

REFERENCIAS

ARREGLA DISCIPLINA ESCOLAR EN CALIFORNIA

¹ Tony Fabelo, Council of State Governments Justice Center, *Breaking Schools' Rules: A Statewide Study on How School Discipline Relates to Students' Success and Juvenile Justice Involvement* (2011); Robert Balfanz, Vaughan Byrnes, & Joanna Fox, Everyone Graduates Center, *Sent Home and Put Off-Track: The Antecedents, Disproportionalities, and Consequences of Being Suspended in the Ninth Grade* (2012).

² California Dep't of Educ. DataQuest, <http://dq.cde.ca.gov/dataquest/> hereinafter, CDE DataQuest.

³ Id.

⁴ Id.

⁵ Id.

⁶ John D. McCarthy & Dean R. Hoge, *The Social Construction of School Punishment: Racial Disadvantage Out of Universalistic Process*, 65 *Social Forces* 1101, 1101-1120 (1987).

⁷ CDE DataQuest, <http://dq.cde.ca.gov/dataquest/>

⁸ Thomas C. West, Everyone Graduates Ctr., *Just the Right Mix: Using an Early Warning Indicators Approach to Identify Potential Dropouts Across All Grades* (2013), available at <http://new.every1graduates.org/wp-content/uploads/2013/07/JusttheRightMixWest20131.pdf>.

⁹ Am. Psychological Assoc. Zero Tolerance Task Force, *Are Zero Tolerance Policies Effective in the Schools: An Evidentiary Review and Recommendations* (2006), available at <http://www.apa.org/pubs/info/reports/zero-tolerance.pdf>.

¹⁰ See Jeffrey H. Lamont, *Policy Statement: Out-of-School Suspension and Expulsion*, 112(5) *Am. Acad. of Pediatrics Comm. on Sch. Health* 1206, 1206-1209 (2013).

PREJUICIOS RACIALES & DISCRIMINACION

¹ U.S. Dep't of Educ., Office For Civil Rights, CRDC Data Snapshot: School Discipline Issue Brief No. 1 (2014), available at <http://ocrdata.ed.gov/Downloads/CRDC-School-Discipline-Snapshot.pdf>.

² Melinda D. Anderson, *Even Black Preschool Teachers Are Biased*, *The Atlantic* (Sept. 28, 2016), <http://www.theatlantic.com/education/archive/2016/09/the-high-standardset-by-black-teachers-for-black-students/501989/>; Jeremy Adam Smith, *Why Teachers Are More Likely to Punish Black Students* (May 7, 2015), http://greatergood.berkeley.edu/article/item/why_teachers_are_more_likely_to_punish_black_students; Jason A. Okonofua & Jennifer L. Eberhardt, *Two Strikes: Race and the Disciplining of Young Students*, 26(5) *Psychological Science* (2015).

³ Andrew Scott Baron & Mahzarin R. Banaji, *The Development of Implicit Attitudes Evidence of Race Evaluations From Ages 6 and 10 and Adulthood*, 17(1) *Psychological Science* 53, 53-58 (2006).

⁴ Robert M. Davidson Aviles et al., *Perceptions of Chicano/Latino Students Who Have Dropped Out of School*, 77 *J. of Counseling and Dev.* 465, 469 (1999); see also Craig A. Hughes, *What Teacher Education Programs Can Learn from Successful*

Mexican–Descent Students, 27 Bilingual Res. J. 225, 232 (2003) (“Many participants felt that some teachers assumed that Mexican–descent students could not understand what was happening in class and, thus, they held low expectations of them.”).

⁵ Brenda L. Townsend, The Disproportionate Discipline of African American Learners: Reducing School Suspensions and Expulsions, 66(3) *Exceptional Children* 381, 381–91 (2000).

⁶ Id.

⁷ Information in this section adapted from Steinhardt School of Culture, Education, and Human Development, *Culturally Responsive Classroom Management Strategies* (2008).

⁸ Luke Edwards & Allison Elgart, The School to Prison Pipeline: How Implicit Bias Colors Discipline, 1 *Wash. J. of Educ. L. & Pol’y*, 1, 14 (2015).

⁹ Equal Justice Society, *Breaking the Chains: The School to Prison Pipeline, Implicit Bias, and Racial Trauma* (2016) 19, available at <https://equaljusticesociety.org/breakingthechains/>

CONDUCTO DE ESCUELA A PRISIÓN

¹ Barbara Raymond, The Office of Cmty. Oriented Policing Services for the U.S. Dep’t of Justice, *Assigning Police Officers to Schools, Police–Oriented Guides for Police Response Guides Series No. 10*, 1, 33 (2010), available at http://www.popcenter.org/Responses/pdfs/school_police.pdf (“Since 1999, the COPS Office has awarded over \$750 million to more than 3,000 grantees resulting in the hiring of more than 6,500 SROs.”).

² Matthew T. Theriot, School Resource Officers and the Criminalization of Student Behavior, 37 *Journal of Criminal Justice* 280, 280–287 (2009); see also Noor Dawood, Goldman School of Public Policy, *Reorienting School Policing: Strategies for Modifying School Policing Objectives to Reduce Unintended Consequences, While Preserving Unique Benefits* 28 (2011) (discussing the negative consequences associated with placing officers in a mentoring role on campuses include more student arrests).

³ Amanda Petteruti, Justice Policy Inst., *Education Under Arrest: The Case Against Police in Schools* (2011), available at http://www.justicepolicy.org/uploads/justicepolicy/documents/educationunderarrest_fullreport.pdf; Amanda Petteruti, Justice Policy Institute, *A Lasting Effect* (2011), available at www.justicepolicy.org; Am. Bar Assoc., Criminal Justice Div., *Think Before You Plea: Juvenile Collateral Consequences in the United States* (2012), <http://www.beforeyouplea.com>; Marsha Weissman et al., Center for Comm. Alternatives, *The Use of Criminal History Records in College Admissions* (2010), available at <http://communityalternatives.org/pdf/Reconsidered-criminal-hist-recs-in-college-admissions.pdf>.

⁴ Gary Sweeten, Who Will Graduate? Disruption of High School Education by Arrest and Court Involvement, 23 *Justice Quarterly* 462, 473, 77 (2006).

⁵ Tia Martinez, Mapping the School to Prison Pipeline, <https://prezi.com/jgq2a9hizk23/mapping-the-school-to-prison-pipeline/>.

⁶ *We Came to Learn: A Call to Action for Police Free Schools*, 31 (2018), available at: <http://advancementproject.org/wp-content/uploads/WCTLweb/index.html#page=1>; Phillip J. Cook, Denise C. Gottfredson & Choongmin Na, School Crime Control and Prevention, 39 *Crime & Just.* 313, 372 (2010); Matthew Meyer & Peter

E. Leone, A Structural Analysis of School Violence and Disruption: Implications for Creating Safer Schools, 22 Educ. and Treatment of Children 333, 352 (1999); Randall R. Beger, The Worst of Both Worlds, 28 Crim. Just. Rev. 336, 340 (2003); Kathleen Nolan, Police in the Hallways: Discipline in an Urban High School 53 (2011); Gary Gottfredson, et al., School Climate Predictors of School Disorder: Results from a National Study of Delinquency Prevention in Schools, 42 Journal of Research and Crime and Delinquency 412, 433 (2005) (finding students rate their schools higher on scales of student delinquency and victimization when they report unfair implementation of arbitrary rules).

⁷ Counselors Not Cops: Ending the Regular Presence of Law Enforcement in School http://dignityinsc.wpengine.com/wp-content/uploads/2017/10/DSC_Counselors_Not_Cops_Recommendations-1.pdf

⁸ Id.

LA VISION: ESCUELAS QUE APOYAN TODOS LOS ESTUDIANTES

¹ Brandi Simonsen, George Sugai & Madeline Negrón, School-Wide Positive Behavior Supports: Primary Systems and Practices, 40(6) Teaching Exceptional 32, 33.

² Jeffrey R. Sprague & Robert H. Horner, School Wide Positive Behavioral Support, Handbook of School Violence and School Safety: From Research to Practice 413 (Shane R. Jimerson & Michael J. Furlong eds., 2006).

³ Definition adapted from Oakland Unified School District, Restorative Justice Implementation Guide: A Whole School Approach, available at <https://www.ousd.org/cms/lib/CA01001176/Centricity/Domain/134/BTC-OUSD1-IG-08b-web.pdf>

⁴ Peter Ji et al., A Model for Implementing and Sustaining Schoolwide Social and Emotional Learning, 41(2) The Cmty. Psychologist 40, 40-43 (2008).

APOYO POSITIVO DE INTERVENCIÓN PARA COMPORTAMIENTO EN TODA LA ESCUELA (SWPBIS)

¹ Adapted from David Osher et al., Intermediate District 287, How Can We Improve School Discipline (2010); See SWPBIS for Beginners (2018) <https://www.pbis.org/school/swpbis-for-beginners>.

² Linda M. Mendez, Howard M. Knoff & John M. Ferron, School Demographic Variables and Out-of-School Suspension Rates: A Quantitative and Qualitative Analysis of a Large, Ethnically Diverse School District, 39(3) Psychology in the Schools 259, 259-277 (2002).

JUSTICIA RESTAURATIVA Y PRACTICAS RESTAURATIVAS

¹ Thalia González, Keeping Kids in Schools: Restorative Justice, Punitive Discipline, and the School to Prison Pipeline, 41(2) J.L. & Educ. 281, 281-335 (2012), available at <http://www.ibarji.org/docs/gonzales.pdf>.

² Oakland Unified School District, Restorative Justice Implementation Guide: A Whole School Approach 2, available at <http://r.jojoakland.org/wp-content/uploads/OUSD-RJOY-Implementation-Guide.pdf>.

APRENDIZAJE SOCIAL Y EMOCIONAL

¹ For instance, Restorative Justice for Oakland Youth (RJOY)'s program in West Oakland's Cole Middle School eliminated violence and expulsions and reduced the rate of suspensions by more than 75%. See <http://rjoyoakland.org/restorative-justice/>.

² 2013 CASEL GUIDE: effective Social and Emotional Learning programs preschool and Elementary School Edition

³ Joseph A. Durlak, The Impact of Enhancing Students' Social and Emotional Learning: A Meta-Analysis of School-Based Universal Interventions, 82(1) Child Development 405, 405– 432 (2011).

⁴ Personal communications with Carolyn Pirtle, Consultant and Member of Implementation Design Team, Positive Action, Inc. April 26 and March 2, 2013.

⁵ CASEL, Districts: Sacramento, <http://www.casel.org/partner-districts/sacramento-city-unified-school-district/> (last visited September 10, 2018).

⁶ Joseph E. Zins & Maurice J. Elias, Children's Needs III 1 (George G. Bear & Kathleen M. Minke eds., 2008).

ESTRATEGIAS SENSIBLES AL TRAUMA

¹ Bonnie E. Carlson, Children's Observations of Interparental Violence, Battered Women and Their Families 146, 147–67 (Albert R. Roberts ed., 1984).

² The Behavioral Health and Public Schools Framework, Introduction to the Framework, visit <https://traumasensitiveschools.org/trauma-and-learning/the-flexible-framework/> Joyce S. Dorado, Miriam Martinez, Laura E. McArthur & Talia Leibovitz, Healthy Environments and Response to Trauma in Schools (HEARTS): A Whole-School, Multi-Level, Prevention and Intervention Program for Creating Trauma-Informed, Safe and Supportive Schools, 8(1) School Mental Health 163, 163–176 (2016).

TRANSPARENCIA DE PRESUPUESTO Y ABOGACÍA LCAP

¹ Assembly Bill (AB) 97 (Chapter 47, Statutes of 2013), as amended by Senate Bill (SB) 91 (Chapter 49, Statutes of 2013) and SB 97 (Chapter 357, Statutes of 2013), enacted the LCFF. For an overview of the LCFF by the California Department of Education, see <http://www.cde.ca.gov/fg/aa/lc/lcffoverview.asp>.

² Cal. Educ. Code § 42238.03 (Deerings 2018).

³ 5 CCR 15496.

⁴ Cal Ed Code § 52063 (Deerings 2018); 5 CCR 15495.