

OVER-POLICING IN STOCKTON SCHOOLS

A REPORT CARD



BIG PICTURE IN STOCKTON UNIFIED SCHOOL DISTRICT:

(All information in this section is from 2013 - 2017.)

- 65% of students identify as Latinx.
- 13% of students identify as Asian or Filipino.
- 11% of students identify as Black.
- 6% of students identify as white.
- 2% of students identify as Native American or Alaska Native.
- 83% of students identify as eligible for the Free and Reduced-Price Lunch Program.
- 10% of students are identified as having disabilities under state and federal law.

Research finds that Black students receive harsher punishments than white students for the same behavior. That points to **IMPLICIT BIAS**, which is when people unconsciously make decisions based on stereotypes.

EQUITY AND SCHOOL OUTCOMES:

(All information in this section is from the 2015 calendar year and 2014-15 school year.)

The ratio of students per counselor in California averages **792:1**, ranking the state among the lowest in the nation.

The ratio of students per counselor in Stockton Unified averages even lower, at **850:1**.

42% of students in California graduated with UC/CSU required courses.

35% of students in Stockton Unified graduated with UC/CSU required courses.

Every year, **THE DISTRICT RECEIVES FUNDS FROM THE STATE** that are earmarked to benefit **ENGLISH LEARNER, LOW-INCOME, and FOSTER YOUTH** students.



For the 2016-2017 school year, the District spent nearly **\$3 MILLION** of those dollars to **FUND SCHOOL POLICE.**



SCHOOL DISCIPLINE:

(All information in this section is from the 2013-2014 school year.)

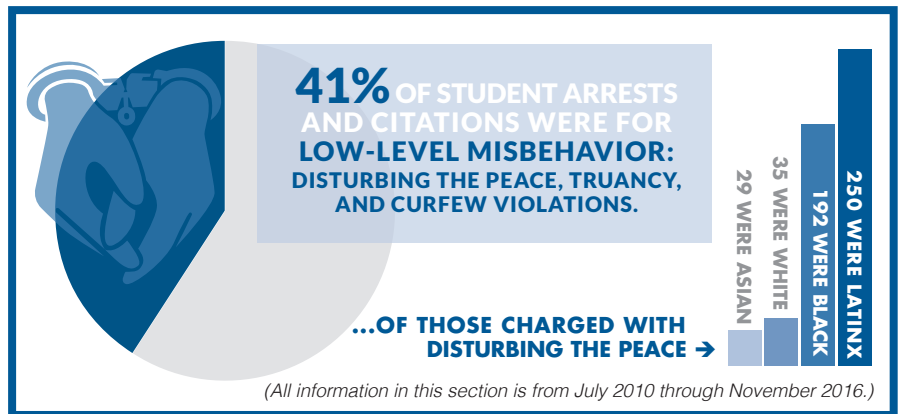
24.7% of all out of school suspensions were of Black students.

20% of expulsions were of Black students.

9% of all students with disabilities who received one out-of-school suspension were Native American or Alaskan Native students.

42% of Native American or Alaskan Native students with disabilities received at least one out-of-school suspension.

27.5% of all students with disabilities who received one out-of-school suspension were Black students.



SCHOOL ARRESTS:

(All information in this section is from July 2010 through November 2016.)

Black students are **more than 2X as likely** as white students to be arrested or cited by school police.

Black students with disabilities in the District are **more than 2X as likely** as white students with disabilities to be arrested or cited by school police.

Black students were **over 3X more likely** to be arrested or cited for the vague and subjective offense of "disturbing the peace" than every other student group in the District.

Black students in the District were arrested and cited for truancy at **about 2X the rate** of white students.

The data referred to here was for the most recent year we were able to find within each category, and was drawn from three main sources: the California Department of Education Dataquest website, <http://data1.cde.ca.gov/dataquest/>; the U.S. Department of Education Civil Rights Data Collection, <http://ocrdata.ed.gov/>; analysis of data for the years 2010-2016 that was received by the ACLU of Northern California from Stockton Unified School District pursuant to the Public Records Act; and Kidsdata.org, a program of Lucile Packard Foundation for Children's Health, <http://www.kidsdata.org/topic/126/pupilsupportpersonnel-type/table#fmt=2391&loc=2,1285&tf=84&ch=276,278,280,277,279,807,1136,1204&sortColumnId=0&sortType=asc>.

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RECOMMENDATIONS FOR THE DISTRICT

INVEST FUNDS currently used for school police to hire more staff who are trained to promote a positive school climate, including restorative justice coordinators, community school resource coordinators, counselors, additional teachers, and tutors who are trained in research-based methods to address student behavior and promote a positive, safe school climate.

REQUIRE ongoing district-wide training to enhance cultural competence and combat implicit bias.

DIRECT SCHOOL POLICE not to question, stop or search students unless the conduct is related to school activity, on school grounds, during school hours, or during school-related events.

ENSURE that in the limited circumstances when school police must question students, they possess a legal warrant supported by probable cause that the student posed or poses a real and immediate physical threat to student, staff or others.

ENSURE that school police never enter a school to arrest a student unless the officer has a warrant or court order or the student presents a real and immediate physical threat to a person on campus.

MANDATE that school police never use physical force on a student, including the use of mechanical restraints, unless the student's behavior poses an immediate danger of serious bodily injury.

IMMEDIATELY NOTIFY a student's parent or guardian if school police have arrested, searched, restrained, placed in seclusion, or questioned the student.

COLLECT COMPREHENSIVE DATA regarding school police officers' interactions with students, broken out by race, sex, English Learner status, and disability status. Also collect data on complaints filed against school police officers. Publicly report this data and post it on the District's public website.

CREATE AN OVERSIGHT COMMITTEE that has the power to review applications for officers who want to work in the school district, conduct officer evaluations, investigate complaints, and review data. This committee should be made up of students, parents, educators, and community-based advocates.

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