"I handle conflict by coming [to RP]. I like to talk things out. I don't like to fight. So I work it out either by talking it out, texting it out, or taking it here."

"I've definitely grown into a man that I'm proud of being. Before I came [to RP], I was on the streets and was making stupid decisions. I was hanging out with the wrong crowd. This whole [RP] changed my life."

THE IMPACT AND FUTURE OF RESTORATIVE PRACTICES

Fresno Unified School District High Schools
June 2021

"Our African-American kids and some Latino kids as well, they get labelled: 'You're a troublemaker.' They are more likely to not get the benefit of the doubt and they get suspended or get a harsher consequence. It's not always intentional. But as a system, that happens."

The California Endowment

BROWN GIRL HEALING

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We provide supports that heal and strengthen your team in order to advance their work in transforming historical social trauma for which we are all the heirs.

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Report Summary

Fresno Unified School District (FUSD) serves students and families in Central California, an urban space surrounded by enriching cultural and agricultural resources. FUSD is the third largest school district, delivering services through 66 elementary, 15 middle, 9 high schools, 4 alternative schools, 3 special education, and 1 adult schools. The Restorative Practices model (RP) implemented in FUSD started in the 2014-15 academic year and this research study focuses on the RP impact made in the 2018-19. To explore the RP impact, six types of data are included in this study for triangulation and validity.

This study focuses on four high schools where the RP model was, and continues to be, implemented, Edison, Fresno, McLane, and Sunnyside High Schools. Throughout the report sections, multiple types of data are presented in order to create a robust understanding of the positive impact of the RP model on these schools and the areas for improvement. The understandings pertain to students and school staff, all heritage groups, and the uses of prevention and intervention services for cultivating healthy school communities where behavioral issues are curbed and collective safety is ensured.

Since the COVID-19 pandemic unfolded, the RP model looks different in its implementation. That data will not be ready for analysis for some time. Too, predating the pandemic, the RP model was implemented slowly across several years. This means that in different years, the RP model looked different in its implementation at different campus locations. With the multiple sources of data used for this study, however, the research provides a rich discussion of the RP impact. The study also provides recommendations on next steps to ensure the fidelity of RP implementation in order to ultimately ensure healthy school communities where relationship-based repair and collective safety are common place.

Not all student behavioral issues that could be tagged for suspension and expulsion are. Not all behavioral issues that could be routed to the RP model are. Not all behavioral issues are punished uniformly. These realities are fundamentally about the subjective nature of adults assessing behavioral issues across all schools. That is, the adults who assess behavioral issues must contend with three major factors in the subjective process: adults must take into account contextual factors of each issue, biases that motivated the behavioral issues, and biases informing the adults' own assessments (Girvan et al., 2017).

Overall, the RP schools out performed comparable non-RP schools in six of eight impact indicators, sometimes for student experiences and other times for school staff alone. For example, while school staff experience the schools as *safe*, students do not see the RP schools as safe or as places that they *belong*. These findings show the gains made with the use of the RP model as well as important areas for improvement with the implementation of the RP model.

Further, disproportional use of the most punitive behavioral management methods with white and Black students is indicative of the RP model needing to ensure the fidelity of its implementation. Tier 3 specialized intervention services can resolve the disproportionality and the experiences of *lack of safety* and *belonging* for students. Additionally, *knowledge and fairness of discipline, rules, and norms* remains higher at non-RP schools and this must be a major area of performance improvement in future studies of the RP model.

Finally, students spoke of wanting to be at school and in classrooms. This point was made many times in diverse ways. For example, a student shared the following: "He [teacher] is so hard to like work with. He makes everything hard. But he refuses to let me fail. When I first got to his class, I didn't want to do my work because I didn't know how. But I would go to his class and tell him, 'I refuse to fail. You're going to help me get my work done.' And we just hit it off. Like, I go to his class. He helps me with my work."

Introduction

Restorative models return all of us to our roots even when those are tens, hundreds, or perhaps thousands of years past. We all carry our ancestors' need for relationship-based repair and collective safety. In our current Eurocentric and urbanized approaches to make life unfold – institutions of education, courts, medicine, food, etc. – we have collaborated in ways that put relationships and safety last, even collaborating in ways that harm relationships and delay safety so that we can go about the business of serving the immediate functions of institutions.

The Restorative Practices model (RP) was brought to Fresno Unified School District (FUSD) in 2014 because the leadership knew that investments in relationship-based approaches and collective safety can bring key ingredients for its mission to unfold in a complex ecosystem. Its mission, *To provide an educational program with high expectations for all to learn the academic, social, and emotional skills needed to become lifelong learners,* was partially delivered on as shown in this study's findings. Yet, launching a new model requires phases and investing in those phases across the life cycle of a model, especially with complex ecosystems like school districts. For example, reforesting farmland in South America (Lazos-Chavero et al., 2016) and bringing back wolves to Yellowstone National Park require understanding the causes of the collective issues and a commitment to seeing the phases through to completion (Ripple & Beschta, 2003).

FUSD students and school staff are wanting to experience the richness of RP, but experiencing the positive impact of RP requires a phase-by-phase, gradual unfolding across the life cycle of any model. This research report presents impact findings with the meta understanding that the current positive impacts are just the beginning should fidelity in the RP model be monitored in coming years.

RP models across the country focus on sustaining ecosystems focused on collective safety with prevention and intervention services. Restorative Justice (RJ), a method for repairing harm that was created by persons against persons, utilizes robust mediation processes that include victims or their surrogate replacements. RJ uniquely supplies accountability and follow-up like no other punishment method can. Some school RP models include RJ for specialized services, as the FUSD model does (refer to Appendix B). Those models that astutely include RJ specializations ensure that roles and responsibilities of staff are highly targeted for the fidelity of implementation. (Davis, 2019; Restorative, 2020)

This study report focuses on the four of seven comprehensive FUSD high schools that implement the RP model. Comprehensive high schools are the most common type of high school, ranging in grade levels 9-12 or 7-12. This type of high school provides a range of coursework beyond a single specialization (i.e. a single specialization might be tech or arts focused). Starting in February 2018 and ending in June 2021, data was collected across time from the four high schools as well as comparative data from three non-RP high schools. Even though RP is also implemented at FUSD elementary and middles schools, those campuses were not involved in this report.

This report presents discussion based on these three research questions:

- Which indicators improved at the high schools with the Restorative Practices model?
- How do the high schools with and without the Restorative Practices model compare in terms of the indicators?
- Which aspects of the Restorative Practices model influence healthy schools and access?

What Are the FUSD Investments for the Restorative Practices Model?

The investments in RP have looked different across each year. Since 2014-15, RP has been rolled out at various paces across each of the four high school campuses. For example, each campus received a full-time school RP Counselor at different years. The analysis of impact indicators must take into consideration the slow roll out of RP.

The RP Structure

There are three categories of behavioral situations and matching supports for students and school staff. The three categories are referred to as "Tiers."

Tier 1 focuses on saturating the campus community with preventative activities. Tier 1 supports include classroom-based circle discussions for norm-setting and family engagements. The activities are aligned to the goals of creating a positive and inclusive school climate and culture reflective of healthy and safe space for learning. The FUSD RP model Tier 1 reflects nationwide efforts in this regard (Restorative, 2020).

Tier 2 behavioral situations include perceived school policy violations that conventionally are reacted to with in-school suspensions, detention, and/or community service. The matching supports for Tier 2 behavioral situations include one-on-one debriefs, circle processes, family/group conferences, socio-emotional education, and follow-up meetings to ensure accountability and closure.

Tier 3 behavioral situations include perceived school policy violations that conventionally are reacted to with out-of-school suspensions, expulsions, and/or arrest at school. The Tier 3 specialized intervention services were minimally existent. That is, the Tier 3 included Restorative Justice (RJ) services from the specialized RJ Mediators on only 22 occasions in the spring 2019, though this data was reported by the RJ agency and not found in the district's RP implementation data. Overwhelmingly, students only accessed Tier 3 supports after they were suspended, expelled, and/or arrested. Vice Principals (VP) referred students directly to police (AKA School Resource Officers or SROs) and SROs determined whether Tier 3 RJ services would be used. Primarily, Tier 3 was implemented for what was termed "re-entry," once students returned from suspensions. In such cases (N=354/355 cases), students received socio-emotional education and follow-up meetings to support accountability and reintegration with the school community.

Overall, Tier 1 was for all students and school staff, everyone who comprises the school community. Tier 2 was designed for students and school staff when behavioral situations aligned to conventional responses of in-school suspensions, detention, and/or community service. Tier 3 was designed for specialized interventions before suspended, expelled, and/or arrested, but was primarily used for students post suspension, expulsion, and/or arrest. While Tier 2 was intervention focused, Tier 3 was implemented mainly as reactive, after the fact.

How do students access the RP structure?

Tier 1 supports were widely distributed across the campus. Students and school staff experienced school-wide Tier 1 activities and even received tailored coaching for school staff. Some high schools with RP even had an RP room available for students to use for self-directed RP activities as well as for implementing RP Tier 2 supports.

Tier 2 supports were accessed most often by referral from school staff. For example, teachers could refer students to Tier 2 services immediately. Also, students who had a peer situation, unknown to school staff, could seek support through Tier 2 services.

Tier 3 supports were accessed only if the SROs perceived Restorative Justice services as a match for the behavioral issue. Most often, VPs referred Tier 3 behavioral issues to SROs. In these majority cases, students accessed Tier 3 activities if they were allowed to return to school for "re-entry" services through Tier 2 school RP Counselors. More about RP Counselors is outlined below.

The RP people on campuses

There were three groups of people who implemented the 3 Tiers of supports and responses. First, there were FUSD Culture and Climate staff. These staff provided Tier 1 supports to the school community, including education and consulting on social-emotional learning, anti-bullying practices, and behavior management. During the study year, there was one full-time Climate and Culture staff member on each RP campus.

Second, there were FUSD RP Counselors. These were teachers on special assignment who received training on RP and provided Tier 2 and 3 supports. They facilitated trainings for school staff and students, facilitated circles, and managed group conference, to name a few responsibilities. During the study, there was one full-time staff member on each campus with RP.

Finally, there were Restorative Justice (RJ) Mediators contracted from a third-party agency, the Community Justice Center, to ensure RJ services for Tier 3 behavioral situations. These were trained mediators with years of experience providing RJ in the community and justice systems. When they were contacted by FUSD, they provided Tier 3 specialized services, including victim-offender mediations, circle processes, and case management for accountability, depending on the needs of the situation.

What and how many services were provided by RP staff?

Tier 1 services included the saturation of school campuses with proactive activities. During the study year, Tier 1 staff provided 8,212 activities to students across all four RP campuses. Further, RP staff served school staff with 15,255 activities across all four schools which involved trainings and consulting that focus on beliefs and mindsets, social-emotional competencies, and implementation practices.

Tier 2 services were intervention focused and included restoring relationships when school staff referred students for services. Based on FUSD RP implementation data, Tier 2 school RP Counselors provided 15 activities to students across all four RP campuses. Further, RP staff served school staff with 1,363 activities across all four schools which included trainings and consulting on RP.

Tier 3 services were focused on restoring relationships and ensuring accountability with the most severe behavioral issues. Referrals for Tier 3 came through the School Resource Officers to RJ Mediators and to school RP Counselors for "re-entry" services after suspensions or expulsions. During the study year, Tier 3 implantation data shows 355 students were served with Tier 3 activities and 354 were specifically for "re-entry" conferences after suspensions or expulsions were ordered; none of these were for avoiding suspensions or expulsions.

What challenges exist for accessing the RP model?

The rate of expulsions and arrests of students at school are occurring because the FUSD RP model was never fully implemented nor did it distinctly indicate the roles and responsibilities of the people involved in implementing the model. For example, as discussed earlier, almost all of the RP interventions were provided post suspension and expulsion with "re-entry" activities by Tier 2 school RP Counselors. That is,

the RP model was not used to intervene and bring accountability, closure, and follow-up to the behavioral issues. Further, SROs determining whether or not Tier 3 specialized services would be used is outside of the RP model. Overall, student access to Tier 3 services was made difficult.

Data from the Fresno Police Department (FPD) provide insights about the number of students who were cited and arrested from the RP schools during part of the same timeline that this study focuses. In the tables below, these data are outlined about the behavioral issues and school responses. (Boyer, 2020)

Table 1. Behaviors routed to the justice system from RP schools, Spring 2019

| Behavioral management methods | Felonies | Mis-demeanors | Infractions | Total | Arrested, booked at JJC* | Cited | | Reprimand & Release or referral to RP model |
						Hearing at JJC	Hearing at Youth Court	
Counts	6	69	34	109	6	86	25	28
%	6%	63%	31%	100%				

*JJC refers to the Fresno County Juvenile Justice Campus.

Based on this data, a minimal number of Tier 3 behavioral issues were served with specialized interventions as designed for. The most common school response to these school behaviors was to move the students into the justice system. Based on the data in the next table, Black students were involved at a much higher rate than is proportional to the size of their group.

Table 2. Behaviors by heritage groups routed to the justice system from RP schools, Spring 2019

Heritage	Latino/Hispanic	Black/African American	Asian American	White	Total students
Counts	83	43	3	7	136
%	61.0%	31.6%	2.2%	5.1%	100.0%

In a closing section of this report, more is discussed about proportionality and what this means for behavioral management methods. With the FPD's data compared to student population sizes, it is clear that the RP schools were moving Black students too often into the justice system. Proportionally, Black students should have experienced arrests and citations around the rate of 9%. See more on this in the section titled Which aspects of the RP model influence healthy schools and access?

Table 3. RP school student enrollment counts, 2018-19

Heritage groups	2018-19	% of all students
Latino/Hispanic	1,857	70%
Black/African American	249.5	9%
Asian American	324.75	12%
White	171.25	6%
Multiracial	54.75	2%
Total students	2,657	100%

Methods: How was Triangulation Used to Study FUSD RP?

Triangulation is the use of at least three sources of data that are analyzed separately and then the analysis of each is compared to the other sources. The initial findings from each source's data analysis must be compared in order to confirm the credibility and validity of the findings. After the comparisons are made, only the results that repeatedly show-up in the other sources are moved into a final set of findings.

In the next sections, quantitative and qualitative data are presented to provide transparency about the method of triangulation used in the study of the FUSD RP model. The findings from this study rely on credibility, validity, and transparency.

In 2014-15, at the outset of the RP model, impact indicators were established in order to measure the annual and multi-year results at each RP campus. This research study used these impact indicators to explore what has been accomplished across all four of the FUSD RP high school campuses. Below is the list of impact indicators. We refer to this list many times throughout the report. The study also explored beyond the initial indicators by gathering the insights from the voices of students and school staff.

Quantitative impact indicators

Data on eight impact indicators, that guide the RP model, were used for assessing the four RP high schools.

- Increased student and school staff *Sense of Belonging*, gathered from district climate and culture survey
- Increased student and school staff *Sense of Safety*, gathered from district climate and culture survey
- Increased student and school staff *Climate of Support for Academic Learning*, gathered from district climate and culture survey
- Increased student and school staff *Knowledge and Fairness of Discipline, Rules, and Norms*, gathered from district climate and culture survey
- Increased student *attendance* rates, gathered from school district records
- Increased student *cumulative GPA*, gathered from school district records
- Decreased student *suspension* rates, gathered from school district records
- Decreased student *expulsion* rates, gathered from school district records

RP Implementation indicators

Data on the count and type of RP services provided were used for assessing RP implementation at the four RP high schools.

- Number of restorative services provided to students for Tiers 1, 2, and 3, gathered from service records
- Number of restorative services provided to school staff for Tiers 1, 2, and 3, gathered from service records

Voices of students

Data from students was used to cross compare with quantitative findings.

- Circle discussion session topics:
    - Use of RP services

- o   Safe places on campus
  - o   Campus climate culture
  - o   Stories of impact
- Student-led observation walks:
  - o   Safe places on campus
  - o   Campus climate and culture

Voices of school staff

Data from school staff was used to cross compare with quantitative findings.

- Circle discussion session topics:
  - o   Use of RP services
  - o   Campus safety
  - o   Campus climate culture
  - o   Stories of impact
- Interviews with select persons

Fresno Police Department

Data from School Resource Officers' (SROs) use of arresting and citing was used to cross compare with quantitative and RP implementation findings.

- Rate of arrests and citations at schools
- Demographics of arrested students

Comparable quantitative impact indicators from non-RP schools

Data on all eight of the quantitative impact indicators that guide the RP model were also gathered from three similar non-RP high schools to cross compare.

Which Indicators Improved at The RP High Schools?

The RP model accomplished several things in the lives of students and school staff at the four participating high schools. This discussion is divided into three subsections for easier understanding of the quantitative and qualitative data. First, we explore how well the intended indicators were reached.

This discussion is anchored to the initial metrics that were established at the outset of the RP model, specifically the following eight *impact indicators*. Data was compared between the earliest possible academic year for which there was available data and the study year of 2018-19. For example, for the first four indicators, the data were first collected in 2015-16; therefore, analysis of data includes the comparison between 2015-16 and 2018-19 for the first half of the indicators. However, for the second half of the impact indicators, the data were available further back in time, allowing us to compare data from the year before the RP model launched in 2013-14 and the study year 2018-19.

1. Sense of Belonging increases
2. Sense of Safety increases
3. Climate of Support for Academic Learning increases
4. Knowledge and Fairness of Discipline, Rules, and Norms increases
5. Cumulative GPA increases
6. Attendance increases
7. Suspensions decreases, in-school and out-of-school
8. Expulsions decreases

The eight impact indicators are not perfect ways to analyze data in a pre-/post-approach. That is, until the 2018-19 study year, not all campuses had a school PR Counselor. Hence, implementation looked structurally different across 2014-15 to 2017-18, and 2013-14 to 2018-19. For example, exploring the impact indicator of **Sense of Belonging** did increase among school staff, discussed below, but not all of the RP campuses had a school RP Counselor supporting this indicator. Hence, the exploration of the eight impact indicators relies on an aggregate approach, combining all individual school data together across the four campuses.

The second subsection explores which impact indicators were not accomplished as intended. Then, this discussion explores what may have created the situation where the RP schools did not perform on these indicators.

Which intended outcomes were reached by RP schools?

There are six of eight impact indicators where intended outcomes were reached for students and/or school staff were found. This subsection presents these indicators. As discussed in the methods section of this report, the quantitative data stem from the annual district wide culture and climate survey and district student records. Importantly, the presentation of these accomplishments will be complemented with more data below in the implementation of the triangulation method. For example, in the later section focused on comparing the RP and non-RP schools, the discussion of accomplishments becomes more complex.

1. **Sense of Belonging:**
   - Yes, 9.1% increase for school staff at RP campuses was, 2015-16 vs 2018-19.
2. **Sense of Safety:**
   - Yes, 3.4% increase for school staff at RP campuses, 2015-16 vs 2018-19.
3. **Knowledge and Fairness of Discipline, Rules, and Norms:**
   - Yes, increase for students at RP campuses, 2015-16 vs 2018-19.
   - Yes, increase for school staff at RP campuses, 2015-16 vs 2018-19.
4. **Cumulative GPA:**
   - Yes, increase for students at RP campuses, 2013-14 vs 2018-19.
5. **Attendance:**
   - Yes, increase for students at RP campuses, 2013-14 vs 2018-19.
6. **Suspensions:**
   - Yes, decrease with in-school suspensions for students at RP campuses, 2013-14 vs 2018-19.
   - Yes, decrease with out-of-school suspensions for students at RP campuses, 2013-14 vs 2018-19.

Which intended outcomes were not reached by RP schools?

There are four of eight impact indicators where the RP schools did not perform well for students. This section presents these data.

1. **Sense of Belonging**
   - No increase for students at RP campuses, 2015-16 vs 2018-19.
2. **Sense of Safety**
   - No increase for students at RP campuses, 2015-16 vs 2018-19.
3. **Climate of Support for Academic Learning**
   - No increase for students at RP campuses, 2015-16 vs 2018-19.
4. **Expulsions**
   - No decrease with expulsions for students at RP campuses, 2013-14 vs 2018-19.
   - The increase with expulsions rose by 1.5% across the years (i.e. 6.7 expulsions in 2013-14 and 8.7 expulsions in 2018-19 for RP campuses).

Why was there no improvement with some indicators?

The three Tiers of services that comprise the RP model were not equally utilized yet the Tiers are interdependent for supporting relationship-based approaches and collective safety at the school campuses. The interdependent service Tiers were not able to show dependable, reliable, and consistent preventions and interventions when not fully enacted. We hypothesize that there were three factors influencing barriers to reaching the intended indicators of *Sense of Belonging*, *Sense of Safety*, *Climate of Academic Learning*, and decreases in *expulsions*.

First, as discussed earlier, the RP model's structure was not fully implemented until 2018-19. In the academic year 2018-19, all of the RP schools finally received a full-time school RP Counselor on campus for Tier 2 services even though the model was launched three years prior. Research shows the need for such structures to positively impact climate and culture initiatives like the RP model (Gregory, 2011). When model structures are not in place, the intentions of the model cannot be produced. School staff spoke about the ways that the lack of RP structure impacted the ways that students were not gaining access to RP services: "A lot of staff and teachers treat our kids like transactions. Do you even know what's going on with the kid? I have to work extra hard to convince the teacher what is best for the kid based on their

circumstances. I might see a kid ten times a week about the same thing. It's because he's homeless. Does the teacher know that?"

Hence, it could be argued that the intended indicators were not yet ready to start being tracked until the RP structure was fully in place in the 2018-19 academic year. Then, the positive impact of the FUSD RP model should not be seen for a few years beyond the 2018-19 academic year.

Second, RP implementation data shows that Tier 3 was not used for specialized interventions as designed; instead, Tier 3 was primarily managed by Tier 2 school RP Counselors and Tier 2 services were the focus of the model. Combined with the FPD data, the RP schools relied on the justice system instead of Tier 3 services. *Sense of Belonging* and *Sense of Safety* cannot be improved across years when the RP model implementation does not show fidelity to its design. Further, as an extension to the challenges to showing fidelity to the RP model and barriers to students accessing Tier 3 services, *Knowledge and Fairness of Discipline, Rules, and Norms* cannot be expected to improve across years. And, ultimately, no RP model anywhere in the country can be expected to decrease *expulsions* when behavioral issues conventionally tagged for expulsion are not provided an opportunity to engaged Tier 3 specialized services.

Third, discussed in detail in a later section of this report, disproportionality in the use of the most punitive behavioral management methods hurts white and Black, Indigenous, People of Color (BIPOC) students. The disproportionality is recognized by students whether or not they are normalized to it. If expulsions are not deemed right for white students, then they should not be deemed appropriate for BIPOC students either, otherwise the school climate and culture will breed *Lack of Safety* and *Lack of Belonging* (Skiba et al., 2011).

How Do the RP and Non-RP High Schools Compare?

Exploring the differences between the four RP campuses and comparable non-RP campuses provides another source of insights. For this comparison, the impact indicators at the four RP campuses were contrasted with these same indicators from three more FUSD comprehensive high schools with the most similar makeup as the RP campuses. How do the impact indicators compare between RP and non-RP high schools?

The average student enrollment count for the RP schools was 2,687.7 in the 2018-19 academic year. Since 2013-14, a year before the RP model was launched, the RP school enrollment count decreased by 157 students. This decrease in the student population was also true for non-RP campuses. The average student enrollment count for the non-RP schools was 2,486.3 in the 2018-19 academic year. Since 2013-14, the non-RP school enrollment count decreased by 139.3 students.

The overall decrease in the student population size is particularly important to consider when we assess the RP intended impact of decreasing the use of punitive behavior management methods, specifically in-school/out-of-school suspensions and expulsions. For example, increases in the number of students expelled by these schools cannot be the result of student population increases.

The comparison from a bird's eye view

In the following tables, the highlights from comparing the impact indicators across RP and non-RP schools are outlined. Each of the tables focuses on a set of impact indicators and the data is sourced from the school district's annual climate and culture survey. The data for the RP schools was discussed earlier in this report, only the non-RP schools data is being introduced in this section. The discussions of the tables are located in the next subsection.

Table 4. Was there an increase across years? Comparison of RP and non-RP campuses, indicators 1-4

Schools	Groups	Indicators			
		1. Sense of Belonging, intended increase	2. Sense of Safety, intended increase	3. Climate of Support for Academic Learning	4. Knowledge and Fairness of Discipline, Rules, and Norms, intended increase
RP	Students	No, but about same rate as non-RP	No, but about same rate as non-RP	No, but same rate as non-RP in 2018-19	Yes, but lower than non-RP in 2018-19
	School Staff	Yes	Yes	No and higher rate than non-RP in 2018-19	Yes, but lower than non-RP in 2018-19
non-RP	Students	No change between years 2015-16 and 2018-19, but about same rate as RP	No, but about same rate as RP	No, but same rate as RP in 2018-19	No
	School Staff	Yes, but lower than RP in 2018-19	Yes, but same as RP in 2018-19	Yes, but lower than RP in 2018-19	Yes, and higher than RP in 2018-19

Table 5. Was there an increase across years? Comparison of RP and non-RP campuses, indicators 5-6

Schools	Group	Indicators	
		5. Cumulative GPA, intended increase	6. Attendance, intended increase
RP	Students	Yes, and higher rate than non-RP in 2018-19	Yes, but lower rate than non-RP in 2018-19
non-RP	Students	Yes, but lower rate than RP in 2018-19	No change, but higher rate than RP in 2018-19

Table 6. Was there a decrease across years? Comparison of RP and non-RP campuses, indicators 7-8

Schools	Group	Indicators		
		7. Suspensions, intended decrease		8. Expulsions, intended decrease
		In-school Suspensions, intended decrease	Out-of-school Suspensions, intended decrease	
RP	Students	Yes, but fewer with non-RP in 2018-19	Yes, but fewer with non-RP in 2018-19	No, and more than non-RP in 2018-19
non-RP	Students	Yes	No	No

How do the impact indicators compare between RP and non-RP high schools?

From the earlier discussion in this report, the impact indicators that improved across years are known. For example, it is already understood that for students at the RP campuses, there was an increase in *knowledge and fairness of discipline, rules, and norms*. However, with the non-RP campuses data to compare to, it is important to see that though this indicator improved, the 2018-19 rate was still lower than the non-RP campuses. Specifically, for the 2018-19 academic year, 66.5% of students at the RP campuses affirmed *knowledge and fairness of discipline, rules, and norms* versus 68.4% of students affirmed this at the non-RP campuses.

In the list below, all comparisons are framed to answer the question *Was there a positive change (i.e. an increase or decrease) for the RP campuses?* This list further clarifies the ways that the RP model impacted the campuses.

1. Sense of Belonging
   - No increase for students at RP campuses, 2015-16 vs 2018-19.
   - The student rate is about the same as non-RP campuses, 2018-19.
   - Yes, 9.1% increase for school staff at RP campuses was, 2015-16 vs 2018-19.
   - The school staff rate is higher for RP campuses, 2018-19 (i.e. 73.7% at RP campuses and 68% at non-RP campuses).
2. Sense of Safety
   - No increase for students at RP campuses, 2015-16 vs 2018-19.
   - Yes, 3.4% increase for school staff at RP campuses, 2015-16 vs 2018-19.
   - The school staff rate was about the same for RP/non-RP campuses, 2018-19 (i.e. 53.5% at RP campuses and 53.8% at non-RP campuses).

3. Climate of Support for Academic Learning
   - No increase for students at RP campuses, 2015-16 vs 2018-19.
   - The student rate is same rate for RP/non-RP campuses (i.e. 55.5% at both RP/non-RP campuses).
   - No increase for school staff at RP campuses, 2015-16 vs 2018-19.
   - The school staff rate is higher for RP campuses (i.e. 81.4% at RP campuses and 79.6% at non-RP campuses).
4. Knowledge and Fairness of Discipline, Rules, and Norms
   - Yes, increase for students at RP campuses, 2015-16 vs 2018-19.
   - The student rate is higher for non-RP campuses, 2015-16 vs 2018-19 (i.e. 66.5% at RP campuses and 68.4% at non-RP campuses).
   - Yes, increase for school staff at RP campuses, 2015-16 vs 2018-19.
   - The school staff rate is higher for non-RP campuses (i.e. 61.6% at RP campuses and 69.4% at non-RP campuses).
5. Cumulative GPA
   - Yes, increase for students at RP campuses, 2013-14 vs 2018-19.
   - The average cumulative GPA gain across years was higher for RP campuses (i.e. an increase of 0.09 at RP campuses and 0.06 at non-RP campuses).
   - The average cumulative GPA was higher for RP campuses in 2018-19 (i.e. 2.36 at RP campuses and 2.33 at non-RP campuses).
6. Attendance
   - Yes, increase for students at RP campuses, 2013-14 vs 2018-19.
   - The attendance gain across years was higher for RP campuses (i.e. an increase of 1% at RP campuses and 0% at non-RP campuses).
   - The attendance rate was higher for non-RP campuses in 2018-19 (i.e. 91% at RP campuses and 92.8% at non-RP campuses).
7. Suspensions
   - Yes, decrease with in-school suspensions for students at RP campuses, 2013-14 vs 2018-19.
   - The decrease with in-school suspensions was 64.1% across the years and was about the same rate as non-RP campuses in 2018-19 (i.e. 99.4 suspensions in 2013-14 and 36.7 suspensions in 2018-19 for RP campuses).
   - Yes, decrease with out-of-school suspensions for students at RP campuses, 2013-14 vs 2018-19.
   - The decrease with out-of-school suspensions was 3.3% across the years and was better than non-RP campuses which increased in their use of out-of-school suspensions (i.e. 230.2 out-of-school suspensions in 2013-14 and 222.5 suspensions in 2018-19 for RP campuses) (i.e. 205.3 out-of-school suspensions in 2013-14 and 217.3 suspensions in 2018-19 for non-RP campuses).
8. Expulsions
   - No decrease with expulsions for students at RP campuses, 2013-14 vs 2018-19.
   - The increase with expulsions rose by 1.5% across the years (i.e. 6.7 expulsions in 2013-14 and 8.7 expulsions in 2018-19 for RP campuses).
   - Yes, decrease with expulsions for students at non-RP campuses, 2013-14 vs 2018-19.
   - The decrease with expulsions lowered by 6.3% across the years at non-RP campuses (i.e. 11.3 expulsions in 2013-14 and 5 expulsions in 2018-19 for RP campuses).

Overall, what do we learn from this comparison?

The comparisons provided above help us to celebrate the positive impact of the RP model in more precise ways. For example, just because an indicator that was intended to increase did increase across years, this

doesn't automatically serve as a strength for the RP campuses. That is, when the RP campuses have rates that are still lower than non-RP comparable schools, we must plan for the future so that the RP model can continue to catch-up on these performance measures.

Further, just because an indicator that was intended to increase across years did not do so, this doesn't automatically serve as a failure for the RP campuses. In the data presented above, it is clear that though the RP schools did not increase for **Climate of Support for Academic Learning**, they performed at the same pace as non-RP schools for student experiences and outperformed non-RP schools for school staff experiences. Also, for **Sense of Belonging** and **Sense of Safety** among school staff, the RP schools made increases across the year at noteworthy rates, 9.1% and 3.4% increases. These are particularly impressive.

Overall, there are four important learnings to gather from the comparison of RP and non-RP high schools that, together, offer important insights.

First, there are six celebration opportunities among the eight impact indicators from this comparison of the RP and non-RP schools. The following are supported by the triangulation of data; these can be understood as strengths demonstrated by the RP model. The following points rely on comparing change rates across years and/or rates during the academic year 2018-19.

- The RP schools had a better rate of **Sense of Belonging** among school staff and about the same rate among student experiences as non-RP schools.
- The RP schools had about the same rate of **Sense of Safety** among students and school staff as non-RP schools.
- The RP schools did not increase **Climate of Support for Academic Learning**, but they still outperformed non-RP schools for students and school staff.
- The RP schools slightly out shinned non-RP schools with their average **Cumulative GPA** in terms of growth across six-years and the rate from the study year, 2018-19.
- Only the RP schools improved their **Attendance** rate across the six-year period.
- The RP schools decreased their use of **In-School** and **Out-of-School Suspensions**, 2013-14 to 2018-19.

Second, drilling further into **In-School** and **Out-of-School Suspensions** decreased with the RP campuses, seeing a decrease in suspensions from 2013-14 to 2018-19 is good news. The related behavioral management methods primarily fall under Tier 2 supports and services. The decrease suggests that suspensions are being curbed with Tier 1 preventative and Tier 2 intervention activities. For non-RP schools, there was a decrease with **In-school Suspensions**, though smaller compared to RP campuses. And, there was an increase in out-of-school suspensions for non-RP campuses.

Third, while Tier 2 interventions appear to be making a difference, this is not the case with Tier 3 supports and services. While the student population decreased for RP and non-RP campuses 2013-14 to 2018-19, expulsions only decreased for non-RP schools; expulsions increased for RP schools. This is consistent with earlier discussion in this report about the minimal use of Tier 3 services. Recall that 354 of 355 Tier 3 events were "re-entry" services rather than interventions.

It is important to point out that "re-entry," or returning after out-of-school suspensions, should be occurring with Tier 2 intervention services. Interventions before, and returning services after, expulsions should be the focus of Tier 3 specializations. With the triangulation of data sources, it is becoming clearer

that Tier 3 services must be implemented with fidelity in order to demonstrate the intended impact, principally a reduction in expulsions among the RP campuses.

Fourth, also drilling deeper in the rate of expulsions among the RP campuses, the expulsion rate is at odds with the RP model and its investments in school staff training and consulting provided by school RP Counselors. That is, the two RP campuses with the largest counts of RP training and consulting for school staff had the largest expulsion rates. Unless Tier 3 is implemented with fidelity, with a focus on intervention with behavioral issues that conventionally are tagged for expulsion and/or arrest, then school staff training and consulting by Tier 1 and Tier 2 staff will not lead a change in the rate of expulsions. Students perceived as possibly needing to be expelled from their schools must access Tier 3 services for the RP model to be fully implemented.

Which Aspects of the RP Model Influence Healthy Schools and Access?

RP models across the country intend to cultivate healthy school communities by investing in school climate and culture features such as student-teacher relationships, teacher support, revising the formal policies and methods for creating sustainable collective safety, etc. A healthy school community is one where safety is ensured for the bodies and minds of the individuals who comprise the community. The evidence for such safety includes shared ownership over the climate and culture, diverse voices share influence and power over decision-making, and the individuals desire to cultivate a healthy community.

Safe bodies and minds are intricately linked, informing one another in a cycle that is self-perpetuating. To clarify, *safe bodies* refers to collective physical safety for all students and school staff who comprise the school community. This priority requires short-term methods to protect bodies as well as long-term investments to create a climate and culture where body safety is normalized.

Safe minds refers to collective mental and cultural safety for the brains and hearts of students and school staff who comprise the school community. Before, during, and after behavioral issues, safe minds is integral to safe bodies. Methods for safe minds includes speech styles and relationship approaches that mirror shared ownership over the climate and culture, shared influence and power over decision-making, and the desire to cultivate a healthy school community. The speech and relationships on campuses propel and alter school climates and cultures, whether or not intentional.

Teachers articulated *safe mind* in various ways. For example, one teacher offered the following about factors that influence speech styles and relationship approaches, for better or worse: "I have learned over the years, dealing with mental health issues and dealing with behaviors, some not so pretty [that] it's important to understand students' backgrounds and their stories. But I [also] need to deal with my own story as well and my own background." Another teacher offered similar insights about the interplay between the speech and relationships of students and school staff who comprise the same school community: "When I'm feeling burned out or tired emotionally, what is really present in my mind and heart is how God has orchestrated everything. If I've been through something, God will put that kid in front of me who is going through something I've already been through. So my pain has been used for purpose. And that's healing for me and helpful for the kids."

Safe bodies and *minds* must be normalized through any RP model. All districts that bring RP into the ecosystems of their schools want safe bodies, yet some forget about *safe mind*. Teachers spoke to safety for students' minds in various ways. For example, "There's lives that we're not living and that we're not seeing [among students' private lives]. And there's kids that aren't being heard in a real way [in terms of the intersections of their private and school lives]." FUSD is in a phase of RP implementation where all students cannot yet access the RP model, such as Tier 3 specialized interventions. This means that there are missing ingredients for a healthy school community to bloom. This also means that students and school staff do not have access to sustainable safety in the school community.

Disproportionate punishment hurts white students

Disproportionality refers to situations where a group is experiencing too much or too little of something comparable to the size of the group. For example, when there are too many males in a regional population, more than the natural human rate of 50%, then something is happening to the females in the population (i.e. infanticide) (Wagner, 2016). Another example is when a regional population experiences more cancer

diagnoses than is probable for any single population, then something is happening to this population to create those higher rates of cancer (Bennett & DiLorenzo, 2017).

Similarly, when white students are not experiencing the most punitive behavioral management methods proportional to their group's size, then something is happening to curb them from these punishments. It has been shown over and over that students, across heritage groups, engage in most behavioral issues at similar rates (Skiba et al., 2011; Wallace et al, 2008). For the size of their group, if there are no external influences controlling the implementation of punishment methods, then white students should be experiencing punishments proportional to their size. This is not the case with the high schools in this study. If these punishments are not appropriate for white students, then they are not appropriate for BIPOC students either.

Earlier in this report, there was discussion of the police arrest rates at the four RP schools. Most of these were missed opportunities to curb future issues by using the RP model, specifically Tier 3 specialized interventions. That is, the RP model with its RJ services can ensure accountability, closure, and follow-up. Accountability, closure, and follow-up, and future-prevention, are not often found in the behavioral management method of arrests and citations. When Tier 3 interventions are not implemented for behavioral issues that are conventionally tagged for arrest and/or citation, the model fidelity cannot be said to be fully implemented.

Full implementation of Tier 3 interventions also aids schools in curbing the racism innate to American institutions. The RP model serves as a major force for cultivating healthy school communities and this is a profound gift for transmuting the racism that all Americans are the heirs. The disproportionate use of the most punitive behavioral management methods – suspensions, expulsions, and arrests from school – hurts white students by normalizing them to the implicit and explicit standard that their BIPOC peers are the most appropriate for the most punishment even though white peers are engaged in the same rate of behavioral issues (Skiba et al., 2011; Wallace et al, 2008).

When the bodies and minds of BIPOC students are the target of the most punitive behavioral management methods, white peers are receiving the message from the school climate and culture that this is the way it must be. Racist school trends do not require racists in order to be perpetuated; they only require lack of correction. Bearing witness to the lack of safety for BIPOC students' bodies and minds creates a residual lack of safety for the minds of the white peers.

Disproportionate punishment hurts BIPOC students

It is most obvious that the disproportionate overuse of the most punitive behavioral management methods with BIPOC students hurts these students in the present and the future. For example, students who are involved with the juvenile justice system begets future involvement with the justice system and academic failure (Hwang, 2018; Pratt, 2016; Wolf & Kupchik, 2017). Preventing access to interventions that ensure accountability, closure, and follow-up while also punishing BIPOC students more frequently than white students is majorly problematic. In the tables below, data are outlined, showing that for group size, white students are underrepresented in the number of students who experience in-school suspensions, out-of-school suspensions, and expulsions. For example, using FUSD data, while white students were 6% of the 2018-19 student enrollment population, they experienced no expulsions. With in- and out-of-school suspensions, white students were near to proportionality, 7% and 5%.

Table 7. RP school student enrollment counts, 2013-14 and 2018-19

Heritage groups	2013-14	% of all students	2018-19	% of all students
Latino/Hispanic	1,822	65%	1,857	70%
Black/African American	325.5	12%	249.5	9%
Asian American	409.5	15%	324.75	12%
White	204	7%	171.25	6%
Multiracial	50.25	2%	54.75	2%
Total students	2,811	100%	2,657	100%

Likewise, proportionality matters for Black students. Black students comprised 9% of the student enrollment population, but were tagged with 22% in- and out-of-school suspensions and 29% expulsions. As with the opening examples of what disproportionality looks like in regional contexts, something is happening in the schools to Black students to create the higher rates of punishment even in the context of the RP model.

Table 8. RP school in-school suspensions, 2013-14 and 2018-19

In-school suspensions	2013-14	% of all students	2018-19	% of all students
Latino/Hispanic	63	66%	24	65%
Black/African American	21	22%	8.25	22%
Asian American	1.5	2%	1	3%
White	9	9%	2.75	7%
Multiracial	1.75	2%	1	3%
Total	97	100%	37	100%

Asian American students comprised 12% of the student enrollment population, but were tagged with 3-4% in- and out-of-school suspensions and 9% expulsions. These numbers suggest greater nuance would benefit data analysis should this heritage group be disaggregated into more specific Asian American communities.

Table 9. RP school out-of-school suspensions, 2013-14 and 2018-19

Out-of-school suspensions	2013-14	% of all students	2018-19	% of all students
Latino/Hispanic	140	61%	146	66%
Black/African American	54	24%	48.25	22%
Asian American	13.5	6%	9.25	4%
White	16.75	7%	11.5	5%
Multiracial	3.5	2%	6.75	3%
Total	228	100%	222	100%

With Latino and multiracial heritage groups, the students experienced in- and out-of-school suspensions and expulsions at rates close to their enrollment counts. However, reviewing disproportionality among students only allows us to see the misuse of the most punitive behavioral management methods. In order to see the misuse be corrected, the RP model must be fully implemented to ensure collective safety; access to accountability, closure, and follow-up does not occur with the blanket use of in- and out-of-school suspensions and expulsions, as well already know, and does not occur by simply adding Tier 1 preventions and Tier 2 interventions to the existing punishment practices. The existing punishment practices require correction by simply utilizing Tier 3 specialized interventions.

Table 10. RP school expulsions, 2013-14 and 2018-19

Expulsions	2013-14	% of all students	2018-19	% of all students
Latin/Hispanic	4.2	63%	5	57%
Black/African American	1.7	26%	2.5	29%
Asian American	0.2	4%	0.7	9%
White	0.5	7%	0	0%
Multiracial	0	0%	0.5	6%
Total	6.7	100%	8.7	100%

Overall Findings & Recommendations

The quantitative student and school staff impact data, quantitative comparable data from non-RP schools, implementation data, qualitative voices of students and school staff, and FPD data, together, are insightful for understanding several things. This study allows an understanding of the positive impacts of RP, where the RP model implementation is in the lifespan of a model, and what next steps can advance the ways that students and school staff experience the school culture and climate.

First, school staff are benefiting from the Tier 1 and 2 services that include training and consulting services. They report in the quantitative and qualitative data that they have a *Sense of Belonging* and a *Sense of Safety* at the RP schools. This suggests the importance of continuing with these essential Tiers of services and personnel. Some teachers spoke generally about climate and culture impact from RP investments, indicating shifts in adult mindsets before and after the RP model launch: "When I came here it was quite toxic, but a lot of work has been done. We did staff listening circles back then. We came together and brought the harm out so we can address it as a school. There was a lot of respect to understand where people were coming from and see how we can heal and repair some things. But mindset change is hard. We had a lot of folks who did come around to see other perspectives. Others said, 'You know what? This is too difficult for me. It's time to move.'"

In contrast, students are not benefitting in the same way. In RP schools, students were not experiencing a rate increase with *Sense of Belonging* and *Sense of Safety.* Performance in these indicators was about the same rate as the non-RP schools*.* Some teachers spoke about factors influencing students' connections with teachers from the point of view of burnt out teachers who are not able to contribute to a climate and culture of belonging and safety: "I think some of the adults are just overwhelmed. It's like, 'Another story where I have to hear about how someone died or something happened.' I think sometimes they have a hard time knowing how to respond or what to do [for students]."

Second, *Knowledge and Fairness of Discipline, Rules, and Norms* did not improve at the RP schools and was higher at non-RP schools. This is a key indicator of a successful RP model. While Tier 1 and 2 services flood the campuses, as shown in the implementation data, the RP personnel should reassess their services for addressing this gap. Relatedly, if the RP schools continue to rely on the justice system rather than Tier 3 services, we can expect to continue to see no improvements with this indicator.

Third, *In- and Out-of-School Suspensions* were lower in 2018-19 than previous years at the RP schools and out performed the non-RP schools. The in-school suspensions decreased 64.1% since 2013-14 and was about the same rate as non-RP campuses in 2018-19. The out-of-school suspensions decreased 3.3% since 2013-14 and was better than non-RP campuses which increased in their use of out-of-school suspensions. Behavioral issues that are conventionally tagged for in- and out-of-school suspensions fall within the Tier 2 services. This is a success for the Tier 2 investments.

Fourth, when comparing expulsion rates between 2013-14 and 2018-19, expulsion rates rose in the RP schools. The expulsion rate rose by 1.5% at the RP schools while expulsions decreased at the non-RP schools. Expulsions decreased by 6.3% at non-RP campuses 2013-14 and 2018-19. The average of 8.5 *expulsions* at a RP schools per academic year along with 109 *officer-involved behavioral issues* in spring 2019 is concerning. This situation is exactly what the RP model is built to prevent for the long-term and intervene in for the short-term. To demonstrate commitment to the RP model, it is vital to solidify RP personnel roles and responsibilities for providing Tier 3 specialized services to all students in need of them.

following roles and responsibility questions must be answered: *Who is leading Tier 3 interventions and not "re-entry" services alone? What is the best use of SRO expertise? What will it take to coordinate access to Tier 3 services rather than engaging police as the first step?*

Fifth, **disproportionate use of expulsions** among heritage groups is problematic, especially for white and Black students. Because research shows over and over that students across heritage groups engage in similar behavioral issues at similar rates, the RP schools must correct the disproportionality (Gregory et al., 2010; Skiba et al., 2011; Skiba, 2014; Wallace et al., 2008). White students were under punished in 2018-19. For coherency, these students should be treated the same as everyone else with proportional use of the most punitive methods compared to the size of their heritage group. Their expulsion rate should have been close to 6%, not 0%. Further, Black students were over punished. Black students comprised 9% of student enrollment during the 2018-19 school year and, therefore, the expulsion rate for Black students should have been close to 9%, not the rate of 29%.

Sixth, it is important to **place the RP model within a phases and life cycle framework** (Ginevri & Trilling, 2018). All models and initiatives are living things that grow more robust each year that infusions of attentive action and resources are provided. Likewise, there are phases to all models that must be considered for RP: initiation, planning, implementation, and delivery. Using a phases and cycles framework, we can see that the RP model was not yet in its implementation phase in the study year of 2018-19. It was 2018-19 when all four RP campuses had an assigned school RP Counselor for implementing Tier 2 activities. Still, we can also see that the RP model had not yet fully entered the implementation phase because the use of Tier 3 specialized RJ Mediators were not fully engaged. The RP model is between phases, the planning and implementation phases.

The planning phase is characterized by establishing goals, timelines for data reporting, internal and external communication plans, and training persons for their roles, as needed. The implementation phase is characterized by assigned persons carrying-out their roles, data entry, ongoing training, and reporting impact and needs. The recommendations in this report pave a way towards moving the RP model fully into the implementation phase. All research studies shine light on what is working and which corrections are needed. The improvements discussed in this report can ensure fidelity for the RP model and amplify FUSD's investments for the greatest impact on the lives of students and school staff.

Where Can We Go From Here?

With two major societal pressures from recent years, RP models across the country are in greater and greater need to ensure that relationship-based approaches and collective safety are centralized. First, the 2017-2021 U.S. presidential administration contributed overt speech and policies promoting xenophobic and racist ideologies; school staff and students had to alter their "business as usual" to address emerging strain that these years placed on ordinary Americans (Sondel et al., 2018). In particular, children and teens across the country, and their families, were impacted by the administration's behavior in a myriad of ways that were barriers to healthy bodies and minds (Payne & Journell, 2019). Further, the COVID-19 pandemic that overcame the 2019-20 and 2020-21 academic years served as a second major pressure for school communities (Burgess & Sievertsen, 2020). These two societal pressures may have amplified the longer existing barriers to full implementation of the RP model.

Because the RP model benefits all members of the school community and did show accomplishments in this study, the district is getting its return on investments. Importantly, the future impact will mirror the future investments. The RP model will advance when it completes the planning phase and fully enters the implementation phase. At that point, by the 2025-26 academic year, a five-year review of the impact indicators can be completed.

A clarified model

The following graphics illustrate the two layers of the original RP model, *The People* and *The Structure*. While still not fully implemented in the 2018-19 academic year (i.e. the underuse of Tier 3 specialized services), correcting for this is possible. Bringing the RP model into the implementation phase is conceivable in a short period of time.

The People graphic illustrates the persons involved in serving students and school staff with RP services. At all three Tiers, frequent engagement with the community and school district leadership is vital to remain accountable for progress with implementation. Results are produced by three groups of professionals who are making the magic happen behind the scenes, including Climate and Culture staff, school RP Counselors, and specialized RJ Mediators. While the professionals support and engage one another, their focus on performance within their Tiers is vital to ensure services in all Tiers are ***accessible*** to students and entirely enacted.

The Structure graphic illustrates the structural tasks involved in students and school staff benefiting from the RP model. The community and school district leadership should be able to see positive results in terms of these tasks at reoccurring intervals during the implementation phase. Fidelity to the RP model structure will show positive impact in terms of reduction in ***expulsions***, ***arrests***, and the ***disproportionate*** use of the most punitive methods with white and Black students.

The People

Community voice informs investments surrounding perceived and recordable safety issues; racism innate to American institutions; and access to healthy schools.

School district invests in Restorative Practices and Restorative Justice, financially and structurally. Accountability data supports their investments.

Tier 3 services are led by Restorative Justice (RJ) Mediators, serving students by collaborating with schools and police.

Tier 2 services are led by school Restorative Practices (RP) Counselors who also supply RP education to school staff and families.

Tier 1 services are for all students and school staff, led by school Climate and Culture Staff, saturating the campus with social-emotional learning supports.

The Structure

Community sees the impact of preventation, Restorative Practices, and Restorative Justice with their children and teachers.

Tier 3 situations include activities conventionally flagged for out-of-school suspension and expulsion. Vice Principal refers students to Tier 3 specialized RJ services, then SROs if RJ does not show impact.

Tier 2 situations include activities conventionally flagged for in-school suspension, detention, and community service. School staff refer students to Tier 2 services.

Tier 1 services are preventative and amplify district investments in relationship-based repair and collective safety in the school community.

School district sees the accountability data illustrate the return on their investment and collective safety in schools.

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Appendix B. Infographics of FUSD Restorative Practices

Restorative Practices Impacts

Which impact indicators showed success and where are improvements needed?

SUCCESES **with 6 indicators**

- The RP schools had a better rate of **Sense of Belonging** among school staff and about the same rate among student experiences as non-RP schools.
- The RP schools had about the same rate of **Sense of Safety** among students and school staff as non-RP schools.
- The RP schools did not increase **Climate of Support for Academic Learning**, but they still outperformed non-RP schools for students and school staff.
- The RP schools slightly out shinned non-RP schools with their average **Cumulative GPA** in terms of growth across six-years and the rate from the study year, 2018-19.
- Only the RP schools improved their **Attendance** rate across the six-year period.
- The RP schools decreased their use of **In-School** and **Out-of-School Suspensions**, 2013-14 vs 2018-19.

IMPROVEMENTS **needed**

- In RP schools, students were not experiencing an increase in **Sense of Belonging** and **Sense of Safety.** Performance on these indicators was about the same as non-RP schools.
- **Knowledge and Fairness of Discipline, Rules, and Norms** did not improve at the RP schools and was higher at non-RP schools.
- While the student population decreased for RP and non-RP campuses 2013-14 vs 2018-19, **expulsions** only decreased for non-RP schools; expulsions increased for RP schools.
- **Disproportionate** use of expulsions among some heritage groups is problematic at RP schools. Expulsions were proportionally underused for white students and proportionally overused for Black students in 2018-19.
- **Police arrests and citations** at RP schools circumvented student access to the RP model and brought them to the justice system.
- The RP model launch is between phases, the **planning** and **implementation phases**. In particular, fidelity is needed for Tier 3 success with a focus on specialized interventions for issues conventionally tagged for expulsion and/or arrest.

TEACHER VOICE

"When I came here it was quite toxic, but a lot of work has been done... We came together and brought the harm out so we can address it as a school... But mindset change is hard. We had a lot of folks who did come around to see other perspectives. Others said, 'You know what? This is too difficult for me. It's time to move.'"

TEACHER VOICE

"When I'm feeling burned out or tired emotionally, what is really present in my mind and heart is how God has orchestrated everything. If I've been through something, God will put that kid in front of me who is going through something I've already been through... my pain has been used for purpose... healing for me and helpful for the kids."

DISPROPORTIONATE PRACTICES IN 2018-19 STUDY YEAR

WHAT does disproportionality look like?

When white students are not experiencing the most punitive behavioral management methods proportional to their group's size, then something is happening to curb them from these punishments. It has been shown over and over that students, across heritage groups, engage in most behavioral issues at similar rates (Skiba et al., 2011; Wallace et al, 2008).

WHAT does disproportionality mean for behavioral management?

If the harshest punishments are not appropriate for white students, then they are not appropriate for BIPOC students either.

STUDENT VOICES

"A lot of teachers here at Edison want to make personal connections with the students. They want to make them feel comfortable in the classroom.

"He really wants to be there, because he understands what we go through."

"When you talk to them [teachers] and they really understand you, and don't blank you out like other teachers do. And they want you to succeed."

"Most teachers don't bother to even learn your name. I hadn't even talked to Ms. L., and she knew my name. It was just a little thing. It made me feel like, 'Wow, you're cool!'"

Investing in Restorative Practices

How was Fresno Unified School District (FUSD) investing in Restorative Practices (RP) at four high schools during the study year 2018-19?

STRUCTURE **for services**

There were 3 Tiers of services for students and school staff.

Tier 1
CLIMATE & CULTURE FOCUS

All students were promised these preventative services, including classroom-based circles for norm-setting, social-emotional learning, and family engagements.

Tier 2
INTERVENTION FOCUS

Students who were perceived as violating school policies were responded to with Tier 2 services, including circle processes.

Tier 3
SPECIALIZED INTERVENTION FOCUS

Students who were perceived as violating school policies that rose to the level of out-of-school suspensions, expulsions, and police involvement received these services, including victim-offender mediation and case management.

PEOPLE **who implemented the services**

There were 3 Tiers of people who implemented the services.

Culture and Climate staff

These were teachers on special assignment, providing Tier 1 supports to students and school staff. There was 1 full-time staff on each RP campus.

School RP Counselors

These were staff who received training on RP and provided Tier 2 and 3 supports. There was one full-time staff at each RP school, starting 2018-19.

Restorative Justice (RJ) Mediators

These were trained mediators with experience providing RJ in the community and justice systems. When they were called by FUSD, they provide Tier 3 services.
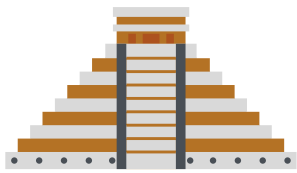
Tier 3 was for students perceived to demonstrate the most serious behavioral issues.

Tier 2 was for students perceived to violate school policies.

Tier 1 was for all students and school staff.

TIER 2 AND 3 SERVICES

Students were referred to Tier 2 & 3 services by school staff and police. Examples include:

- One-on-one debriefs
- Circle processes
- Family/Group conferences
- Victim-offencer mediations
- Socio-emotional education

STUDENT VOICE

"The staff made me and the girl I had a problem with do a circle. It was just me and the girl, and we became friends. We are still best friends. "Even later that day, the RP Counselor still checked up on us to see if the problem was resolved or anything happened."

STUDENT VOICE

"My dad was arrested. I didn't know how to talk to my dad. I didn't know I could write him. And my teacher helped me... And I don't know, like writing to my dad brought so much. It helped me out."

RP SERVICES DURING 2018-19 STUDY YEAR

What and how many services were provided by RP staff?

TIER 1

Tier 1 saturation of campuses with preventative services:

8,212

STUDENTS were served 8,212 activities across all four RP campuses.

15,255

School STAFF were served 15,255 activities, including training and consulting that focus on beliefs and mindsets, social-emotional competencies, and practices.

TIER 2

Tier 2 intervention services for responding to harm and restoring relationships:

15

STUDENTS were served 15 activities across all four RP campuses.

1,363

School STAFF were served 1,363 activities, including training and consulting on RP.

TIER 3

Tier 3 specialized intervention services for resolving the most severe behavioral issues:

355

STUDENTS were served 355 activities across all RP campuses. 354 were "re-entry" conferences; none were for interventions to prevent suspensions and expulsions.

861

School STAFF were served 861 activities, including training and consulting on knowledge and tools.

Restorative Practices in Phases

Which phases were completed in the FUSD RP 2014-15 launch?

PHASES of launches

All models, like the RP model, are living things that grow more robust each year that infusions of attentive action and resources are provided.

Likewise, there are phases to all models that must be considered for RP: initiation, planning, implementation, and delivery.

The **planning phase** is characterized by establishing goals, timelines for data reporting, internal and external communication plans, and training persons for their roles, as needed.

The **implementation phase** is characterized by assigned persons carrying out their roles, data entry, ongoing training, and reporting impact and emerging needs.

WHY is FUSD RP "between" phases?

Using a phases framework, the RP model was not yet at the **implementation phase** during the study year of 2018-19.

It was 2018-19 when all four RP campuses finally had an assigned school RP Counselor for implementing Tier 2 activities.

Also, the use of Tier 3 specialized RJ services was not fully engaged.

Ultimately, the RP model showed to be between phases, the **planning** and **implementation phases**.

---

WHY IS THIS IMPORTANT?

STRENGTHS IN THE RP MODEL

The 6 successes shown in the study illustrate what can be accomplished by dedicated staff even when not yet fully in the **implementation phase**.

IMPROVEMENTS NEEDED IN THE RP MODEL

The RP model launch needs improvements. These can all be addressed with fidelity to the RP model.

All needed improvements can be linked to the fact that the RP model is between the **planning** and **implementation phases**.

INITIATION PHASE

PLANNING PHASE

DELIVERY PHASE

IMPLEMENTATION PHASE

---
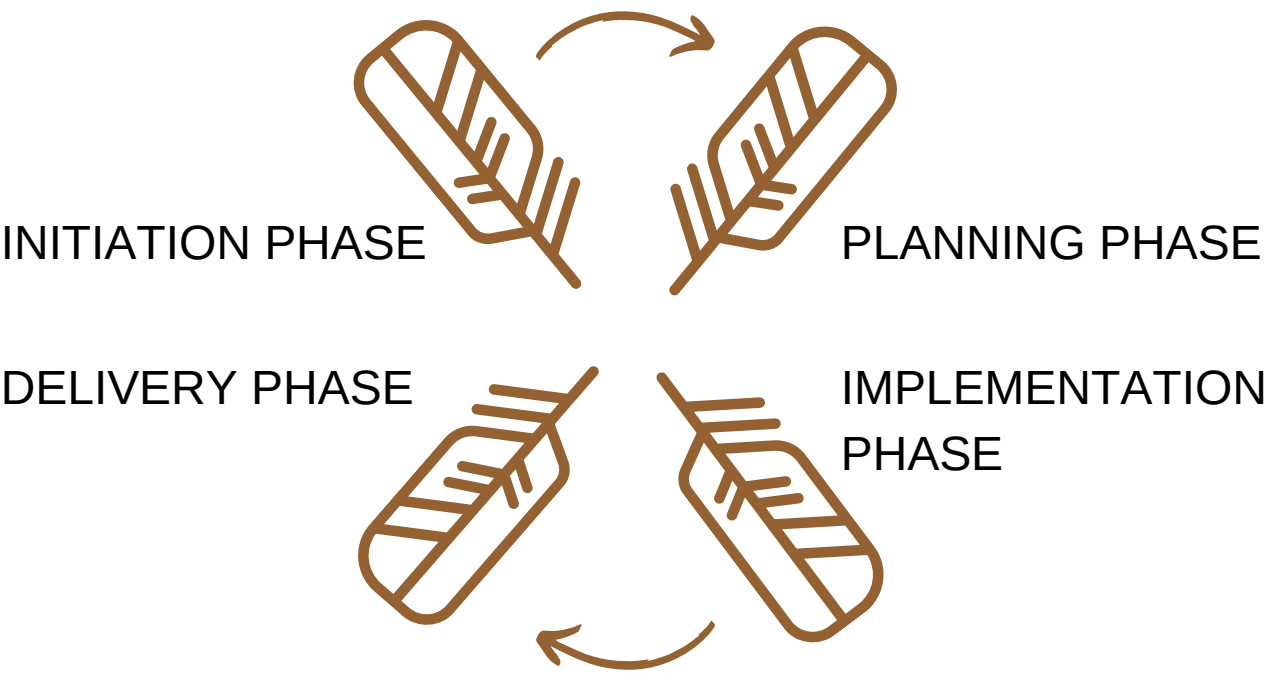
6 SUCCESSES BETWEEN PHASES

- The RP schools had a better rate of *Sense of Belonging* among school staff and about the same rate among student experiences as non-RP schools.
- The RP schools had about the same rate of *Sense of Safety* among students and school staff as non-RP schools.
- The RP schools did not increase *Climate of Support for Academic Learning*, but they still outperformed non-RP schools for students and school staff.
- The RP schools slightly out shinned non-RP schools with their average *Cumulative GPA* in terms of growth across six-years and the rate from the study year, 2018-19.
- Only the RP schools improved their *Attendance* rate across the six-year period.
- The RP schools decreased their use of *In-School* and *Out-of-School Suspensions*, 2013-14 to 2018-19.

Appendix C. Original FUSD Restorative Practices Design

Fresno Unified School District

Restorative Schools:

Transforming Culture & Climate

Panel Presentation

California School Boards Association Annual Educational Conference

December 1, 2016

Fresno Unified School District
Panel Members

Moderator ***Ambra Dorsey*** *Executive Director, Department of Prevention & Intervention*	**Presenter** ***Erica Hasenbeck*** *Restorative Practices Manager*
Presenter ***Christopher De La Cerda*** *Board Member*	**Presenter** ***Felicia Quarles-Treadwell*** *Gaston Middle School Principal*

I. District Implementation Plan

II. Professional Learning Model

Questions

III. Innovative Data Collection

Closing

I. District Implementation Plan
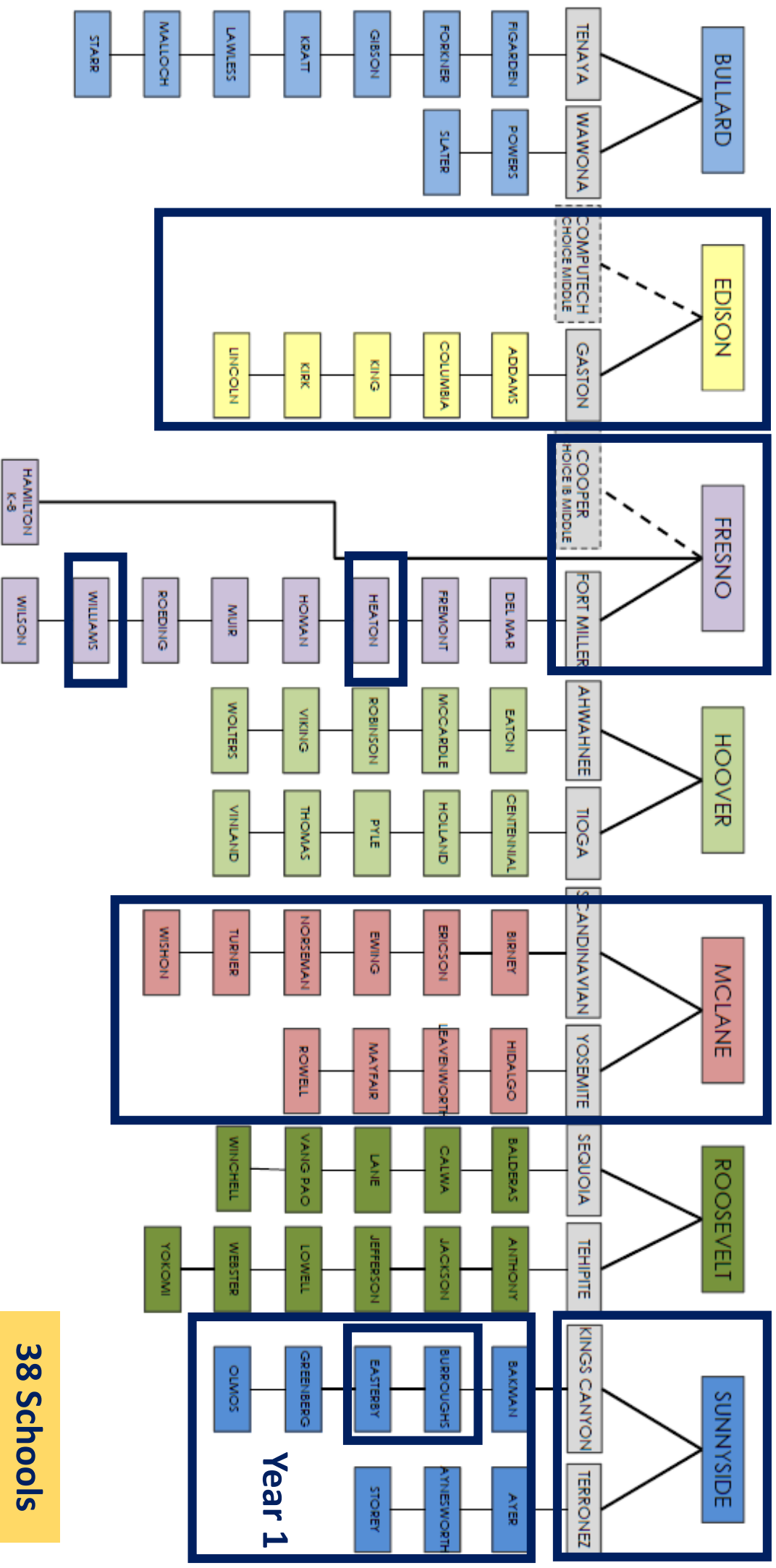
Implementing Whole School Restorative Practices

Fresno Unified School District

38 Schools 2016-17

BULLARD

STARR — MALLOCH — LAWLESS — KRATT — GIBSON — FORKNER — FIGARDEN — TENAYA

SLATER — POWERS — WAWONA

Year 2 — EDISON

COMPUTECH CHOICE MIDDLE

LINCOLN — KIRK — KING — COLUMBIA — ADDAMS — GASTON

Year 1 — FRESNO

COOPER CHOICE IB MIDDLE

HAMILTON K-8

WILSON — WILLIAMS — ROEDING — MUIR — HOMAN — HEATON — FREMONT — DEL MAR — FORT MILLER

HOOVER

WOLTERS — VIKING — ROBINSON — MCCARDLE — EATON — AHWAHNEE

VINLAND — THOMAS — PYLE — HOLLAND — CENTENNIAL — TIOGA

Year 3 — MCLANE

WISHON — TURNER — NORSEMAN — EWING — ERICSON — BIRNEY — SCANDINAVIAN

ROWELL — MAYFAIR — LEAVENWORTH — HIDALGO — YOSEMITE

ROOSEVELT

WINCHELL — VANG PAO — LANE — CALWA — BALDERAS — SEQUOIA

YOKOMI — WEBSTER — LOWELL — JEFFERSON — JACKSON — ANTHONY — TEHIPITE

Year 1

OLMOS — GREENBERG — EASTERBY — BURROUGHS — BAKMAN — KINGS CANYON

STOREY — AYNESWORTH — AYER — TERRONEZ

Year 2 — SUNNYSIDE

Restoring Relationships to the Heart of Teaching & Learning in School Communities

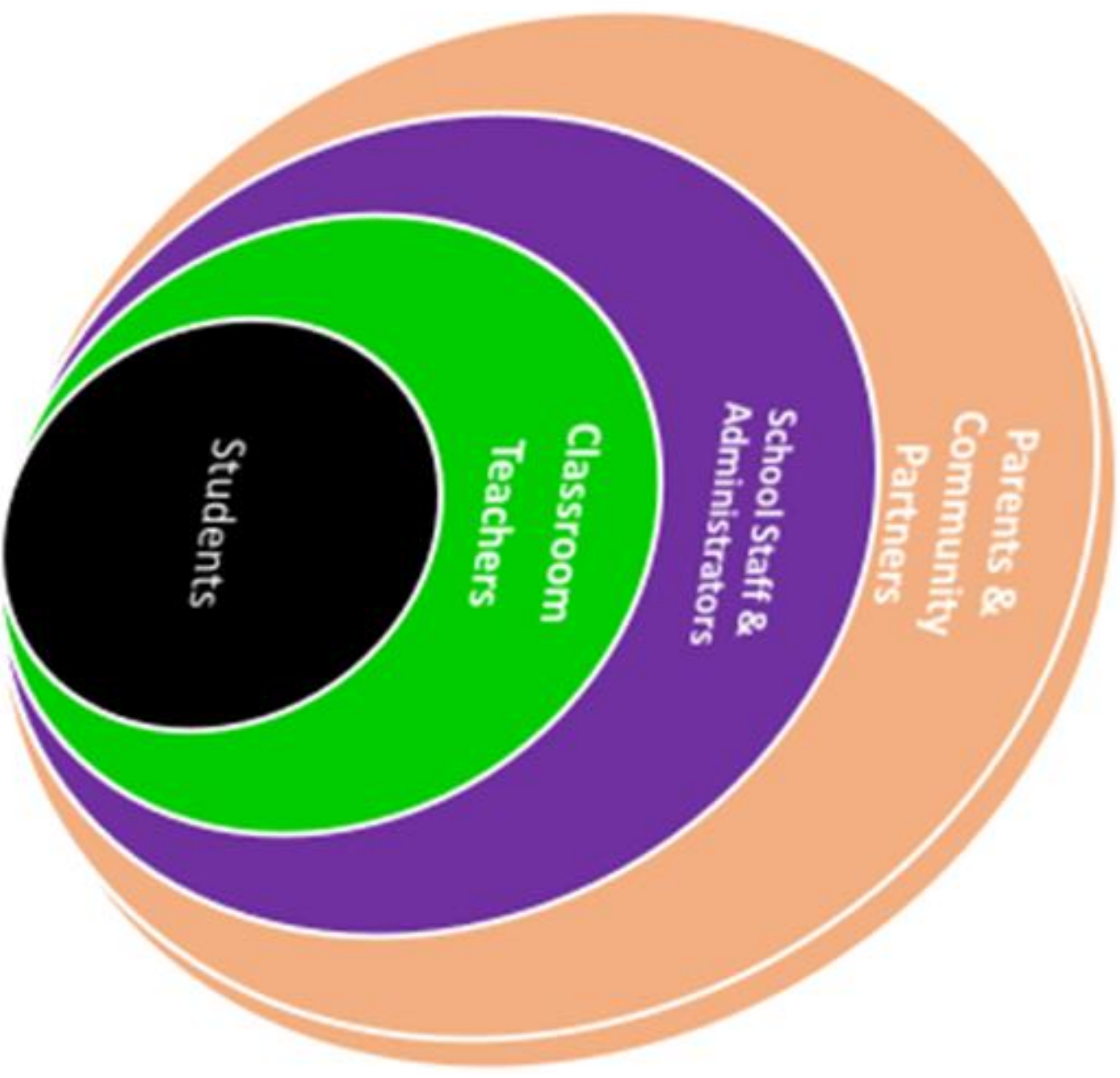*The new paradigm in education is moving toward a model that is based on the fact that networks of positive relationships are central to learning. Restorative Practices give us a model for building, affirming and repairing these relationships. This makes school communities places where children and adults can learn and grow to become their best selves.*

Restorative Practices

Fresno Unified is implementing **restorative practices** as a three-tiered model integrated with school climate programs such as Safe & Civil Schools (PBIS), CHAMPS, Olweus Bullying Prevention and Social Emotional Learning.

Through professional learning and coaching, all staff learn how to use a *restorative approach as an educator* and work together in creating a *restorative school culture* based on principles and practices that promote three key components:

- **Caring relationships**
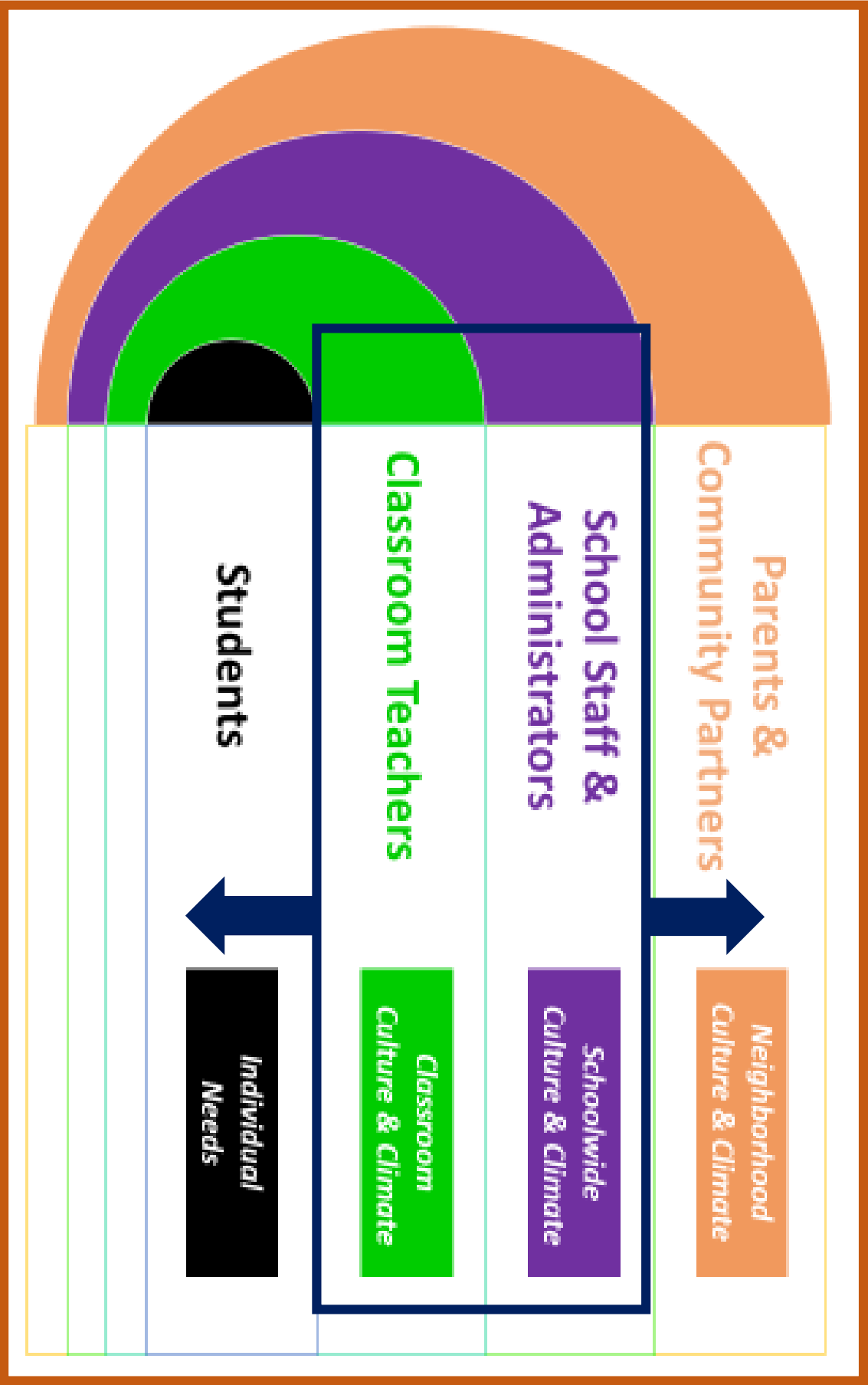- **Growth mindsets** for teaching and learning
- **Meaningful contribution to the school community** from all members

Becoming Restorative Schools: Elements of Implementation

- Students
- Classroom Teachers
- School Staff & Administrators
- Parents & Community Partners

Implementation Plan – Year 1 Initial Focus
& Year 2-3 Expanded Focus

Students

Classroom Teachers

School Staff &
Administrators

Parents &
Community Partners

Individual Needs

Classroom Culture & Climate

Schoolwide Culture & Climate

Neighborhood Culture & Climate

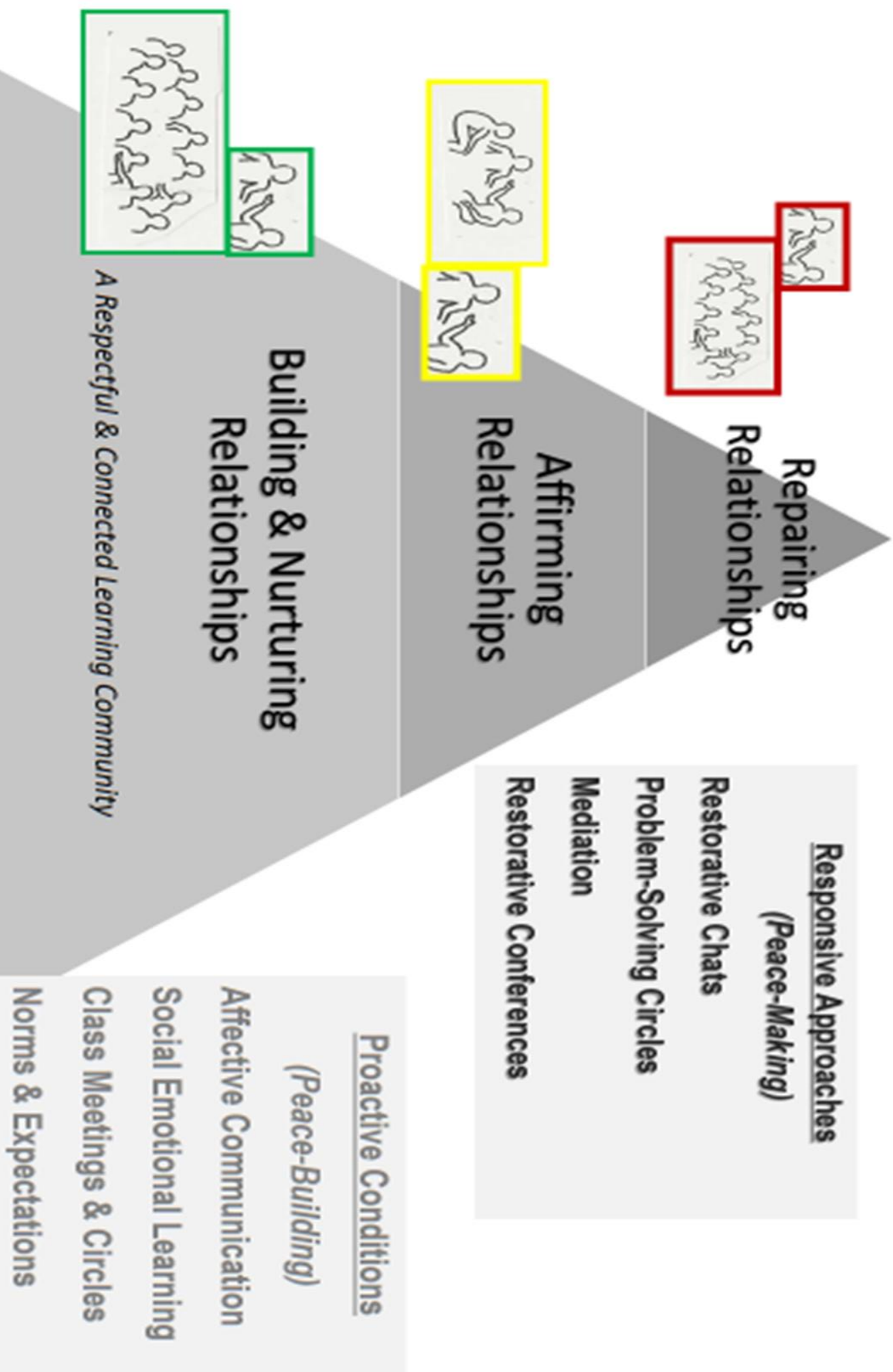Opening A Restorative School

All-Staff Circle

Gaston Middle School

Three-Tiered Model of Restorative Practices Implementation

Building & Nurturing Relationships
A Respectful & Connected Learning Community

Affirming Relationships

Repairing Relationships

Proactive Conditions
(Peace-Building)

Norms & Expectations
Class Meetings & Circles
Social Emotional Learning
Affective Communication

Responsive Approaches
(Peace-Making)

Restorative Chats
Problem-Solving Circles
Mediation
Restorative Conferences

"Student-Led Community Building Circle"
Birney Elementary, 5th Grade
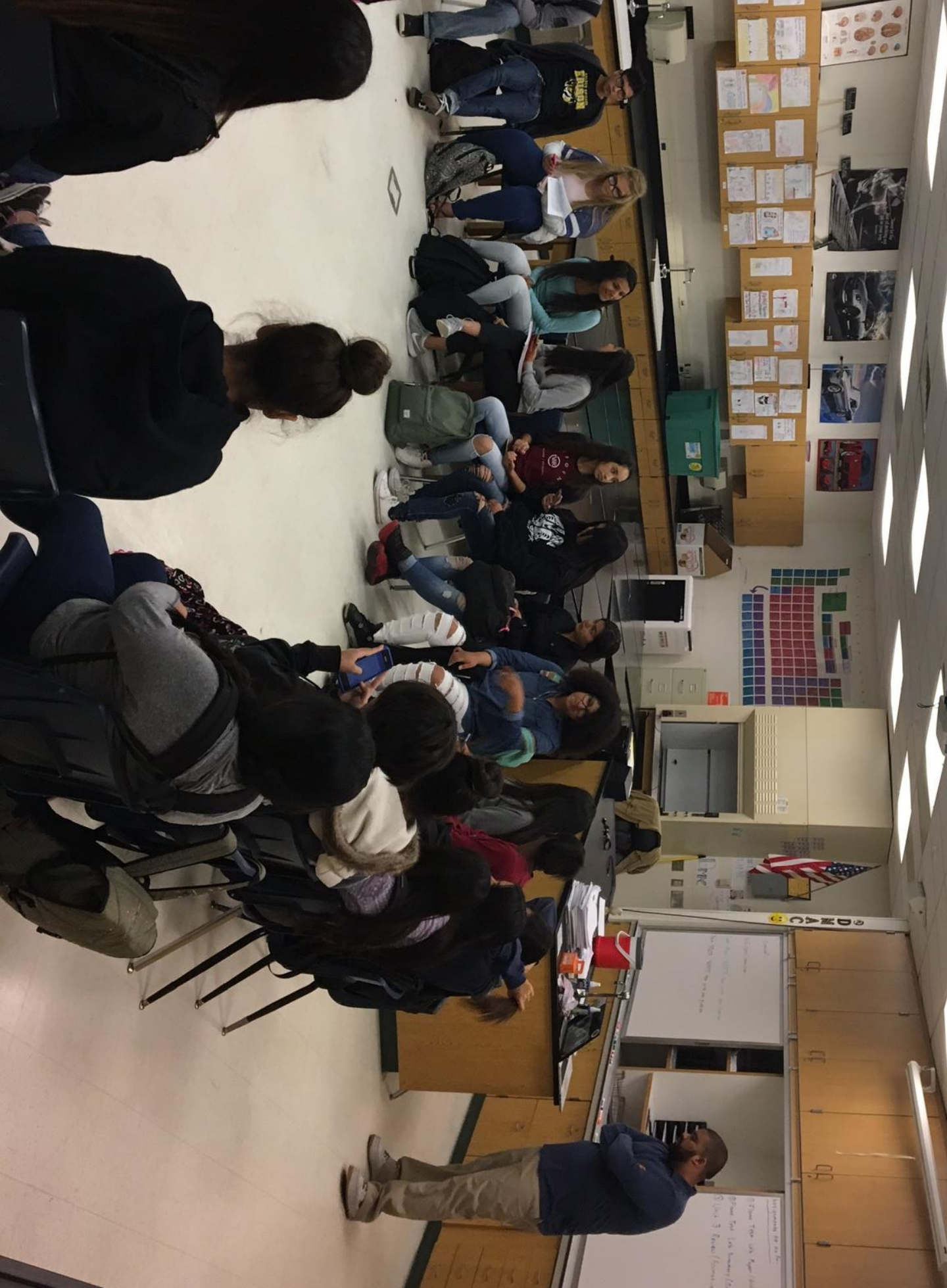
Getting Ready for Circle

Edison High Chemistry Class

Practicing key skills for success: self-regulation, listening & speaking, collaborative relationships and joy for learning

Cross Grade-Level Community Building & Cooperative Games

Wishon Elementary

Community Building Circle: Creating the Conditions for Learning

Leavenworth Elementary
1st Grade

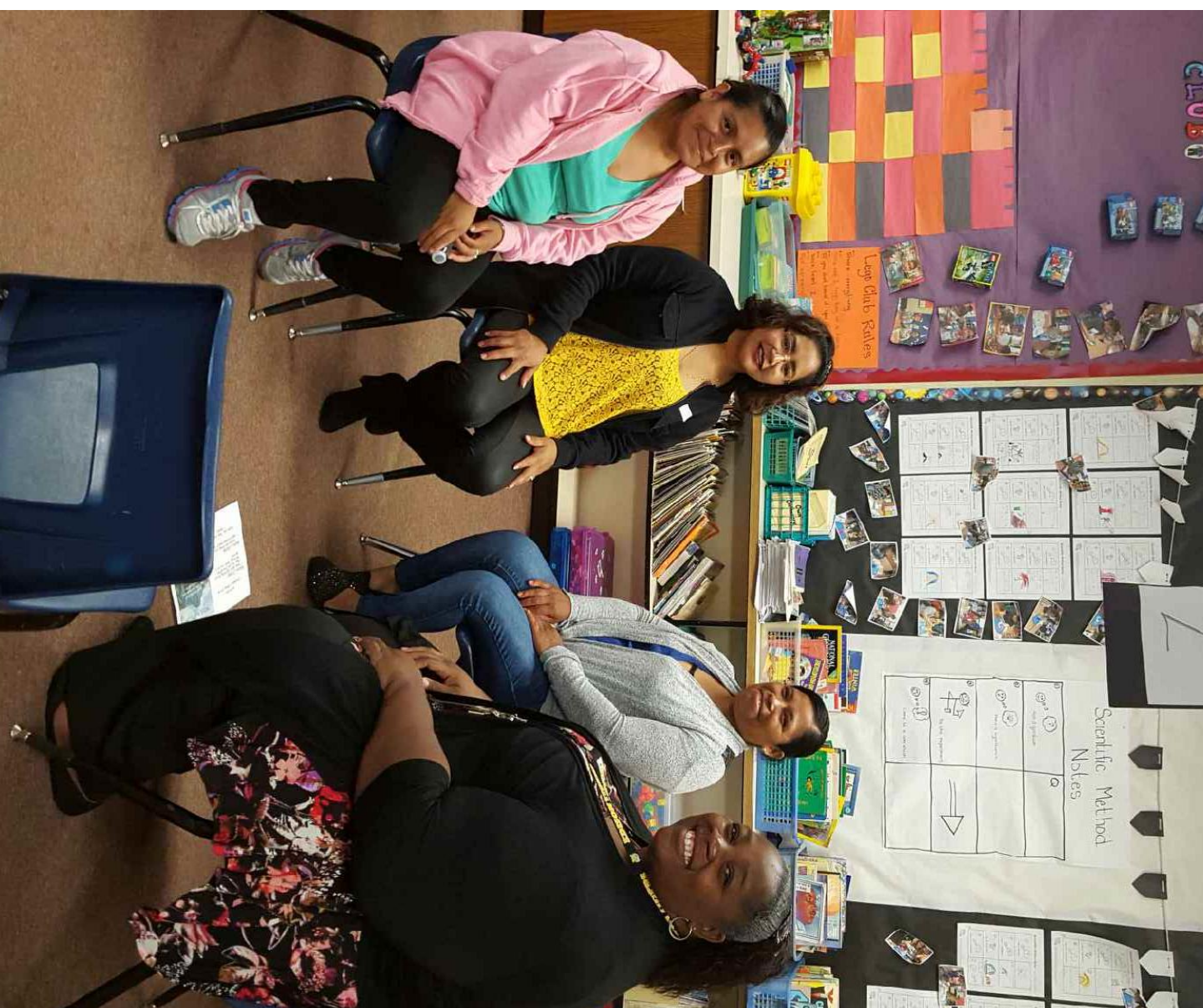*"Freshmen Connection Circles"*
McLane High School

6th Graders Supported with "Transition to Middle School Connection Circles"

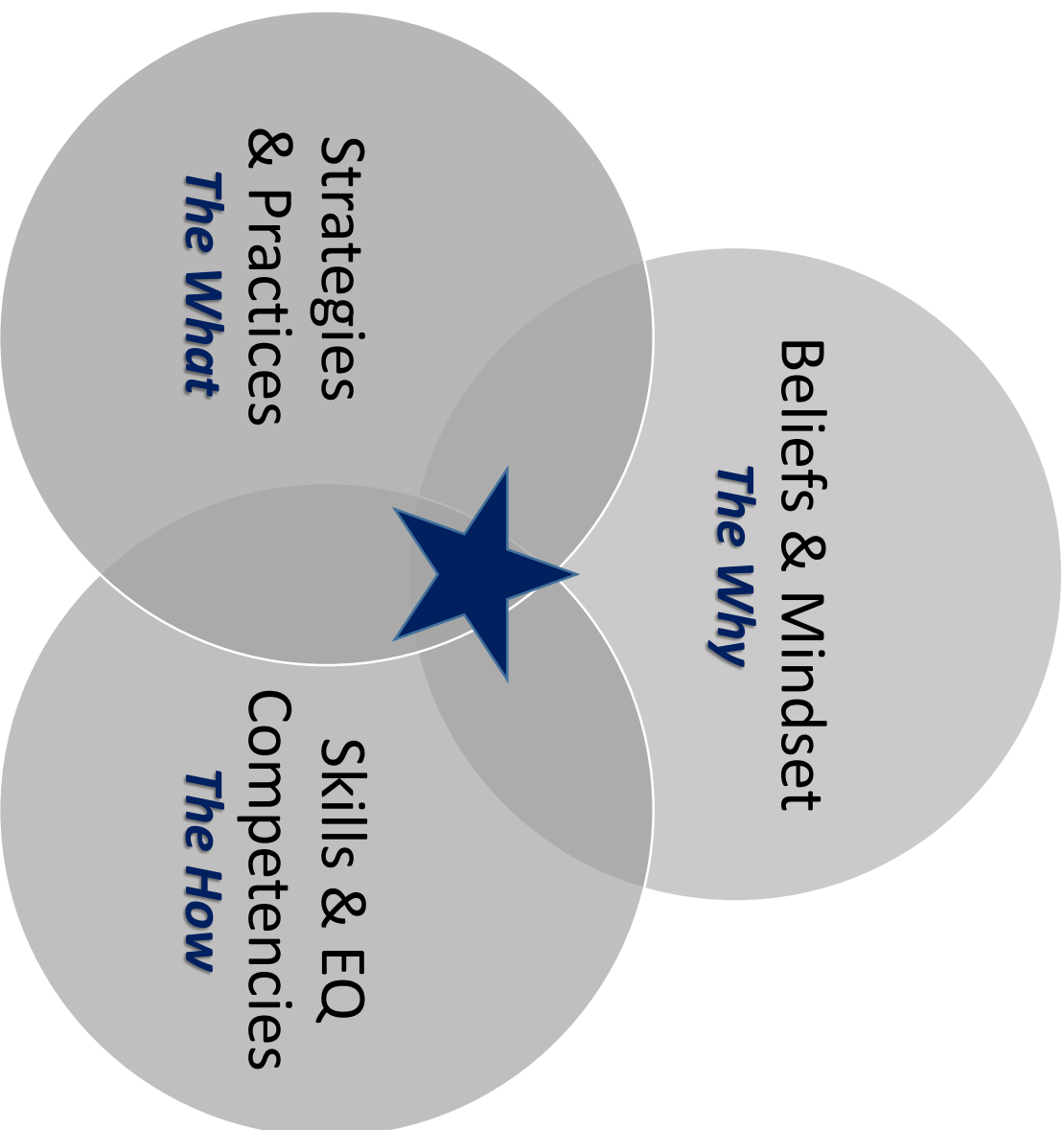McLane Region Schools

Community
Building Circle with Parents

Parent Restorative Practices Learning

Addams Elementary

II. Professional Learning Model

The Restorative Practices Learning Model

Strategies & Practices
The What

Beliefs & Mindset
The Why

Skills & EQ Competencies
The How

- Rather than a solitary focus on teaching new **strategies**, this professional learning is designed to address staff **beliefs and mindsets**, as well as the **skills and emotional intelligence competencies** needed to be able to use the new practices successfully.

- In the first year, **two full-days of professional learning** is provided to teachers and administrators and partial days are provided to classified staff. Topics include emotional intelligence, Positive Discipline, restorative justice, brain-based learning and trauma-informed practices.

- Subsequent **site-based learning** is provided to schools on an on-going basis.

- A part-time **Restorative Practices Counselor/Coach** guides school staff and their Culture-Climate Team in classroom and schoolwide implementation efforts.

"*Wheelhouse Circle*"
Ewing Elementary

Restorative Practices
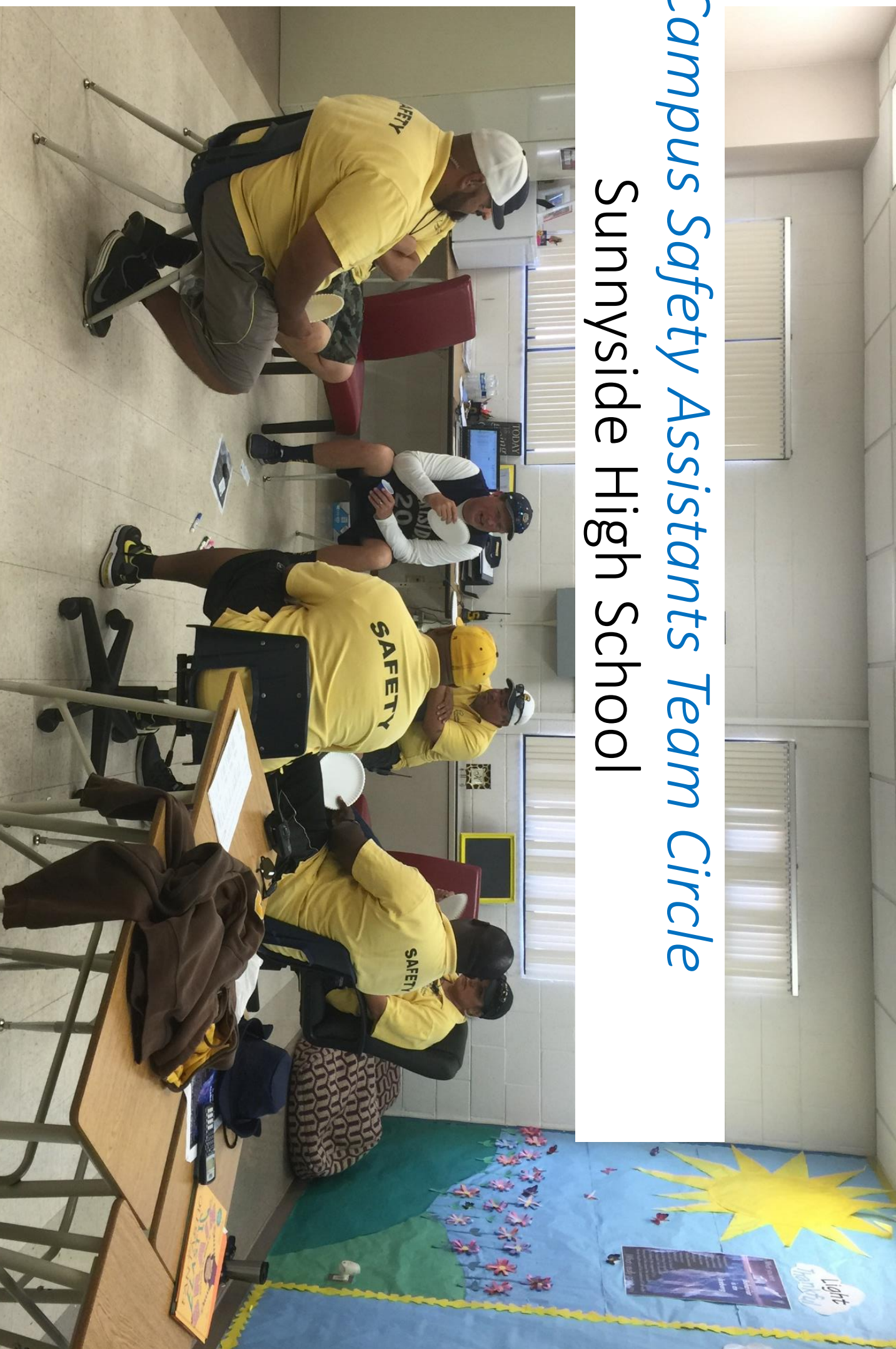Professional Learning

Classified/Support Staff
Professional Learning at Hidalgo Elementary

Noon-Time Assistants
Team Values

Campus Safety Assistants Team Circle

Sunnyside High School

Teacher-Led & Site-Based
Restorative Practices Professional Learning

"Morning Meeting"
King Elementary

The Social Discipline Window

"Firmness"

"Kindness"

LOW ———— Control (limit-setting, structure) ————→ HIGH

LOW ———— Support (encouragement, nurture) ————→ HIGH

NOT

TO

FOR

WITH

Punitive-Permissive Continuum

"The Leader or Guide"
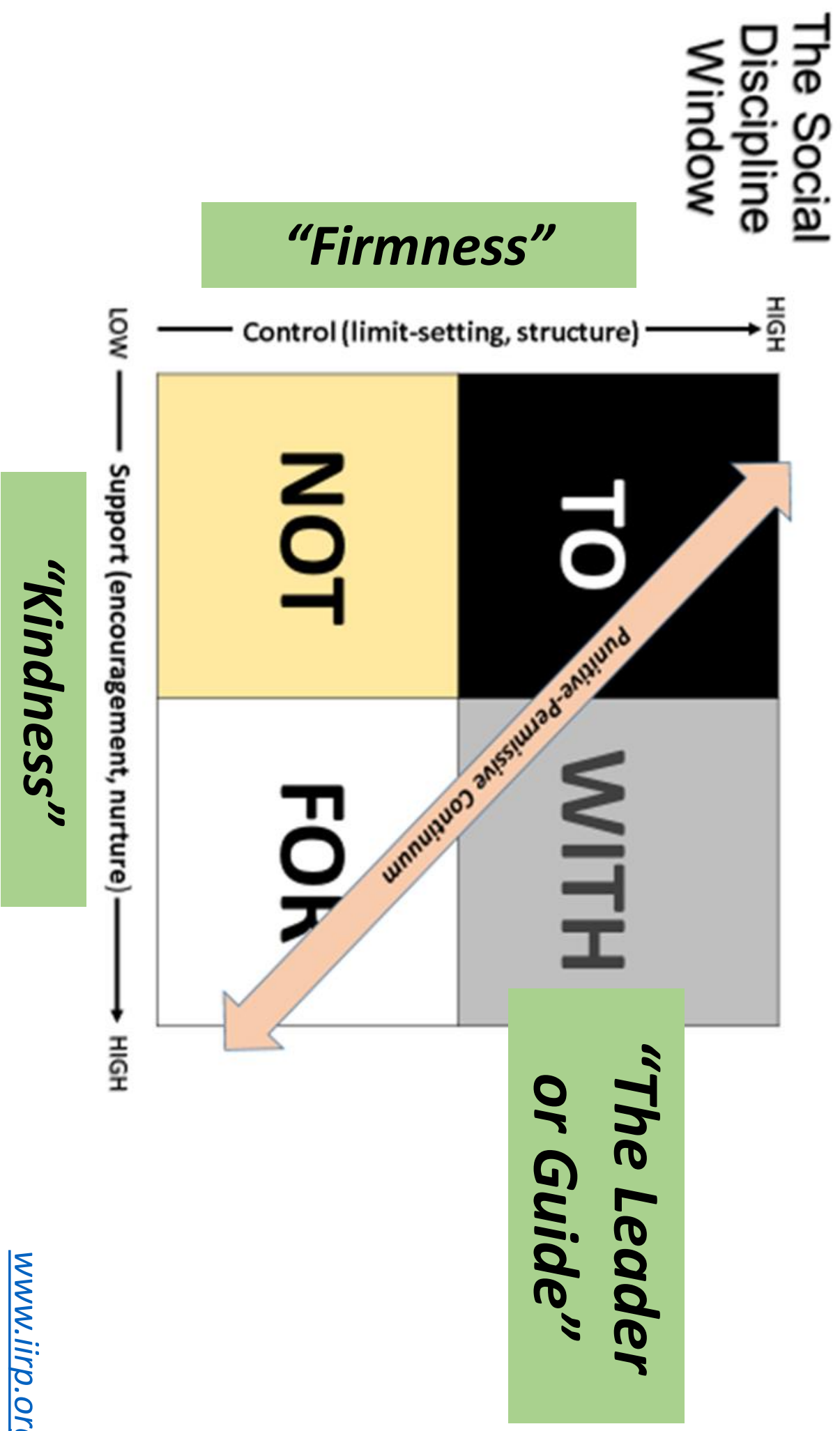
Social & Emotional Learning (SEL) Competencies for Students

www.casel.org

Social & Emotional Learning

SELF-MANAGEMENT
Managing emotions and behaviors to achieve one's goals

SELF-AWARENESS
Recognizing one's emotions and values as well as one's strengths and limitations

SOCIAL AWARENESS
Showing understanding and empathy for others

RELATIONSHIP SKILLS
Forming positive relationships, working in teams, dealing effectively with conflict

RESPONSIBLE DECISION-MAKING
Making ethical, constructive choices about personal and social behavior

---

Emotional Intelligence (EQ) for Adults

www.talentsmart.com

	What I See	What I Do
PERSONAL COMPETENCE	SELF-AWARENESS	SELF-MANAGEMENT
SOCIAL COMPETENCE	SOCIAL AWARENESS	RELATIONSHIP MANAGEMENT

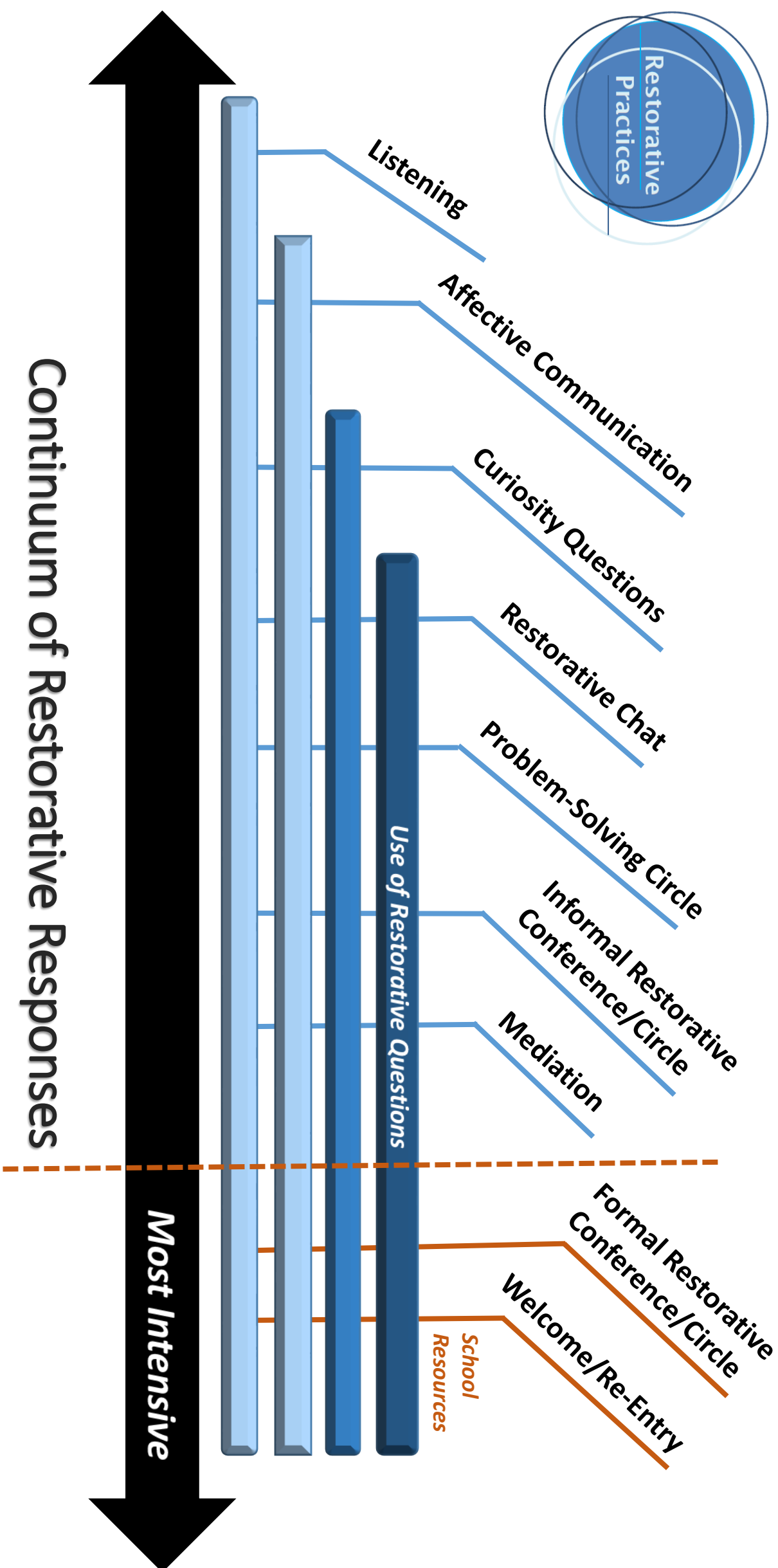# Restorative Practices Counselor/Coach

Schoolwide & Classroom Implementation

- Coaching the Culture/Climate Team to build site-capacity for implementation of restorative, school climate and social-emotional programs across a multi-tiered system of supports*

- Designing and consulting on positive discipline, trauma-informed and resiliency-based practices

- Providing on-site Professional Learning, modeling and job-embedded coaching at all staff levels *(classroom teachers, administrators & classified)*

- Focusing on creating and affirming a restorative staff culture aligned with caring relationships, growth mindsets for teaching and learning & meaningful contribution to the school community from all members

Student & Family Supports

- Innovative instructional and social-emotional supports for students that promote success & well-being using a "whole-child" model *(designing individual and group interventions)*

- Responsive restorative process facilitation, including: restorative conferences & circles, mediation, re-entry/welcome & family group conferences

- Restorative Practices Parent Education & linkage to community resources

- Partnership with community-based service providers

*Please see list of examples provided by Dept. of Prevention & Intervention

Fresno Unified School District

Continuum of Restorative Responses

Most Intensive

Restorative Practices

Listening

Affective Communication

Curiosity Questions

Restorative Chat

Problem-Solving Circle

Informal Restorative Conference/Circle

Mediation

Use of Restorative Questions

School Resources

Formal Restorative Conference/Circle

Welcome/Re-Entry

Questions

III. Innovative Data Collection

Proactive Services to Staff

Type of Session/Engagement:
- Coaching
- Consulting
- Brief Check-in or Follow-up

Service Categories:
- Listening/Support
- Planning/Coordinating
- Modeling
- Observation
- Data Collection
- De-Brief
- Instructional

Proactive Services to Students

Type of Session/Engagement:
- Counseling
- Instructional
- Brief Check-in or Follow-up

Service Participants:
- Individual
- Informal Group
- Formal Group
- Whole Class
- Parent/Guardian
- Participating Staff Member(s)

Responsive Restorative Process for Staff & Students

Process Used:
- Problem-Solving Circle
- Peer Mediation
- Mediation
- Restorative Conference/Circle
- Welcome or Re-Entry Conference/Circle
- Family Group Conference

Agreements:
- Repair of Relationships
- Responsibility for Actions
- Recommendations for Supports/ Interventions
- Informal/Formal Follow-up Meeting Scheduled

Barriers:
Facilities, Scheduling; Time; Parties Unavailable; Insufficient Preparation by Facilitator; Insufficient Schoolwide Systems Supports; Participant Readiness; Other

Fresno Unified School District

A. Service Type

Primary Service | Listening/Support ▼

Secondary Service | Select an Option ▼

B. Staff Competencies

Personal Competencies

☑ Self-Awareness

☑ Self-Management

Social Competencies

☑ Social Awareness

☑ Relationship Management

FUSD Leadership Standards

☐ 1. Skillful Supervision & Evaluation

☐ 2. Using Evidence to Improve Instruction

☐ 3. Decision Making/Managing Change

☐ 4. Appropriately Allocating Resources

☐ 5. Effective Communication

☐ 6. Service to Sites

California Standards for the Teaching Profession

Standard 1: Engaging and supporting ALL Students in Learning	☐ 1.1	☐ 1.2	☐ 1.3	☐ 1.4	☐ 1.5	☐ 1.6
Standard 2: Creating and Maintaining Effective Environments for Student Learning	☐ 2.1	☐ 2.2	☐ 2.3	☐ 2.4	☐ 2.5	☐ 2.6	☐ 2.7
Standard 3: Understanding and Organizing Subject Matter for Student Learning	☐ 3.1	☐ 3.2	☐ 3.3	☐ 3.4	☐ 3.5	☐ 3.6
Standard 4: Planning Instruction and Designing Learning Experiences for ALL Students	☐ 4.1	☐ 4.2	☐ 4.3	☐ 4.4	☐ 4.5
Standard 5: Assessing Students for Learning	☐ 5.1	☐ 5.2	☐ 5.3	☐ 5.4	☐ 5.5	☐ 5.6	☐ 5.7
Standard 6: Developing as a Professional Educator	☐ 6.1	☐ 6.2	☐ 6.3	☐ 6.4	☐ 6.5	☐ 6.6	☐ 6.7

A Proactive Service to Staff:

Teacher Grade Level Teams Share Values in Support their Professional Learning Community (PLC)

Aynesworth Elementary

Fresno Unified School District

Student Service ID: 1649

A. School: _____ (2016 - 2017)

B. Initiated By: Student ▾

C. Type of Session / Engagement: Brief Check-in or Follow-up ▾

D. Date of Session/Engagement: 11/15/2016

E. Total Time of Session/Engagement: 5-15 ▾

F. Provided By

	Name		Title
Primary	- Counselor, School ▾	Counselor, School	
Secondary	If necessary ▾	Select Department ▾	
Other Support	If necessary ▾	Select One ▾	

G. Provided To Individual ▾

Student Support: If necessary ▾

Service Recipient(s)

Staff Name Title Type

Student ID   Student Name   Section ID

1) [____] [____] ✖

Parent Name Type

Add Staff	Add Other	Add Student	Add Parent
Add Class			

A Proactive Service to Students:

Community Building Circle in a Mentoring Group

Easterby Elementary

A Proactive Service to Students:

"Peace-Makers" Learn Peer Mediation at Fresno State to Serve in Schoolwide Jobs

Hidalgo Elementary

Fresno Unified School District

Responsive Restorative Processes

A. Primary parties involved in incident

Staff Name   Title   Type

Student ID   Student Name   Section ID

1) [   ]   [   ]   ✖

[Add Staff]   [Add Other]   [Add Student]   [Add Parent]

Parent Name   Type

[Add Class]

B. Participants Table

Staff Name	Pre-Conf Duration	Participate in Actual	Consent to Attended Actual Process

Student ID	Student Name	Pre-Conf Duration	Participate in Actual	Consent to Attended Actual Process
1) [ ]	[ ]	16-30 ◆	Yes ◆	Yes ◆

Parent Name	Pre-Conf Duration	Participate in Actual	Consent to Attended Actual Process

A Responsive Service for Students:

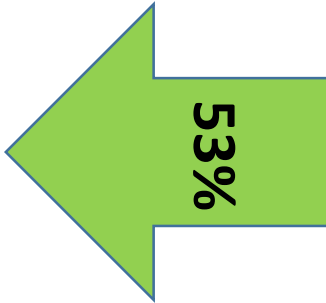## *"Restorative Circle" The Softball Team Making Things Right*

Rowell Elementary

Early Impact: Restorative Practices 2014-15
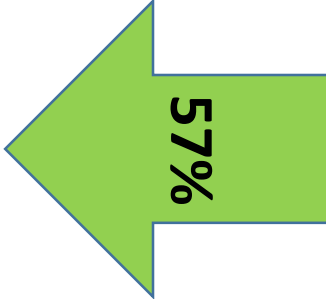
McLane Region Suspension Incidents

13/14: 1,548
14/15: 714

53%

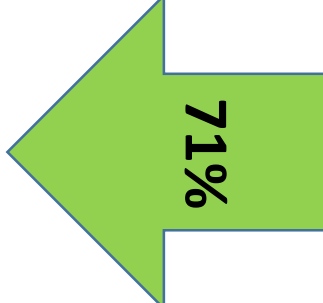## McLane Region Disruption/Defiance Suspensions

13/14: 799
14/15: 226

71%

McLane Region Expulsions

13/14: 21
14/15: 9

57%

McLane High School Expulsions Disruption/Defiance

13/14: 5
14/15: 0

100%
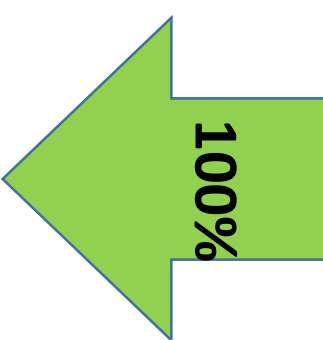
Return on Investment:
Restorative Practices Expansion 2015-16

> **Restorative Practices Regions:**
> **Behaviors Leading to Expulsion**

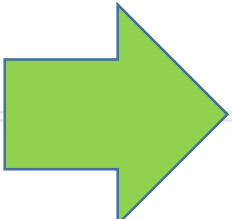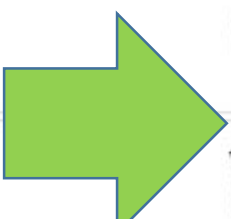|	12/13:	14/15:	15/16 YTD:
McLane HS		59	10
Edison HS		20	4
Sunnyside HS		20	10

McLane Region Two-Year Outcomes

Number and percentage of Elementary students that responded 'Most of the time' or 'All of the time' *and* Secondary students that responded 'Agree' or 'Strongly Agree' to **"I feel like I am part of this school"**

School Name	2013-2014			2015-2016			Progress
	Numerator	Denominator	Percent	Numerator	Denominator	Percent	Percent Change
Turner Elementary	58	121	47.93%	118	152	77.63%	29.70%
Hidalgo Elementary	93	165	56.36%	152	191	79.58%	23.22%
Norseman Elementary	114	166	68.67%	160	198	80.81%	12.14%
Leavenworth Elementary	146	196	74.49%	247	287	86.06%	11.57%
Ericson Elementary	112	167	67.07%	194	254	76.38%	9.31%
Birney Elementary	166	222	74.77%	180	220	81.82%	7.05%
McLane High	497	1258	39.51%	632	1360	46.47%	6.96%
Mayfair Elementary	117	161	72.67%	109	146	74.66%	1.99%
Ewing Elementary	94	124	75.81%	156	202	77.23%	1.42%
Wishon Elementary	120	154	77.92%	154	196	78.57%	0.65%
Yosemite Middle	304	476	63.87%	329	516	63.76%	-0.11%
Rowell Elementary	143	190	75.26%	162	216	75.00%	-0.26%
Scandinavian Middle	301	661	45.54%	287	700	41.00%	-4.54%

Restorative Practices Services: Indicators

ID	Indicator	15-16 Q2 Fraction	15-16 Q2 Pct	15-16 EOY Fraction	15-16 EOY Pct
7210	Number and percentage of *proactive* services delivered to staff by a Restorative Practices Counselor **Numerator:** Number of *proactive* services delivered to staff by a	N/A	N/A	$\frac{753}{1665}$	45.23% (45.23) Proactive to Staff
7211	Number and percentage of *proactive* services delivered to students by a Restorative Practices Counselor **Numerator:** Number of *proactive* services delivered to students	N/A	N/A	$\frac{912}{1665}$	54.77% (54.77) Proactive to Students
7212	Number and percentage of *responsive* services to staff delivered by a Restorative Practices Counselor **Numerator:** Number of *responsive* services to staff delivered by a	N/A	N/A	$\frac{52}{956}$	5.44% (5.44) Responsive to Staff
7213	Number and percentage of *responsive* services to students delivered by a Restorative Practices Counselor **Numerator:** Number of *responsive* services to students delivered	N/A	N/A	$\frac{904}{956}$	94.56% (94.56) Responsive to Students
7218	Number and percentage of *proactive* services delivered to students by a Restorative Practices Counselor **Numerator:** Number of *proactive* services delivered to students	N/A	N/A	$\frac{912}{1816}$	50.22% (50.22) Proactive to Students
7219	Number and percentage of *responsive* services delivered to students by a Restorative Practices Counselor	N/A	N/A	$\frac{904}{1816}$	49.78% (49.78) Responsive to Students

ID	Indicator	15-16 EOY	
		Fraction	Pct
7225	Number and percentage of Restorative Practices schools whose SEL Rating has improved at least one level since the beginning of the academic year and there is evidence that a RP counselor provided at least 2 coaching/consulting sessions to support implementation **Numerator:** Number of Restorative Practices schools whose SEL Rating has improved at least one level since the beginning of the academic year and there is evidence that a RP counselor provided at least 2 coaching/consultation sessions to support implementation **Denominator:** Number of Restorative Practices schools whose SEL Rating has improved at least one level since the beginning of the academic year **Notes:** Ratings are used to measure progress from the beginning of the academic year to the most recent quarter **SQII Views:** Restorative Practices Implementation Rubric Restorative Practices Implementation Rubric Descriptions	$\frac{20}{21}$	95.24% (95.24)
7226	Number and percentage of Restorative Practices schools whose Team Effectiveness Rating has improved at least one level since the beginning of the current academic year and there is evidence that a RP counselor provided at least 2 coaching/consulting sessions **Numerator:** Number of Restorative Practices schools whose Team Effectiveness Rating has improved at least one level since the beginning of the current academic year and there is evidence that a RP counselor provided at least 2 coaching/consulting sessions **Denominator:** Number of Restorative Practices schools whose Team Effectiveness Rating has improved at least one level since the beginning of the current academic year **SQII Views:** Restorative Practices Implementation Rubric Restorative Practices Implementation Rubric Descriptions	$\frac{14}{21}$	66.67% (66.67)

SEL Rating (Social Emotional Learning)

Culture/Climate Team Effectiveness Rating

Current Data Collection to Support Implementation

- School Climate Implementation Rubric (Tier 1) Ratings
- Attendance
- Behavior (Suspensions & Expulsions)
- School Climate Surveys
  - Students
  - Parents
  - Staff
- Documentation of Class Meetings
- Professional Learning Feedback
- Restorative Classroom Plan Surveys

Next Steps for Data Collection

Categories (arc diagram, outer to inner):
- Parents & Community Partners
- School Staff & Administrators
- Classroom Teachers
- Students

	Design New Systems for…	Collect Qualitative Data	Create Formative School Climate Surveys on Key Themes
Parents & Community Partners	Parent Voice & Community Voice	Parent & Community Focus Groups	Surveys for Parents & Community Partners
School Staff & Administrators	Staff Voice	Staff Focus Groups	Short Quarterly Staff Surveys
Classroom Teachers	Teacher Voice	Teacher Focus Groups	Short Quarterly Teacher Surveys
Students	Student Voice	Student Focus Groups	Short Quarterly Student Surveys

Fresno Unified School District

Thank you for the opportunity to share with you today!

Presentation materials will be made available online:

www.fresnou.org/dept/dpi/rp