lt;=10.3%</b>	<b>No. Targeted Schools &gt;10.3%</b>	<b>% Targeted Schools &lt;=10.3%</b>
<b>1</b>	3	37.5%	5	62.5%
<b>2</b>	2	25%	6	75%
<b>3</b>	2	16.6%	10	83.3%
<b>4</b>	2	40%	3	60%
<b>5</b>	3	30%	7	70%
<b>6</b>	1	16.6%	5	83.3%
<b>7</b>	1	16.6%	5	83.3%
<b>8</b>	1	11.1%	9	81.8%
<b>Total</b>	15	23.1%	50	76.9%

In the table below, “Targeted Schools for Outcome 5: Maximum Allowable for the Entire Year If the Outcome Is Met,” the first twenty schools will be supported in utilizing specific strategies found to be effective among other targeted schools that had to make significant changes in disciplinary procedures.

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<sup>1</sup> See Appendix: *Targeted Schools for Outcome 5*, April 2007.

July 2006 - April 2007<sup>2</sup>

Maximum Allowable For the Entire Year If Outcome is Met

School	LD	# of GE Student s <sup>1</sup>	# of GE Student s Susp.	% GE Students Susp.	# of SWD <sup>1</sup>	# of SWD Susp (A)	% SWD Susp.	# of LT Susps.	% LT Susps.	# of SWD Susp. (10.3%) (B)	# of LT Susps. (2%)	Difference Between Allowable & Current # Susp. (A-B)
GARDENA SH	8	2,816	536	19.00%	315	131	41.70%	9	6.90%	32	1	99
AUDUBON MS	3	1,082	210	19.50%	241	85	35.40%	15	17.90%	25	0	61
MANUAL ARTS SH	7	3,073	272	8.90%	461	108	23.40%	8	7.40%	47	1	60
CRENSHAW SH	3	1,420	193	13.60%	392	88	22.50%	13	14.90%	40	1	48
FREMONT SH	7	3,940	315	8.00%	555	103	18.60%	3	2.90%	57	1	46
WILMINGTON MS	8	1,774	176	9.90%	369	80	21.60%	5	6.30%	38	1	42
MARK TWAIN MS	3	894	165	18.50%	169	55	32.70%	2	3.60%	17	0	38
SOUTH GATE MS	6	2,300	278	12.10%	343	71	20.60%	3	4.20%	35	1	35
NIMITZ MS	6	2,882	343	11.90%	392	76	19.30%	2	2.60%	40	1	35
GOMPERS MS	7	1,640	225	13.70%	216	54	25.00%	5	9.30%	22	0	32
NO HOLLYWOOD SH	2	2,549	167	6.50%	315	63	19.90%	1	1.60%	32	1	30
JEFFERSON SH	5	1,803	225	12.50%	260	57	21.80%	5	8.80%	27	1	30
BELL SH	6	3,927	301	7.70%	415	71	17.00%	1	1.40%	43	1	28
EMERSON MS	3	1,255	189	15.00%	159	43	27.20%	2	4.70%	16	0	27
CURTISS MS	8	919	164	17.90%	125	38	30.60%	2	5.30%	13	0	25
HARTE PREP MS	8	1,401	130	9.30%	196	45	23.00%	0	0.00%	20	0	25
PEARY MS	8	2,063	214	10.40%	254	51	20.00%	4	7.80%	26	1	25
DANA MS	8	1,605	130	8.10%	285	53	18.70%	5	9.40%	29	1	24
WRIGHT MS	3	600	106	17.60%	148	39	26.40%	2	5.10%	15	0	24
MANN MS	3	1,136	134	11.80%	205	44	21.30%	3	6.80%	21	0	22
MARKHAM MS	7	1,336	252	18.90%	182	41	22.50%	0	0.00%	19	0	22
BANNING SH	8	2,700	140	5.20%	452	68	15.10%	0	0.00%	47	1	22
LOS ANGELES ACAD MS	5	2,113	234	11.10%	284	50	17.80%	3	5.90%	29	1	21
VAN NUYS SH	2	1,556	77	5.00%	256	46	18.00%	0	0.00%	26	1	20
SOUTHEAST MS	6	1,175	107	9.10%	165	36	21.70%	1	2.80%	17	0	19
VAN NUYS MS	2	1,119	110	9.80%	228	42	18.40%	1	2.40%	23	0	19
BIRMINGHAM SH	1	2,666	110	4.10%	431	60	14.00%	1	1.70%	44	1	16
LE CONTE MS	4	1,523	171	11.20%	246	41	16.70%	1	2.40%	25	1	16
GAGE MS	6	2,953	275	9.30%	321	49	15.10%	0	0.00%	33	1	16
JORDAN SH	7	1,469	158	10.70%	254	42	16.40%	0	0.00%	26	1	16
EL SERENO MS	5	1,724	161	9.40%	270	43	15.90%	1	2.30%	28	1	15
ROOSEVELT SH	5	3,741	254	6.80%	543	70	12.80%	3	4.30%	56	1	14
LOS ANGELES SH	3	3,535	204	5.80%	530	68	12.80%	1	1.50%	55	1	13
MADISON MS	2	1,735	196	11.30%	234	36	15.40%	1	2.80%	24	0	12
SAN PEDRO SH	8	2,631	142	5.40%	417	55	13.10%	2	3.60%	43	1	12
MARINA DEL REY MS	3	864	111	12.90%	163	28	17.10%	1	3.60%	17	0	11
GARFIELD SH	5	3,762	217	5.80%	528	65	12.30%	3	4.60%	54	1	10
MACLAY MS	2	980	107	11.00%	135	24	17.60%	1	4.20%	14	0	10
HAMILTON SH- COMPLEX	3	1,774	87	4.90%	390	50	12.80%	1	2.00%	40	1	10

July 2006 - April 2007 <sup>2</sup>										Maximum Allowable For the Entire Year If Outcome is Met		Difference Between Allowable & Current # Susp. (A-B)
School	LD	# of GE Students <sup>1</sup>	# of GE Students Susp.	% GE Students Susp.	# of SWD <sup>1</sup>	# of SWD Susp (A)	% SWD Susp.	# of LT Susps.	% LT Susps.	# of SWD Susp. (10.3%) (B)	# of LT Susps. (2%)	
FULTON COLLEGE PREP	2	1,695	118	6.90%	266	37	13.90%	2	5.40%	27	1	9
LAWRENCE MS	1	1,345	82	6.10%	232	33	14.10%	3	9.10%	24	0	9
J. L. COCHRAN JR. MS	3	1,588	134	8.40%	262	35	13.40%	1	2.90%	27	1	8
BERENDO MS	4	2,744	218	7.90%	291	36	12.40%	1	2.80%	30	1	6
BELVEDERE MS	5	1,812	85	4.70%	237	30	12.80%	1	3.30%	24	0	6
FLEMING MS	8	1,499	113	7.60%	234	29	12.40%	2	6.90%	24	0	5
SEPULVEDA MS	1	1,472	115	7.80%	277	33	11.90%	0	0.00%	29	1	4
COLUMBUS MS	1	817	28	3.40%	180	20	11.20%	0	0.00%	19	0	2
IRVING MS	4	1,329	91	6.80%	228	25	10.90%	1	4.00%	23	0	1
HOLLENBECK MS	5	2,032	130	6.40%	268	29	10.70%	4	13.80%	28	1	1
MONROE SH	1	2,203	116	5.30%	459	48	10.40%	2	4.20%	47	1	1
GRIFFITH MS	5	1,531	126	8.20%	231	23	10.00%	1	4.30%	24	0	-
MAYWOOD ACADEMY	6	1,031	119	11.60%	95	9	9.50%	0	0.00%	10	0	-
CANOGA PARK SH	1	1,425	67	4.70%	226	21	9.30%	0	0.00%	23	0	-
LOCKE SH	7	2,438	186	7.60%	355	34	9.60%	5	14.70%	37	1	-
WEBSTER MS	3	984	125	12.70%	162	14	8.60%	0	0.00%	17	0	-
PALISADES CHRTR SH	3	2,004	143	7.10%	318	30	9.40%	0	0.00%	33	1	-
BELMONT SH	4	3,462	125	3.60%	478	46	9.60%	0	0.00%	49	1	-
OLIVE VISTA MS	2	1,671	92	5.50%	218	19	8.70%	0	0.00%	22	0	-
SAN FERNANDO MS	2	1,749	44	2.50%	250	16	6.40%	1	6.30%	26	1	-
FAIRFAX SH	4	2,165	95	4.40%	310	22	7.10%	0	0.00%	32	1	-
CLAY MS	8	1,530	19	1.30%	231	10	4.30%	2	20.00%	24	0	-
CHATSWORTH SH	1	2,887	118	4.10%	312	17	5.40%	1	5.90%	32	1	-
SANTEE EDUC COMPLEX	5	3,001	89	3.00%	362	22	6.10%	0	0.00%	37	1	-
VISTA	1	1,746	90	5.20%	270	7	2.60%	0	0.00%	28	1	-

<sup>1</sup>Based on December 1, 2006 census of students receiving special education students, as reported by the Office of the Independent Monitor, and December 1, 2006 SIS census for GE students.

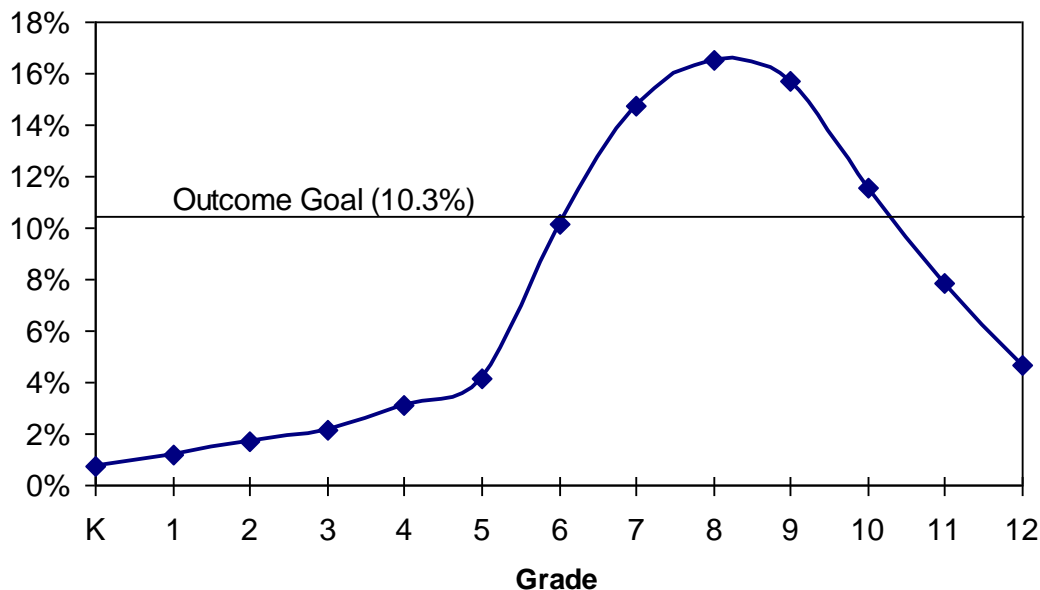
<sup>2</sup>Source: Elementary and Secondary SIS.

For all LAUSD schools, the percent of students with disabilities suspended has been reduced from 8.7% to 8.0% as of April 15, 2007. The reduction in the percent of students with disabilities suspended among targeted schools is 2.4 times the reduction among all schools in the District, suggesting that targeted schools have reduced their suspension rates more than non-targeted schools. This validates using a strategy of targeting schools that are the highest suspenders to reduce the overall suspension rate of the LAUSD.

There is considerable variation by grade level in the percent of students with disabilities suspended among all LAUSD schools as demonstrated by the graph below, *Percent of SWD Suspended by Grade Level, 2006-07*:

- During the current academic year, the percent of students with disabilities in grades K-5 that have been suspended is well below the outcome of 10.3%.
- To date, the percent of students with disabilities suspended exceeds the outcome of 10.3% in grades 7, 8, 9, and 10 *only*, although by the end of the year, it may well exceed the outcome in grade 6 as well.
- The percent of SWD that have been suspended more than doubles between fifth and sixth grades, increasing from 4.2% to 10.1%.

## Percent of SWD Suspended By Grade Level 2006-07



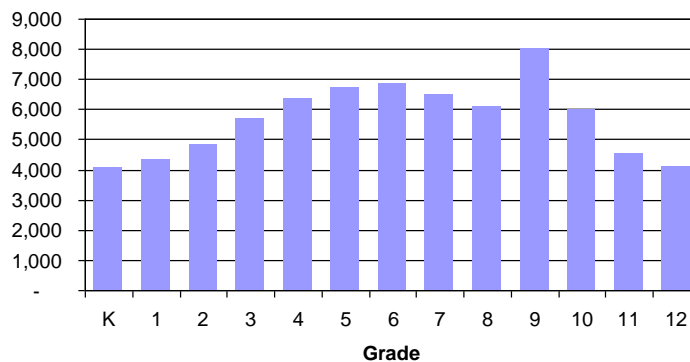
Source: Elementary and Secondary SIS data for the 2006-07 school year, as of March 31, 2007.

The graph illustrates the difficulty in achieving this part of Outcome 5 for grades 7-10, particularly given the actual enrollment by grade for students with disabilities. As shown in the graph to the right, *SWD Enrollment for 2006-07 by Grade Level*, enrollment is highest in grade 9<sup>2</sup>, when the suspension rate for students with disabilities is approximately 16%. Achieving this outcome for grades 8 or 9, when the

<sup>2</sup> \*Note: The grade level for students with disabilities in grades 9-12 is based on the number of high school credits that the student has earned, *not* the number of years in high school.

students with disabilities suspension rate is at its peak, would require the percent of students with disabilities suspended to decrease by *over* one-third. The Targeted Strategy Plan has focused on changing the practices at middle and high schools to reduce suspensions and suspension rates for these grades at the targeted schools. This data continues to support the strategy of targeting middle and high schools to reduce the suspension rate overall for the LAUSD though some will need additional targeting and strategies.

**SWD Enrollment for 2006-07 By Grade Level**



Source: December 1, 2006 census for students receiving special education services.

Data indicates that suspensions build up some throughout elementary school, take a jump and continue to rise in middle school and peak in ninth grade. The Targeted Strategy Plan will be amended to include target transition activities for in-coming sixth and ninth graders with disabilities who have had three or more suspensions in the 2006–2007 school years. It will also be useful to target interventions at students with disabilities in middle schools, as well as in the first half of their high school career, when the rate of suspension is very high. Once students have reached eleventh grade, and particularly when they reach twelfth grade, it appears that the risk of suspension is considerably lower for the students remaining in those grades.

Another strategy to support the achievement of this outcome would be to set the targets based on data in ways that are concrete and are readily understood by school staff. For example, if a targeted school has 431 students with disabilities as of December 1, 2006, the maximum number of students with disabilities that the targeted school can suspend and still meet the 10.3% suspension rate would be 44. If schools were given a projection of a “suspension student balance” at the beginning of each year, the achievement of the outcome may be understood and implemented in a more concrete way. The computation of “suspension student balance” for each of the targeted schools for 2006-2007 may be found in the table, *Targeted Schools for Outcome 5, April 2007* at the end of the introduction to the plan. Accountability for not exceeding the maximum number of students with disabilities that make up the 10.3% would continue to rest through the mechanisms of the Accountability Targeted Strategy Plan.

Additionally, a sample school profile report (Appendix A) is now readily generated for each targeted school on a monthly basis, and shows patterns in suspension practices, as well as the total number of suspension days and suspension events on a month-by-month basis. This will also be an additional tool to help schools monitor their progress. The new data profile is easy to analyze and lines of inquiry will be sent with the data profile.

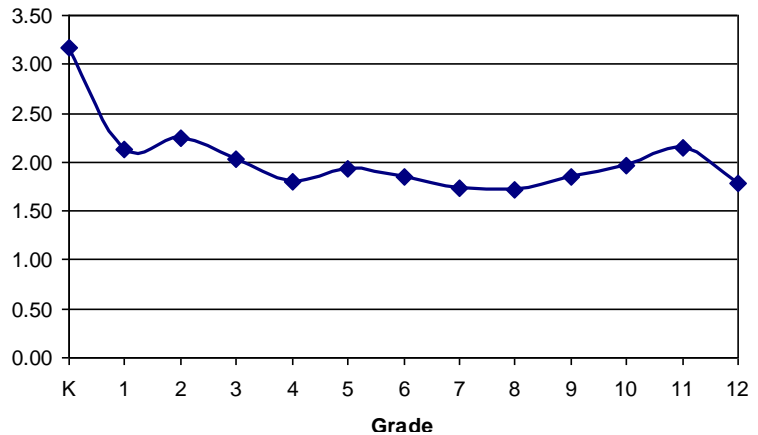
### Long-Term Suspensions

18.5% of the targeted schools were achieving the long-term suspension target of 2% or less in April 2007. Given the number of students with disabilities in this year’s census, the outcome for long-term suspensions could be met only if less than 155 students were suspended long-term District-wide. Indeed, none of the targeted schools can suspend more than one student long-term, and many cannot suspend any long-term. Of the targeted schools, the one with the largest population of students with disabilities has 555 as of December 1, 2006. If they achieve the suspension rate of 10.3% by the end of the year, they will have suspended 57 students. If they are not to exceed the 2% outcome for long-term suspensions, they cannot suspend more than one student for six or more days. This is the case for 39 of the targeted schools. The remaining 26 would not be able to suspend even one student for six days or more. Twenty of the targeted schools exceed their quota of one, half of them by four or more students with disabilities. This raises the question as to whether this part of Outcome 5 is achievable.

### Risk Ratio

46.2% of the targeted schools were achieving the risk ratio target of 1.75 or less. The risk ratio portion of Outcome 5 is difficult to target, because its calculation relies on the suspension rates for both the general education and students with disabilities populations. It is worth noting, however, that the risk ratio now is nearly the same as it was at this point in time last year, and the District came within two-hundredths of the outcome for the entire 2005-06 year. It appears that schools are reducing both their suspension rate for general education students and students with disabilities, so that the risk ratio has remained relatively unchanged. It is also worth noting the grade levels for which the risk ratio may be more difficult to achieve. As shown in the *Risk Ratio by Grade Level* graph to the right, students with disabilities are between two and three times as likely as general education students to be suspended in grades K-2.

**Risk Ratio By Grade Level**



**TARGETED STRATEGY PLAN**  
**Key Strategies to Achieve MCD Outcomes**

**2006-2007**

**2007 -2008**

**Approved by the Independent Monitor August 11, 2006**

**Amended May 9, 2007**

**Amendments Approved by the Independent Monitor June 11, 2007**

**OUTCOME #5: Reduction of Long-Term Suspensions**—The District will reduce the percent of students with disabilities suspended 6 or more cumulative days from 9.14% of the total suspensions of students with disabilities occurring in the 2001-2002 school year to 2% of the total suspension of students with disabilities.

**Other Suspensions**—The District will reduce the risk of suspension for the population of students with disabilities by 30% from the rate of 14.7% in the 2002-03 school year to a rate lower than 10.3%. The District will reduce disproportionality in the District-wide rate of suspension of students with disabilities in comparison to their nondisabled peers to a relative risk ratio of no more than 1.75X discrepant, such that the population of students with disabilities is no more than 1.75 times more likely to be suspended than the population of their nondisabled peers.

<b>5-1</b>	<p><b>Target top suspending secondary schools for mandatory intensive professional development and administrator and teacher accountability.</b></p> <p><b>Resource Allocation: \$110,000</b></p>
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**COMPLETED** 5-1.1: *Conduct a suspension conference on school discipline “best practices” by experts and local school personnel on discipline and behavior for targeted local district secondary school directors, secondary school principals, secondary school administrators responsible for discipline, and deans for discipline.*

**REVISED** 5-1.2: *Provide professional development to targeted secondary school deans and counselors to increase their capacity in putting processes in place that effectively reduce suspension and enable them to work together to address student misconduct with alternatives to suspension.*

**Targeted Secondary School Criteria:**

**AMENDED** Approximately 64 secondary schools<sup>3</sup> were identified in 2005-2006 to be targeted based on suspensions of students with disabilities at more than 20% and/or having risk ratios above 1.95 and / or having one time suspensions above 50. The Outcome 5 Targeted Schools will continue to be targeted with the exception of those schools who have met the outcome. These schools will be monitored. The remaining targeted secondary schools will send their deans and counselors to required professional development. This professional development is part of the implementation of the Discipline Foundation Policy.

**Accountable Personnel:**

*Executive Officer, Secondary Instructional Services*

- Provide professional development for deans and counselors.

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<sup>3</sup> See Appendix B, Outcome 5: Targeted Secondary Schools for Reduction in Suspensions.

- Provide implementation support.
- Work in collaboration with the Associate Superintendent, Division of Special Education, to report to the Board of Education and the Independent Monitor on the progress of each of the target schools on achieving Outcome 5 quarterly.

**Associate Superintendent, Division of Special Education**

- Ensure that new personnel among the local district directors and school principals associated with the targeted schools are informed of their responsibilities in terms of Outcome 5.
- Collaborate with other divisions and offices in the implementation plan of the Discipline Foundation Policy.
- Monitor implementation.
- Report to the Board of Education and the Independent Monitor the progress of each of the target schools on achieving Outcome 5 quarterly.

**Local District Superintendents**

- Collaborate in planning and strategy implementation.
- Hold principals accountable for reduced suspension rates for students with disabilities.

**Targeted Secondary School Directors, Secondary School Principals, Secondary School Administrators Responsible for Discipline, and Deans of Discipline**

- Ensure that deans and counselors attend the deans/counselors training

**Initiation Timeline:** July 2007

**Progress Monitoring:**

<b>Intervals</b>	<b>Indicators</b>
July-August 2007	Professional development for targeted school deans and counselor on processes that reduce suspension initiated.
October 2007	Report to the Board of Education and the Independent Monitor on the progress of each of the target schools on achieving Outcome 5
December 2007	On-site visitations to deans' offices to support the implementation of strategies learned at professional development
December 2007	On-site visitations with observation checklists
January 2008	Review of composite of monthly suspension data reports
April 2008	On-site visitations with observation checklists
April 2008	On-site visitations with observation checklists
April 2008	Review of composite of monthly suspension data reports
May 2008	Professional development for targeted school deans and counselor on processes that reduce suspension completed.

<b>5-2</b>	<p><b>REVISED Provide mandatory professional development related to coaching classroom management for targeted middle school and senior high school staff.</b></p> <p><b>Resource Allocation: \$55,000</b></p>
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**REVISED 5-2.1:** *Offer professional development in coaching classroom management and behavioral strategies to targeted secondary school staff as part of the implementation of the Discipline Foundation Policy.*

**AMENDED** Approximately 64 secondary schools<sup>4</sup> were identified in 2005-2006 to be targeted based on suspensions of students with disabilities at more than 20% and/or having risk ratios above 1.95 and / or having one time suspensions above 50. The Outcome 5 Targeted Schools will continue to be targeted with the exception of those schools who have met the outcome. These schools will be monitored. The remaining targeted secondary schools will send their deans and counselors to required professional development. This professional development is part of the implementation of the Discipline Foundation Policy.

**Accountable Personnel:**

*Associate Superintendent, Division of Special Education*

- Support the provision of professional development for targeted general and special education teachers.
- Monitor implementation by school suspension data.

*Local District Superintendents*

- Collaborate in strategy implementation.
- Hold principals accountable for implementation oversight of classroom and behavior management skills in classrooms.

*Targeted Secondary School Principals*

- Supervise implementation of professional development through on-site observations, team meetings, teacher initiated suspension and data progress monitoring.

**Initiation Timeline:** May 2007

**Progress Monitoring:**

<b>Intervals</b>	<b>Indicators</b>
September 2007	Professional Development attendance
December 2007	Review of composite of monthly suspension data reports
April 2007	On-site visitations with observation checklists
April 2007	Review of composite of monthly suspension data reports

<sup>4</sup> See Appendix B, Outcome 5: Targeted Secondary Schools for Reduction in Suspensions.

<b>5-3</b>	<p><b>ADD Target groups of students with the highest likelihood to be suspended in the sixth and ninth grade.</b></p> <p><b>Resource Allocation: No additional cost</b></p>
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**ADD 5-3.1:** *Establish interventions to be used with students with disabilities who are entering the sixth or the ninth grade and who have had three or more days of suspension in the 2006-2007 school years. Provide targeted school staff a menu of options and make recommendations based on individual targeted schools' issues and the status of school-wide positive behavior support implementation while working with the Behavior Specialists.*

**Accountable Personnel:**

*Associate Superintendent, Division of Special Education*

- Provide menu of options.
- Monitor implementation of intervention options by school suspension data.

*Local District Superintendents*

- Collaborate in strategy implementation.
- Hold principals accountable for implementation of interventions.

*Targeted School Principals*

- Implement interventions options to be used with students entering sixth or ninth grade who have had three or more days of suspension in the 2006-2007 school year.

**Initiation Timeline:** May 2007

**Progress Monitoring:**

<b>Intervals</b>	<b>Indicators</b>
June - August 2007	Visits to targeted secondary schools by support staff, supporting school site staff in utilizing interventions for in-coming students (6 <sup>th</sup> and 9 <sup>th</sup> graders)
December 2007	Review of composite of monthly suspension data reports, matching to those students who have received interventions
April 2008	On-site visitations with observation checklists
April 2008	Review of composite of monthly suspension data reports, matching to those students who have received interventions

<b>5-4</b>	<p><b>ADD</b> Based on a study of five targeted strategy secondary schools, develop a list of best practices that have been shown to reduce out of school suspensions.</p> <p><b>Resource Allocation:</b> No additional cost</p>
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**ADD 5-4.1:** *Pilot in twenty targeted secondary schools the best practices based on the results of the study in May and June, 2007 and furnishing them with a resource manual for their use.*

**Targeted Secondary Schools Criteria:**

Twenty secondary schools are selected from the Outcome 5 targeted schools based on increases in suspensions in the 2006–2007 school year using one or more criteria (risk ratio, rates, one day only).

**Accountable Personnel:**

**Associate Superintendent, Division of Special Education**

- Provide resource manual based on best practices collected from targeted secondary schools who have successful reduced out of school suspensions
- Monitor implementation of interventions by school suspension data.

**Local District Superintendents**

- Collaborate in strategy implementation.
- Hold principals accountable for implementation of interventions.

**Initiation Timeline:** April 2007

**Progress Monitoring:**

<b>Intervals</b>	<b>Indicators</b>
April 2007	Report on suspension practices from up to ten targeted secondary schools who have successfully reduced out of school suspensions
June 2007	Attendance at professional development on best practices.
December 2007	Review of composite of monthly suspension data reports,

<b>5-5</b>	<p><b>ADD</b> Provide monthly data to targeted strategy school principals on the number of suspensions (number of students left that may be suspended) that they have left before they exceed the outcome.</p> <p><b>Resource Allocation:</b> No additional cost</p>
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**ADD 5-5.1:** *Create a sense of urgency in changing suspension practices by identifying the actual number that would exceed the outcome.*

**Accountable Personnel:**

*Associate Superintendent, Division of Special Education*

- Provide data to the principal in order to identify the need for use of suspension alternatives.
- Provide data regularly to the secondary behavior specialist in order to profile the current suspension practices at each targeted school.

**Initiation Timeline:** April 2007

**Progress Monitoring:**

<b>Intervals</b>	<b>Indicators</b>
August/September 2007- June 2008	Monthly report given on the number of suspensions that can be used and the balance; modify the report after December 1, 2007 based on count of students with disabilities.

<b>5-6</b>	<p><b>ADD Assign a secondary behavior specialist a minimum of 10 hours of direct support per month of direct on- campus support to each targeted strategy school not achieving Outcome 5.</b></p> <p><b>Resource Allocation: No additional cost</b></p>
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**ADD 5-6.1: *Allocate secondary behavior specialists to directly provide on-campus support of at least 10 hours monthly for targeted schools not achieving the outcome as their primary responsibilities.***

**Accountable Personnel:**

***Support Unit Administrator:***

- Support the allocation of the secondary behavior specialist’s direct support responsibilities by enabling the Secondary Behavior Specialist to have this direct contact at the school as their primary responsibility, rather than any other duties as assigned.
- Participate in staffing, linking instructional data (including achievement, use of the learning center, professional development) to the behavioral data.

***Coordinator, Behavior Support office***

- Provide monthly staffing meetings on each targeted school, reviewing data, practices and direct support plan implementation.
- Provide menu of choices in utilizing the support of the Secondary Behavior Specialist to the principals of the targeted strategy schools.

***Local District Directors for targeted schools***

- Participate in appropriate staffing activities (monthly) to problem-solve
- Provide direct guidance and leadership in the development of School-Wide Positive Behavior Support at the targeted schools
- Provide direct guidance and leadership in the reduction of suspensions of students with disabilities

***Targeted School Principals***

- Utilize assigned behavior support specialist in reducing the schools suspensions through involvement and mentoring of school staff in the following types of activities:
  - Providing support in the articulation activities of students with disabilities who have five or more suspensions as they move from elementary to middle or middle to high school (May and June 2007);
  - Participation in the School-wide Positive Behavior Support Leadership Team;
  - Strategies for mentoring three or more students with disabilities at risk of increased suspensions
  - Participation in suspension IEPs to provide support and guidance on the development of the Behavior Support Plan, review of the student’s academic program, etc.;
  - Participation in the school’s Discipline Review Team;
  - Review of office referral data and other selected data;
  - Review of, recommendations for, and implementation of more effective school procedures around classroom referrals, the dean’s office, etc.;
  - Professional development on classroom management, COST, SST; and

- Meeting with families of students with disabilities at higher risk of discipline.

**Initiation Timeline:** May 2007

**Progress Monitoring:**

<b>Intervals</b>	<b>Indicators</b>
May-June 2007	Support in the articulation activities provided to students with disabilities who have five or more suspensions as they move from elementary to middle or middle to high school
June 2007-June 2008	Logs from the Secondary Behavior Specialists with sign off from principal or designee

## **Appendix**

**Outcome 5: Reduce Suspensions for Students with Disabilities** (Data Source: Welligent June 15 and April 15, 2007 Extract )

**Targeted Strategy 5-1:** Target top suspending secondary schools for mandatory intensive professional development and administrator and teacher accountability.

**Targeted Strategy 5-2:** Provide professional development to targeted secondary school teams of principals, secondary school administrators responsible for discipline, deans for discipline, Bridge Coordinators, and Special Education Coordinators regarding discipline decision-making practices for students with disabilities, progressive discipline steps, and differentiated procedures (including the legal and practical reasons), and alternatives to suspension.

**Targeted School Criteria:** During 2005-06, all targeted schools met at least one of the following criteria: (1) they suspended over 20% of their students with disabilities (SWD); (2) their risk ratios for suspension of SWD were above 1.95 (in other words, SWD were 1.95 times as likely to be suspended as non-SWD); (3) the number of one-time suspensions exceeded 50.

**Notes:** Data Source: Welligent June 15 and April 15, 2007 Extract. Nonconnected data for independent charter schools.

Schools/districts in green (+) currently have a suspension rate for SE students that meets the following criteria: (1) the rate is below the outcome (10.3%); and (2) the rate has decreased by over 5% from the same point in time last year. Schools/districts in red (-) *have a suspension rate for SE students that has already exceeded 10.3%, the overall goal for the academic year.* The goal of the outcome is threefold: (1) less than 10.3% of SWD will be suspended within the academic year; (2) No more than 2% of SWD suspended during the academic year will be suspended for 6 or more total cumulative days; (3) SWD will be no more than 1.75 times as likely as non-SWD to be suspended.

		2005-06 (July 2005 - June 2006)				2005-06 (July 2005 - Apr. 2006)			2006-07 (July 2006 - Apr. 2007)			
Loc. Code	School	LD	% SE Students Susp.	% Long-Term Susps. ( <b>SIX</b> or more days)	Risk Ratio for SE Susps.	% SE Students Susp.	% Long-Term Susps. ( <b>SIX</b> or more days)	Risk Ratio for SE Susps.	% SE Students Susp.	% Long-Term Susps. ( <b>SIX</b> or more days)	Risk Ratio for SE Susps.	-/+
0	LAUSD	0	11.6%	8.2%	1.94	8.7%	5.4%	2.01	8.0%	4.0%	2.02	
1	LOCAL DISTRICT 1	1	9.2%	4.1%	1.90	7.0%	2.6%	2.07	5.7%	2.1%	1.94	
2	LOCAL DISTRICT 2	2	9.8%	4.7%	1.88	7.5%	2.8%	2.00	6.2%	3.2%	1.92	
3	LOCAL DISTRICT 3	3	14.2%	8.7%	1.83	10.8%	6.3%	2.00	10.4%	6.4%	1.92	-
4	LOCAL DISTRICT 4	4	8.8%	5.3%	1.83	6.7%	2.4%	1.96	7.1%	2.6%	2.21	
5	LOCAL DISTRICT 5	5	11.9%	10.4%	2.07	9.2%	6.0%	2.21	8.2%	4.9%	2.25	
6	LOCAL DISTRICT 6	6	11.6%	7.6%	1.76	9.2%	5.5%	1.89	7.7%	2.0%	1.90	
7	LOCAL DISTRICT 7	7	13.2%	13.8%	2.12	10.1%	8.5%	2.33	10.8%	4.3%	2.16	-
8	LOCAL DISTRICT 8	8	14.1%	10.1%	1.73	11.2%	7.0%	1.84	10.4%	4.6%	2.02	-
R	LOCAL DISTRICT R	R	10.8%	4.3%	2.16	6.5%	5.1%	3.21	4.8%	2.3%	2.14	

			2005-06 (July 2005 - June 2006)			2005-06 (July 2005 - Apr. 2006)			2006-07 (July 2006 - Apr. 2007)			
8557	BIRMINGHAM SH	1	20.0%	6.9%	2.58	17.6%	5.6%	2.74	14.0%	1.7%	3.37	-
8571	CANOGA PARK SH	1	20.6%	8.5%	1.73	14.7%	10.0%	1.57	9.3%	0.0%	1.99	+
8583	CHATSWORTH SH	1	20.1%	6.3%	2.13	15.5%	4.2%	2.41	5.4%	5.9%	1.33	+
8102	COLUMBUS MS	1	18.0%	0.0%	1.40	15.7%	0.0%	1.55	11.2%	0.0%	3.27	-
8217	LAWRENCE MS	1	24.6%	6.7%	2.08	19.5%	0.0%	2.04	14.1%	9.1%	2.31	-
8768	MONROE SH	1	17.7%	1.8%	2.02	14.0%	1.2%	2.26	10.4%	4.2%	1.98	-
8363	SEPULVEDA MS	1	20.9%	13.8%	1.69	16.0%	7.1%	1.73	11.9%	0.0%	1.52	-
8117	VISTA	1	21.3%	2.0%	1.40	16.8%	0.0%	1.29	2.6%	0.0%	0.50	+
8142	FULTON COLLEGE PREP	2	23.5%	5.2%	1.71	19.3%	2.1%	1.92	13.9%	5.4%	2.00	-
8228	MACLAY MS	2	30.0%	11.8%	1.66	25.5%	7.3%	1.90	17.6%	4.2%	1.61	-
8230	MADISON MS	2	23.0%	6.0%	1.92	17.0%	4.3%	1.79	15.4%	2.8%	1.36	-
8786	NO HOLLYWOOD SH	2	23.7%	6.2%	2.57	16.6%	7.7%	2.23	19.9%	1.6%	3.05	-
8306	OLIVE VISTA MS	2	17.7%	2.7%	1.97	12.4%	4.0%	2.12	8.7%	0.0%	1.58	
8358	SAN FERNANDO MS	2	22.6%	5.2%	1.45	20.7%	5.9%	1.70	6.4%	6.3%	2.53	+
8434	VAN NUYS MS	2	31.0%	4.9%	1.65	22.1%	2.4%	1.51	18.4%	2.4%	1.88	-
8893	VAN NUYS SH	2	28.1%	6.7%	2.41	24.7%	5.6%	1.88	18.0%	0.0%	3.62	-
8028	AUDUBON MS	3	53.2%	27.3%	1.78	49.2%	20.8%	1.81	35.4%	17.9%	1.82	-
8596	CRENSHAW SH	3	22.3%	10.5%	1.56	16.9%	8.3%	1.70	22.5%	14.9%	1.66	-
8123	EMERSON MS	3	35.8%	11.9%	1.63	27.2%	8.2%	1.69	27.2%	4.7%	1.81	-
8686	HAMILTON SH-COMPLEX	3	18.7%	2.9%	3.01	15.6%	2.0%	2.15	12.8%	2.0%	2.62	-
8245	JOHNNIE L.COCHRAN JR. MS	3	22.5%	5.2%	1.49	16.3%	0.0%	1.44	13.4%	2.9%	1.58	-
8736	LOS ANGELES SH	3	15.6%	2.4%	2.33	12.7%	0.0%	2.31	12.8%	1.5%	2.21	-
8236	MANN MS	3	30.5%	10.7%	1.59	25.0%	10.2%	1.80	21.3%	6.8%	1.80	-
8235	MARINA DEL REY MS	3	25.5%	9.5%	1.22	19.9%	3.6%	1.16	17.1%	3.6%	1.33	-
8425	MARK TWAIN MS	3	33.3%	10.0%	1.46	28.3%	6.9%	1.56	32.7%	3.6%	1.77	-
8798	PALISADES CHRTR SH	3	22.2%	13.2%	2.08	18.6%	7.1%	2.42	9.4%	0.0%	1.32	+
8481	WEBSTER MS	3	20.1%	11.1%	1.25	15.6%	11.1%	1.74	8.6%	0.0%	0.68	+
8493	WRIGHT MS	3	33.1%	13.2%	1.18	23.3%	10.7%	1.09	26.4%	5.1%	1.50	-
8543	BELMONT SH	4	12.9%	4.2%	1.69	8.7%	4.3%	1.43	9.6%	0.0%	2.67	
8057	BERENDO MS	4	25.5%	15.6%	1.28	19.5%	6.1%	1.34	12.4%	2.8%	1.56	-
8621	FAIRFAX SH	4	15.0%	1.9%	1.82	11.9%	0.0%	1.76	7.1%	0.0%	1.63	
8189	IRVING MS	4	18.0%	11.1%	2.20	11.9%	3.4%	2.90	10.9%	4.0%	1.59	-

			2005-06 (July 2005 - June 2006)			2005-06 (July 2005 - Apr. 2006)			2006-07 (July 2006 - Apr. 2007)			
8226	LE CONTE MS	4	20.9%	3.7%	1.61	16.5%	0.0%	1.47	16.7%	2.4%	1.48	-
8047	BELVEDERE MS	5	24.2%	17.2%	2.58	15.6%	20.6%	3.38	12.8%	3.3%	2.74	-
8118	EL SERENO MS	5	26.4%	28.6%	1.82	22.4%	12.1%	2.22	15.9%	2.3%	1.70	-
8679	GARFIELD SH	5	18.2%	7.5%	2.14	14.2%	7.4%	2.01	12.3%	4.6%	2.13	-
8168	GRIFFITH MS	5	20.4%	12.5%	1.98	15.6%	5.9%	1.97	10.0%	4.3%	1.22	+
8179	HOLLENBECK MS	5	19.9%	7.0%	2.24	13.9%	2.6%	2.42	10.7%	13.8%	1.68	+
8714	JEFFERSON SH	5	36.3%	18.8%	1.64	32.7%	10.9%	1.80	21.8%	8.8%	1.74	-
8200	LOS ANGELES ACAD MS	5	29.5%	17.4%	1.72	24.0%	7.2%	1.92	17.8%	5.9%	1.60	-
8829	ROOSEVELT SH	5	20.8%	2.4%	2.41	17.3%	1.0%	2.59	12.8%	4.3%	1.89	-
8716	SANTEE EDUC COMPLEX	5	19.3%	7.5%	1.61	15.8%	9.3%	1.51	6.1%	0.0%	2.04	+
8536	BELL SH	6	17.0%	3.4%	1.63	14.3%	2.8%	1.64	17.0%	1.4%	2.22	-
8151	GAGE MS	6	22.2%	10.8%	1.94	17.7%	6.3%	1.89	15.1%	0.0%	1.62	-
8882	MAYWOOD ACADEMY	6	21.6%	0.0%	1.31	19.6%	10.0%	1.68	9.5%	0.0%	0.82	+
8268	NIMITZ MS	6	27.8%	5.6%	1.38	23.3%	4.5%	1.54	19.3%	2.6%	1.62	-
8377	SOUTH GATE MS	6	30.6%	19.3%	1.33	23.3%	13.1%	1.54	20.6%	4.2%	1.71	-
8153	SOUTHEAST MS	6	31.0%	1.9%	2.22	26.5%	2.3%	2.50	21.7%	2.8%	2.38	-
8650	FREMONT SH	7	22.8%	12.2%	1.80	20.6%	1.8%	1.85	18.6%	2.9%	2.32	-
8160	GOMPERS MS	7	38.7%	14.3%	2.19	32.6%	9.6%	2.30	25.0%	9.3%	1.82	-
8721	JORDAN SH	7	25.8%	20.8%	1.80	23.3%	14.9%	1.78	16.4%	0.0%	1.53	-
8733	LOCKE SH	7	21.5%	28.0%	1.58	15.4%	19.3%	1.47	9.6%	14.7%	1.25	+
8743	MANUAL ARTS SH	7	30.7%	23.6%	2.01	24.9%	19.6%	1.94	23.4%	7.4%	2.64	-
8237	MARKHAM MS	7	33.2%	16.4%	1.78	27.9%	6.3%	1.93	22.5%	0.0%	1.19	-
8529	BANNING SH	8	15.8%	0.0%	2.09	12.7%	0.0%	2.02	15.1%	0.0%	2.91	-
8099	CLAY MS	8	21.2%	22.8%	1.70	18.1%	14.9%	1.58	4.3%	20.0%	3.46	+
8103	CURTISS MS	8	48.7%	18.9%	1.39	40.1%	20.0%	1.24	30.6%	5.3%	1.71	-
8104	DANA MS	8	21.6%	9.5%	1.67	17.4%	6.0%	1.71	18.7%	9.4%	2.31	-
8127	FLEMING MS	8	19.9%	6.4%	1.67	16.1%	2.9%	2.03	12.4%	6.9%	1.64	-
8664	GARDENA SH	8	43.2%	20.4%	1.58	37.8%	13.2%	1.67	41.7%	6.9%	2.19	-
8170	HARTE PREP MS	8	20.3%	4.9%	1.29	13.0%	4.0%	1.18	23.0%	0.0%	2.48	-
8352	PEARY MS	8	40.6%	10.3%	1.76	33.2%	3.9%	1.97	20.0%	7.8%	1.93	-
8850	SAN PEDRO SH	8	18.1%	1.3%	2.26	15.8%	1.6%	2.24	13.1%	3.6%	2.44	-
8490	WILMINGTON MS	8	24.6%	14.1%	2.12	16.8%	1.9%	2.64	21.6%	6.3%	2.17	-

