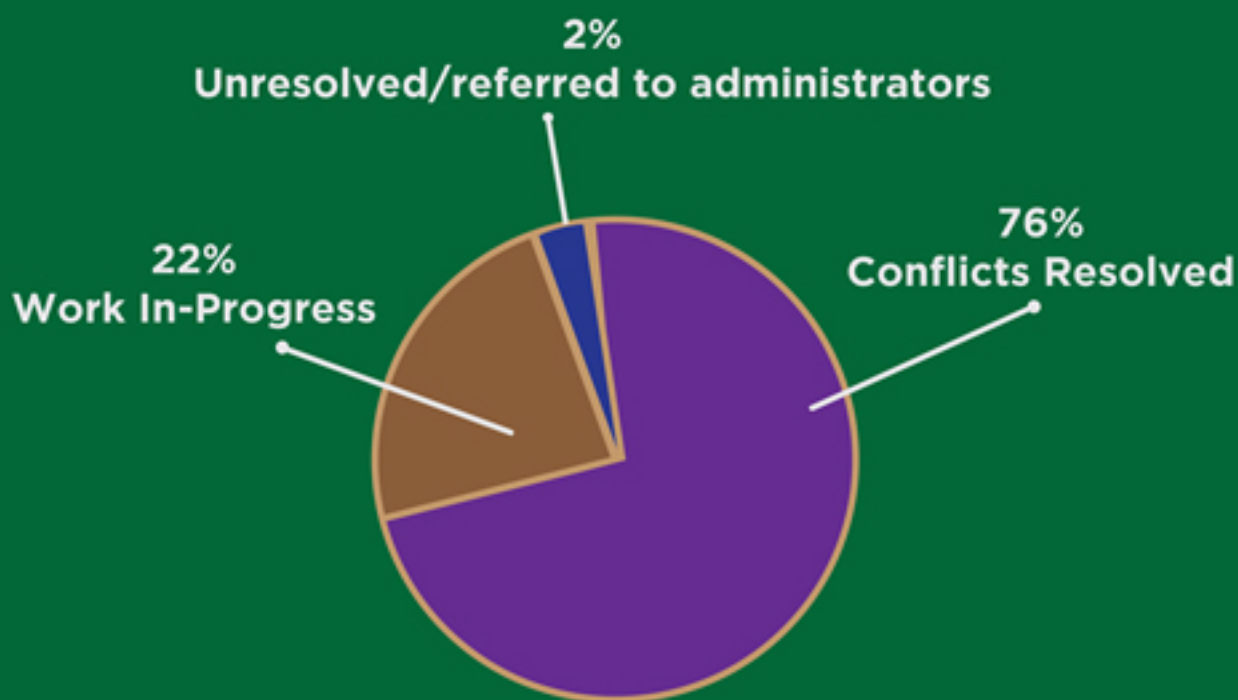


Figure 4: Percent of Peer Restorative Justice Conflict Circles resolved in past year, 2013-14



Source: Cityspan 2013-14 data.

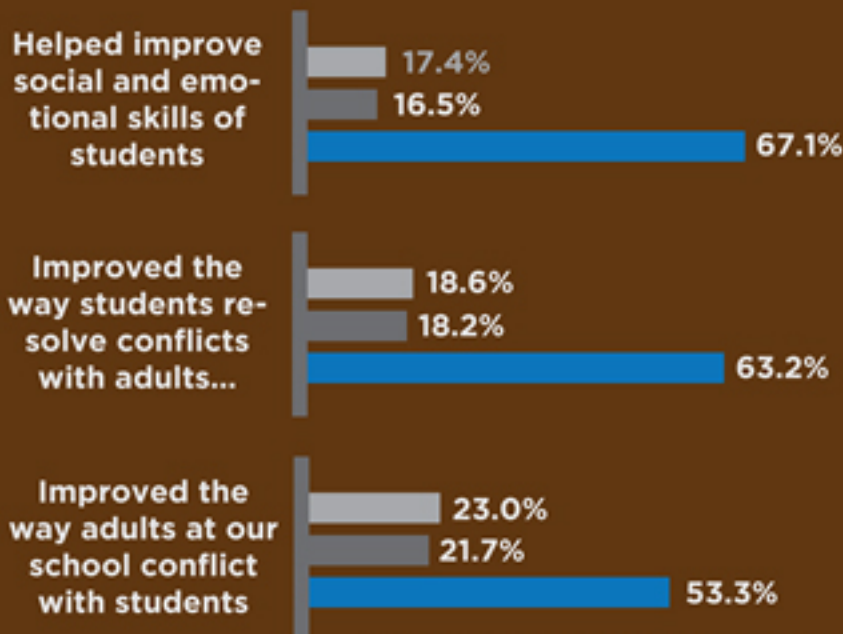
“The people in the conflict, they inform each other on what they need, what they are harmed by, and what they want to change [in order to] not feel harmed.”

- HS Student



Figure 17: Perceived impact of Restorative Practices on Students; Conflict Resolution and Social-emotional Skills

■ Not True ■ Neutral ■ Somewhat or very true

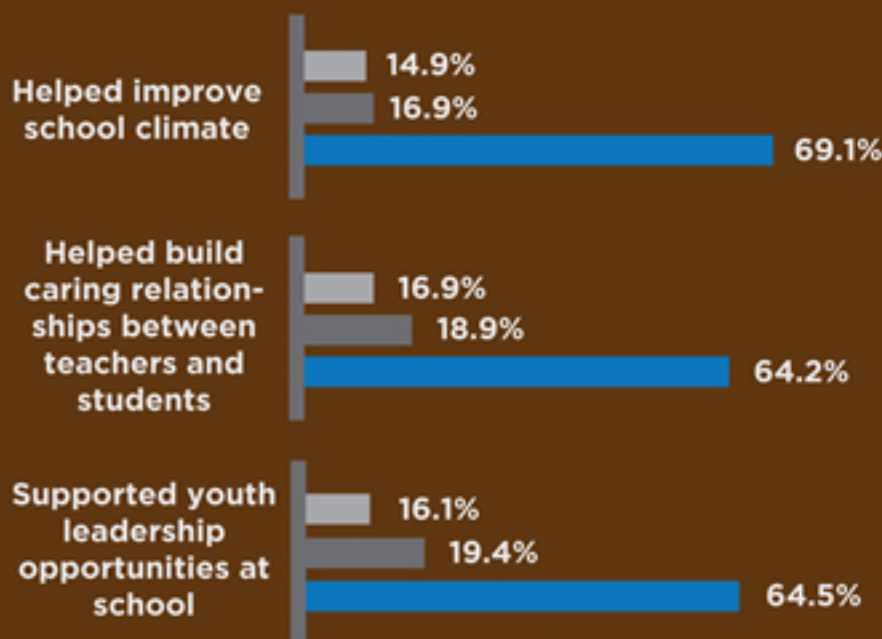


“I admire the goal of turning discipline issues into an opportunity to teach (and model) correct behavior and respect for others.”

- Teacher

Source: RJ Implementation Survey 2014

Figure 19: Perceived impact of restorative justice practices on school level outcomes this year

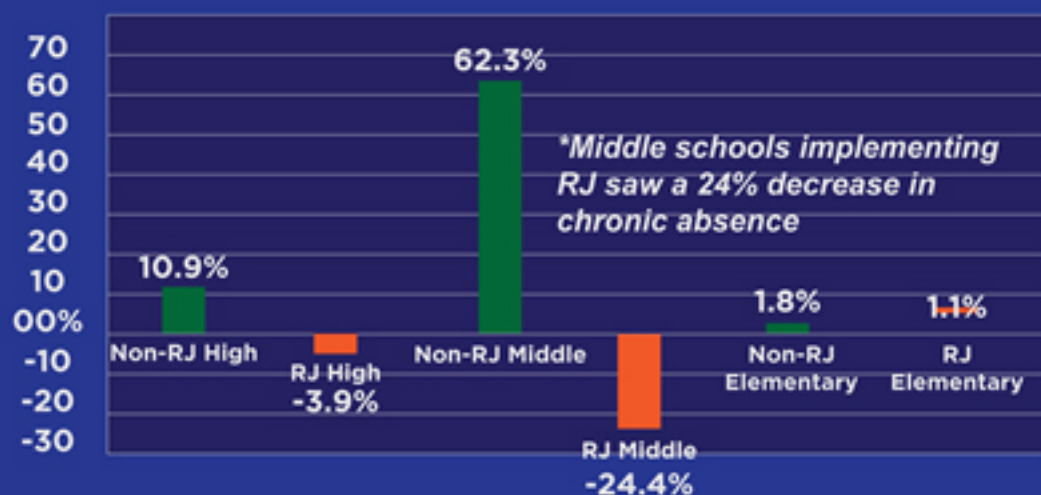


“I think it’s opened up more dialogue among teachers, students, and administration.”

- RJ Coordinator

Source: RJ Implementation Survey 2014

Figure 23: Percent Change in Chronic Absence in RJ vs Non-RJ Schools, from 2010-2013, by School Type*



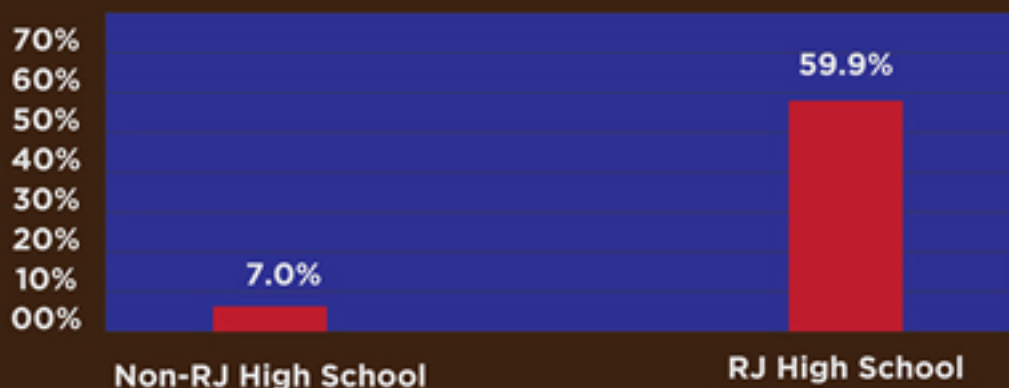
Source: OUSD Aeries Data 2011-2014 Scoreboard Data File



“I love RJ. It is equity focused and is truly a practice that promotes positive learning environments and also community building in classrooms.”

- Teacher

Figure 27: % Cumulative Change in 4-year Graduation Rates. RJ vs Non-RJ High Schools 2010-2013



Sources: Aeries Scorecard Datafile, OUSD.

“the proof that it works is that I’ve been working with valedictorians for the past couple of years, and these cats that came from [where] they were making all the F’s, and they all had in common is that they were kicked out of school 4-5 times in the past... it [RJ] works!”

- RJ Coordinator



“I believe it is useful and beneficial to teach students and teachers this approach to communicating and airing concerns using open discussion, equity of voice and good listening skills. We can all benefit from this process.”

- Teacher