

School-Wide Positive Behavior Intervention and Support (SWPBIS) Task Force Meeting
333 South Beaudry Avenue
Location: Board Blue Room
October 24, 2019
3:30 p.m. – 5:00 p.m.

AGENDA

- | | | |
|-------|---|---|
| I. | Welcome | Laura Zeff, <i>Administrative Coordinator</i> |
| II. | Check-in | Laura Zeff, <i>Administrative Coordinator</i>
Paul Gonzales, <i>Specialist</i> |
| III. | Roll Call | Paul Gonzales, <i>Specialist</i> |
| IV. | Approval of Minutes | Paul Gonzales, <i>Specialist</i> |
| V. | School Experience Survey (SES) <ul style="list-style-type: none">• Accessing the Data | Susan Ward-Roncalli
<i>Social Emotional Learner Adviser</i> |
| VI. | Connecting the SES Data
With Suspension Data | Laura Zeff, <i>Administrative Coordinator</i> |
| VII. | Guiding Questions and Discussion | Paul Gonzales, <i>Specialist</i> |
| VIII. | Public Comment
Five Speakers (two minutes each) | |
| IX. | Adjournment | |

Next Meeting
Thursday, December 12, 2019
3:30 p.m. – 5:00 p.m.

Los Angeles Unified School District
Division of Student Health and Human Services
School-Wide Positive Behavior Intervention and Support (SWPBIS) Task Force
September 26, 2019
Minutes

OPENING

Laura Zeff called the meeting to order at 3:30 PM.

ROLL CALL

Paul Gonzales conducted the roll call. Quorum was not established.

Laura Zeff began the meeting by welcoming everyone. She stated the format of the Task Force meetings would be a little different than previous years. She continued by informing the members that during the monthly meetings time would be allocated to work on items that benefit all students.

Laura Zeff introduced Ms. Alicia Garoupa, Administrator, Student Health and Human Services (SHHS). Ms. Garoupa welcomed and thanked the members. She shared her excitement about the work of the Task Force and how she is 100% behind the work of Task Force has done and will continue to do.

UPDATE - MS. LAURA ZEFF, ADMINISTRATIVE COORDINATOR - SHHS

Ms. Zeff began by informing everyone that all the meeting material can be found in their packets. She explained that she wants the meetings to be conducted with participation from all members and in an environment where everyone feels comfortable to share and be part of the group.

Ms. Zeff asked the question, why are we here? She continued with sharing the goals of the Task Force and asked the members what their goals for the Task Force. Some of the members provided responses and Paul Gonzales recorded them on chart paper.

Paul Gonzales lead the check-in activity. He asked everyone to form a circle and shared the significance of the talking piece. He asked each person to state their name, position/organization and to give one unique or specialty quality. The check-in activity provided the forum for the members to get to know each other in a safe and comfortable setting.

Laura Zeff once again asked the members about their why? A video by Michael Jr titled, What is Your Why? was shown. At the conclusion of the video, Paul Gonzales provided the members some time to process the video. A discussion about their why was led by Mr. Gonzales. The members were asked to complete a self-reflection activity where they shared their why. After a few minutes, volunteers shared their whys. Mr. Gonzales collected the sheets and mentioned they would be used at the next meetings.

2018-2019 SCHOOL YEAR DISCIPLINE DATA-MS. LAURA ZEFF

Ms. Zeff presented the 2018-19 discipline data which included Out-of-School Suspension Rates from 2007-08 to 2018-2019. The data demonstrated a significant decline over the years. She continued by presenting the Out-of-School Suspensions events, days and by category, Out-of-School Suspensions by ethnicity, grade level, gender, Students with Disabilities (SWD) and by Local District (LD). She asked the members what additional data they would want to explore at future meetings. A few members shared their thoughts. The members were provided guiding questions to reflect on the data and were asked to work in groups to further

discuss. After a few minutes, each group was asked to share their responses. She informed the members that the responses would be addressed at meetings throughout the year.

Ms. Zeff concluded the meeting by thanking everyone for coming and would hope to see everyone again next month. A few of the members shared their gratitude for the format of the meeting and the opportunity to collaborate.

A motion to accept the May 23, 2019 meeting minutes will be made at the next October SWPBIS Task Force meeting since quorum was not established.

ADJOURNMENT

A motion to adjourn the meeting was made by Roger Avila. The motion was seconded by William Etue. All members were in favor. No members opposed. There were no abstentions. The motion carried. The meeting adjourned at 5:02 pm.

Submitted by Anna Perez, Senior Office Technician

Los Angeles Unified School District
Division of Student Health and Human Services – Restorative Justice
School-Wide Positive Behavior Intervention and Support (SWPBIS) Task Force
May 23, 2019
Minutes

OPENING

Deborah Brandy called the meeting to order at 3:30 PM.

ROLL CALL

Paul Gonzales conducted the roll call. Quorum was not established.

MINUTES

Deborah Brandy asked the members to review the April 23, 2019 meeting minutes. A motion to accept the meeting minutes will be made at the first 2019-20 SWPBIS Task Force Meeting since quorum was not established.

Ms. Brandy began the meeting by welcoming everyone. Before beginning the meeting, she asked Daryl Narimatsu, Administrator of the Division of School Operations to come up to receive a special recognition. Ms. Brandy provided the audience with a brief background of Daryl's work in LA Unified and announced that after 36 years of service, he would be retiring at the end of the school year. She presented Daryl with a plaque from the Restorative Justice (RJ) Team. Daryl was provided a few minutes to address the audience. Ms. Brandy also mentioned that Kimberly Valdez, Intervention Coordinator, Human Relations, Diversity & Equity will also be retiring at the end of the year. Kimberly is a SWPBIS Task Force member and former RJ Specialist.

DIRECTOR'S UPDATE - MS. BRANDY, DIRECTOR - RESTORATIVE JUSTICE

Ms. Brandy began her presentation by stating that all documents presented at the Task Force meetings can be found on the RJ website. She invited Flora Chen, Specialist from Student Discipline and Expulsion Support Unit to address questions regarding MiSiS Law Enforcement Notification Options. Ms. Chen gave an overview on how notifications are entered and the type of notifications entered in MiSiS. Members and attendees made comments and asked questions to which Flora Chen addressed and answered.

Ms. Brandy stated that any questions members had that were not specifically answered could be addressed at a future SWPBIS Task Force meeting. Ms. Brandy ended by mentioning the items included in the meeting packet.

Ms. Brandy introduced Dr. Debra Bryant, Administrator of Operations - LD Northwest (NW).

LOCAL DISTRICT NORTHWEST AT A GLANCE AND PANEL DISCUSSION
DR. DEBRA BYRANT, ADMINSTRATOR OF OPERATIONS

Dr. Debra Bryant, welcomed the members and attendees. Dr. Bryant began with stating she works under the direction of Joseph Narcorda, LD NW Superintendent. She introduced Jack Klein, LD NW RJ Adviser and continued by introducing the LD NW School Operations team. Dr. Bryant's presentation began by sharing that LD NW would be reducing the number of RJ Teacher Advisers next year from eleven to four due to budget cuts. She mentioned that one of the positions would be filled by Jack Klein.

Dr. Bryant presented LD NW's 2018-19 student demographics data which includes 126 schools serving over 81,000 students. The data also compared 2017-18 to 2018-19 school suspensions by gender, ethnicity and infraction type. Three-year Rubric of Implementation (ROI) comparison data was included and the numbers

of schools in green has increased. She continued by sharing how LD NW addresses the issues of suspension and days lost to suspension. The presentation concluded with the successes occurring in LD NW. RJ Adviser Jack Klein spoke about the various trainings provided to teachers and how he and his team provide follow-ups and support with them and schools trained. The members commented and asked questions which Dr. Bryant addressed. Ms. Brandy presented Dr. Bryant with a plaque and a RJ journal.

Ms. Brandy introduced Leonor Buza, Operations Coordinator, LD West and Davette Henderson-Brown, RJ Adviser, LD West.

LOCAL DISTRICT WEST AT A GLANCE AND PANEL DISCUSSION **LEONOR BUZA OPERATIONS, COORDINATOR AND DAVETTE HENDERSON-BROWN, RJ ADVISER**

Ms. Buza began with stating she was presenting on behalf of Mr. Ra'Daniel McCoy, Administrator of Operations, LD West who was on vacation. She introduced Davette Henderson-Brown, RJ Adviser. She began by sharing that LD West has approximately 145 schools and serves over 75,000 students. Ms. Buza, also mentioned due to budget cuts LD west would only have four RJ Teacher Advisers returning including Ms. Henderson-Brown.

Ms. Buza began her data presentation by sharing comparison data from 2017-18 and 2018-19. The data compared out of school suspensions by gender, ethnicity and infraction type. She stated LD West has made progress in the expulsion data by infraction type from 17 in 2017-2018 to two as of February 28, 2019. The data presentation also included ROI data over the past three years. Ms. Buza gave examples of how LD West addresses the issues of suspensions, days lost to suspension and expulsions. Ms. Henderson-Brown also mentioned that LD West offers many community building trainings and professional developments for schools and staff. Ms. Buza continued by discussing LD West's successes which includes; a collaborative approach, open minds to RJ practices, alternatives to suspension and professional development for Principals and Assistant Principals. She concluded with the next steps in LD West. This includes keeping the lines of communication open, encouraging alternatives to suspension, and increasing a positive schools culture at all schools. Members made comment and asked questions. Ms. Buza and Ms. Henderson-Brown addressed them. Ms. Brandy presented plaque to be given to Mr. McCoy for his dedication to the SWPBIS Task Force.

RECONGNITION OF TASK FORCE MEMBERS AND RJ VIDEO THROUGH THE YEARS

Ms. Brandy presented all the members certificates of appreciation for being active members of the SWPBIS Task Force.

A Restorative Justice through the years video was shared with all in attendance. She also mentioned that the RJ website contains a lot of the information she has previously mentioned and discussed. Ms. Brandy thanked everyone for their support throughout the years. She also gave special thanks to RJ Specialist Paul Gonzales and mentioned Jhamed Babatunde-Bey for their service and commitment to RJ.

ADJOURNMENT

A motion to adjourn the meeting was made by Ruth Cusick. The motion was seconded by Danny Dixon. All members were in favor. No members opposed. There were no abstentions. The motion carried. The meeting adjourned at 5:03 pm.

Submitted by Anna Perez, Senior Office Technician

School-Wide Positive Behavior Intervention and Support (SWPBIS) Task Force Data Requests From September 26, 2019

- Is the SPED population duplicated?
- Why does LD NW and West have higher number of suspensions?
- Why does LD West have higher numbers of African American students being suspended?
- Why and how are younger students being suspended (ETK, TK and Kinder)
- Provide school site data by COSAs, cluster or feeder patterns
- What are the criteria for suspension?
- What type of training is provided to staff?
- Does the training or requirements differ in each local district?
- Does the practice of suspensions differ in each local district?

Stands out

- Disproportion suspensions of African Americans students in LD West for physical altercations
- Disproportion suspensions of Hispanic/Latino students in LD Central for physical altercations
- What schools can we learn from in LD West that are not suspending students?
- What other holistic student indicators (attendance, suicidal ideations, etc.)
- What positive indicators should we track that correlate with meaningful implementation of PBIS?
- What schools can we learn from in LD Central that are not suspending students?
- What are NW and West's practices that are different than other LDs?

Additional Information

- Breakdown of LD West by feeder patterns
- How are the local districts addressing this data? (Central and West)
- Breakdown of LD student populations (ethnicity) to review disproportionality
- What supports do we want to see?
- What is the stability of the staff at the school-sites?
- Would like to see in-school suspensions
- How to institutionalize?

Next Steps

- What additional money/implementation might we offer?
- How do we envision implementation to look like?
- Understanding category 3 suspensions
- How does Central staff support school-sites with DEAR tools?
- How does Central staff support school-sites with resources mapped to guide school-site leaders?
- How to share specific data about students
- Begin to drill down on what is happening now at school-sites and provide more support, if needed

School-Wide Positive Behavior Intervention and Support (SWPBIS) Task Force Meeting Requests From September 26, 2019

Vaping

- Exposure/dangers
- What's next
- Staying ahead of the game! Integrating and Informing

Community Complaint Process

- Results
- Revisit survey
- Next steps
- Who can utilize/access the survey (parents, staff, etc.)?
- Streamlining the process

Utilizing District tools (Second Step, Restorative Justice)-Needs to be done routinely

Data

- Celebrate accomplishments (what's going well)
- School Experience Survey (SES)

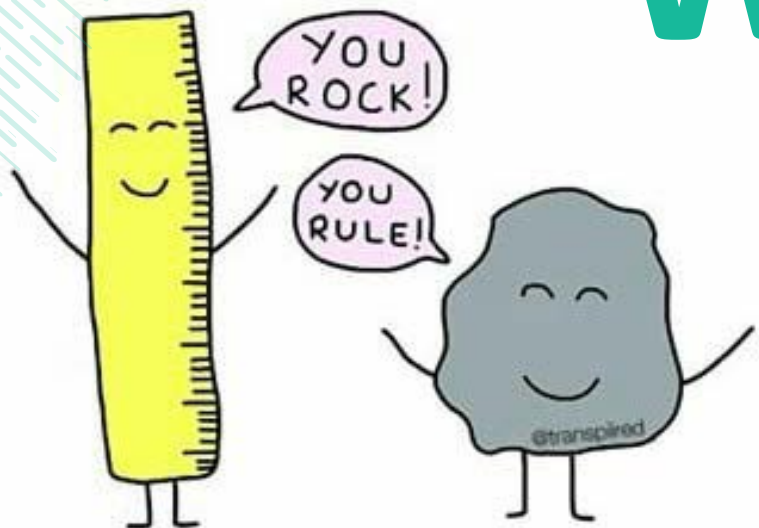
How does the Task Force collaborate with other District Task Forces?

How to develop a positive school climate – Build community

- Creating schools that are safe, healthy, welcoming and affirming



Welcome!



We support students, families and staff to cultivate a safe, healthy, welcoming and affirming learning and working environment where all students thrive and graduate as empowered members of society.





Together ...



... We Can

Each one of us can make a difference.
Together we make change.

~ Barbara Mikulski





What is Your Why?





What is Your Why?

Mentoring youth

My Why...

Students need a voice,
when they are not
invited to the table

All students-across all lines of
difference-visualize themselves as
college graduates and enter school
every day holistically preparing to
succeed in college and beyond

Climate

To inspire a bright
future for all kids!

To have kids form a strong connection



What is Your Why?

Because social emotional skills are important indicators of success later in life

All adults who love our kids are themselves loved, supported, uplifted and sustained to be their best for and with our children every day

Absence of war

Children and families live in communities that have been historically neglected and disenfranchised. We have the tools, the love and the power to create a more equitable future for us all

To unpack discipline or begin to unpack discipline and behavior





What is Your Why?

I want the Discipline Foundation Policy (DFP) to be fully and deeply implemented. I want the concept of touch each person in the district and beyond

Help kids see themselves

All students-across all lines of difference-visualize themselves as college graduates and enter school every day holistically preparing to succeed in college and beyond

There are tools available to help staff provide performance feedback without escalating the student further. They need to be used!



What is Your Why?

The amount of money being spent on non-public services (BII and BID) could be drastically reduced by fully implementation of the DFP and standards-based instruction in a caring school environment

Absence of bad behavior

Peace

Since staff seem to have difficulties linking Social Emotional Learning (SEL) and safe school plans, DFP, link them for them

My Why...

We have been “implementing” for years, I would like to see this across the District





What is Your Why?

My Why...

I was a student with behavioral challenges, but staff decisions allowed me to stay in school and “finish”

To provide students an experience with law enforcement that I didn't have as a youth

Presence of positive culture

For kids to self-reflect on their own behavior

The future where every student attends a school where they are loved and their full potential is encouraged





What is Your Why?

Brave parent leaders who believe in healing and want to build relationships with our schools

Presence of justice

My Why...

The decisions “we” make today will one day impact my future grandchildren

All students-across all lines of difference-visualize themselves as college graduates and enter school every day holistically preparing to succeed in college and beyond

School can be fun, challenging, creative and family-like





What is Your Why?

Watching students'
change their lives
and become
successful adults

Help students
discover their
purpose

Keeping
children safe

Give educators
tools to support
the whole child





What is Your Why?

To be part of something special! Make our work improve the lives of those we serve

Understand this work from different perspectives

To understand others and promote communication for all (students, teachers, administration and families)

To improve the outcomes of our students





What is Your Why?

Because social emotional skills are important indicators of success later in life

To promote Restorative Justice and incorporate into LAUSD culture

To find value and purpose in my work

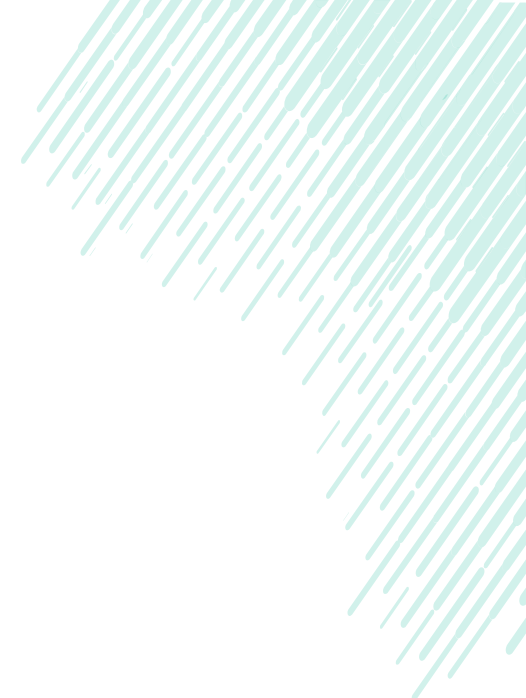
Because we want to produce productive and successful students

For the students





Check-in



Name



Division/Organization



One way you demonstrated being safe, respectful and/or responsible this week





Roll Call





Approval of Minutes May 23, 2019 September 26, 2019

Los Angeles Unified School District
Division of Student Health and Human Services – Restorative Justice
School-Wide Positive Behavior Intervention and Support (SWPBIS) Task Force
May 23, 2019
Minutes

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Please take five minutes to review the Task Force meeting minutes from the May 23, 2019 and September 26, 2019.



Using School Experience Survey Data to Inform Decisions



Presented by:
Susan Ward-Roncalli, Social Emotional Learning Adviser
Division of Instruction

LAUSD School Experience Survey



CORE

California Office to Reform Education

Social & Emotional Learning Competencies

- The belief that one's abilities can grow with effort.

GROWTH MINDSET

- The belief in one's own ability to succeed in achieving an outcome or reaching a goal.

SELF-EFFICACY

- The ability to regulate emotions, thoughts, and behaviors effectively in different situations.

SELF-MANAGEMENT

- The ability to take the perspective of others from diverse cultures and understand social and ethical norms.

SOCIAL AWARENESS



Google

LAUSD SES



DISCIPLINE F...



Google Drive



DISCIPLINE F...



Positive Behav...



Gmail



Web Store



Add shortcut

Customize

Click to go forward, hold to see history



LOS ANGELES UNIFIED SCHOOL DISTRICT

> Office of Data and Accountability > Research and Reporting Branch > School Experience Survey (SES)

School Experience Survey (SES)

- ODA Home
- ODA Departments
- Leadership
- ODA Quick Finds
- Board Informatives

Contact RRB

Dr. Kevon Tucker-Seeley
 Director
 k.tuckerseeley@lausd.net

Paolo Tandoc
 (for all Survey questions)
 SchoolExperienceSurvey@lausd.net

333 S Beaudry Ave 16th Floor

2018-19 SES Results

2018-19 SES [Spanish]

2018-19 Student Subgroup Results

2018-19 Student Subgroup Results [Spanish]

The **School Experience Survey** is administered in the fall to all LAUSD schools. Survey results provide information for teachers, staff, students and parents. If you have any questions, please send an email to SchoolExperienceSurvey@lausd.net

To access the online surveys, click on the following links

For Students

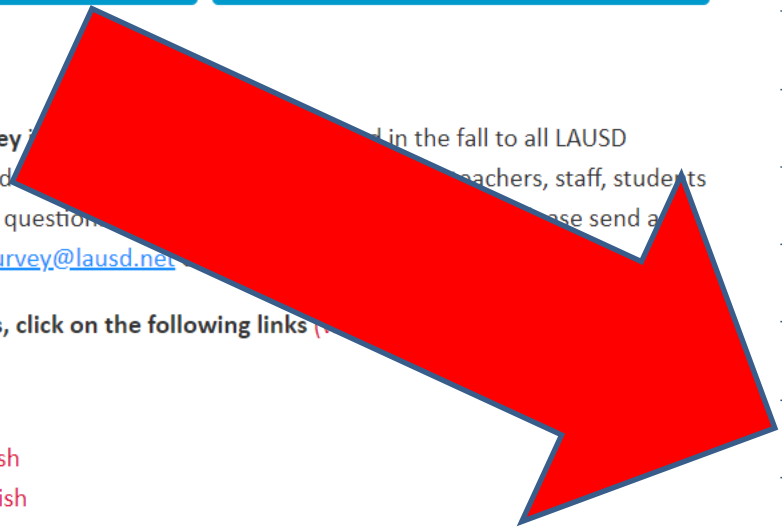
- Student Survey - English
- Student Survey - Spanish

For Staff

- Staff Survey

SES Quick Links

- RRB home page
- SES home page
- SES Results
- FAQs
- Response Rates
- Resources
- Reference Guide
- Survey Questions
- Survey Data Files
- Survey Reports (Archived)





LOS ANGELES UNIFIED SCHOOL DISTRICT

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333 S Beaudry Ave 16th Floor

- 2018-2019 Parents Questions - English
- 2018-2019 Parents Questions - Spanish
- 2018-2019 Parents Questions - Korean
- 2018-2019 Students Questions - English
- 2018-2019 Students Questions - Spanish
- 2018-2019 Staff Questions
- 2017-2018 Elementary Student Questions - English
- 2017-2018 Elementary Student Questions - Spanish
- 2017-2018 Secondary Student Questions - English

[View All News](#)

SES Quick Links

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Click to go forward, hold to see history



LOS ANGELES UNIFIED SCHOOL DISTRICT

Office of Data and Accountability > Research and Reporting Branch > School Experience Survey (SES)

School Experience Survey (SES)

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2018-19 SES Results

2018-19 SES [Spanish]

2018-19 Student Subgroup Results

2018-19 Student Subgroup Results [Spanish]

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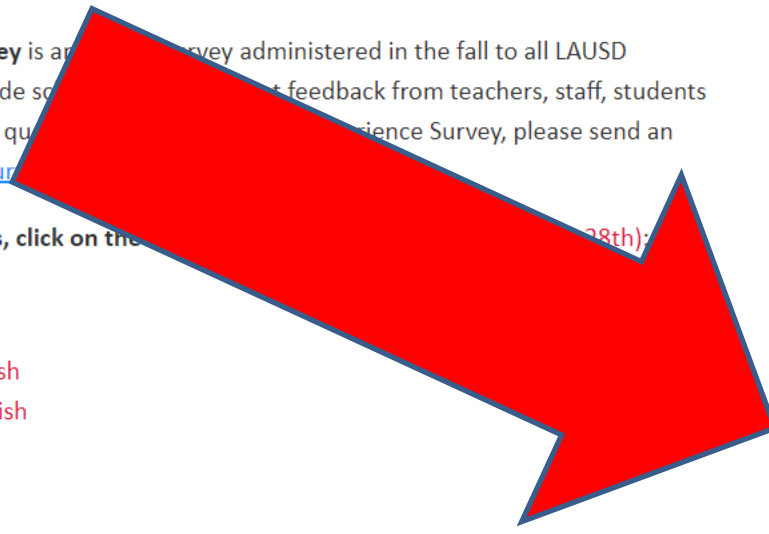
To access the online surveys, click on the link (28th):

For Students

- Student Survey - English
- Student Survey - Spanish

For Staff

- Staff Survey





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School Experience Survey Data Files

- School Experience Survey Student Subgroup Data for 2018-19
- School Experience Survey Data for 2018-2019
- School Experience Survey Data for 2017-2018
- School Experience Survey Data for 2016-2017
- School Experience Survey Data for 2015-2016
- School Experience Survey Data for 2014-2015
- School Experience Survey Data for 2013-2014
- School Experience Survey Data for 2012-2013
- School Experience Survey Data for 2011-2012
- School Experience Survey Data for 2010-2011

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File Home Insert Page Layout Formulas Data Review View Tell me what you want to do... Zeff, Laura Share

Clipboard: Paste, Copy, Format Painter, Cut, Copy

Font: Calibri, 11, Bold, Italic, Underline, Text Color, Background Color, Paragraph Spacing, Bullets, Numbering, Merge & Center

Alignment: General, Text, Center, Right, Justify, Indent, Decrease Indent, Increase Indent, Merge & Center

Number: \$, %, ., /, #, @, &, =, <, >, <=, >=, <>, <=, >=, <>

Styles: Normal_Sheet2 (Bad), Normal_Sheet3 (Good), Normal (Neutral)

Cells: Insert, Delete, Format

Editing: AutoSum, Fill, Clear, Sort & Filter, Find & Select

	I	J	K	L	M	N	O	P
	Number Surveys Total	Overall Group Response Rate	Survey Category	Survey Content Area	Survey Item	Percent Response Category 1	Percent Response Category 2	Percent Response Category 3
1								
2	84,375	92%	School Climate	Bullying	A. Had mean rumors or lies spread about you?	47%	23%	
3	84,375	92%	School Climate	Bullying	B. Been teased about what your body looks like?	63%	17%	
4	84,375	92%	School Climate	Bullying	C. Been made fun of because of your looks or the way you talk?	64%	18%	
5	84,375	92%	School Climate	Bullying	D. Been pushed, shoved, slapped, hit, or kicked by someone who wasn't just kidding around?	54%	20%	
6	84,375	92%	School Climate	Bullying	E. Bullied you online?	86%	8%	
7	84,375	92%	School Climate	Bullying	Overall Bullying	63%	17%	
8	84,375	92%	Social and Emotional Learning	Self-efficacy	A. I can earn high marks/grades in my classes	2%	4%	
9	84,375	92%	Social and Emotional Learning	Self-efficacy	B. I can do well on all my tests, even when they're difficult	3%	7%	
10	84,375	92%	Social and Emotional Learning	Self-efficacy	C. I can master the hardest topics in my classes	5%	10%	
11	84,375	92%	Social and Emotional Learning	Self-efficacy	D. I can meet all the learning goals my teachers set	2%	6%	
12	84,375	92%	Social and Emotional Learning	Self-efficacy	Overall Self-efficacy	3%	7%	
13	84,375	92%	Social and Emotional Learning	Self-management	A. I came to class prepared	2%	3%	
14	84,375	92%	Social and Emotional Learning	Self-management	B. I remembered and followed directions	1%	3%	
15	84,375	92%	Social and Emotional Learning	Self-management	C. I got my work done right away instead of waiting until the last minute	3%	5%	
16	84,375	92%	Social and Emotional Learning	Self-management	D. I paid attention, even when there were distractions	3%	5%	
17	84,375	92%	Social and Emotional Learning	Self-management	E. I stayed calm even when others bothered or criticized me	8%	7%	
18	84,375	92%	Social and Emotional Learning	Self-management	Overall Self-management	3%	5%	
19	84,375	92%	Social and Emotional Learning	Student Social Awareness	A. How often did you compliment others' accomplishments?	9%	9%	
20	84,375	92%	Social and Emotional Learning	Student Social Awareness	B. How well did you get along with students who are different from you?	2%	7%	
21	84,375	92%	Social and Emotional Learning	Student Social Awareness	C. When others disagreed with you, how respectful were you of their views?	3%	5%	
22	84,375	92%	Social and Emotional Learning	Student Social Awareness	D. How clearly were you able to describe your feelings?	8%	9%	
23	84,375	92%	Social and Emotional Learning	Student Social Awareness	E. How carefully did you listen to other people's points of view?	2%	3%	
24	84,375	92%	Social and Emotional Learning	Student Social Awareness	Overall Student Social Awareness	5%	7%	
25	84,375	92%	Social and Emotional Learning	Growth Mindset	A. I can change my intelligence with hard work	1%	3%	
26	84,375	92%	Social and Emotional Learning	Growth Mindset	B. I can increase my intelligence by challenging myself	3%	4%	
27	84,375	92%	Social and Emotional Learning	Growth Mindset	C. I am capable of learning anything	2%	4%	



Classic View

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School Experience Survey (SES)

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LOS ANGELES UNIFIED SCHOOL DISTRICT



LAUSD SCHOOL EXPERIENCE SURVEY RESULTS 2018-19



The annual School Experience Survey for LAUSD presents survey items organized by three categories: Academics, Social Emotional Learning, and School Climate. The responses by survey items show the percent of responses from "Strongly Disagree to Strongly Agree," as well as, aggregate percentages for the top two most positive responses (Agree/Strongly Agree). To begin, select the school from the dropdown menu. Then select the group and category to view the visualizations. **District (LAUSD) and Local District is available also.** Survey items with an asterisk are not included in the overall percentages for the content area.

School

LAUSD (HS) ▾

1st St El

2nd St El

3rd St El

4th St EEC

4th St El

4th St PC

6th Ave El

7th St El

9th St El

10th St El

Group

Parents

Staff

Students

Teachers

Category

Academics

School Climate

Social and Emotional Learning

Response Rates

Strongly Disagree Strongly Agree

Survey Item	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Total Responses	School % Agree / Strongly Agree	LAUSD % Agree / Strongly Agree
an rumors or lies spread about	66%	16%				93,234		18%



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2018-19 Dashboard	2018-19 Spanish Dashboard
2018-19 Student Subgroups Dashboard	2018-19 Student Subgroups Spanish Dashboard (Coming Soon)

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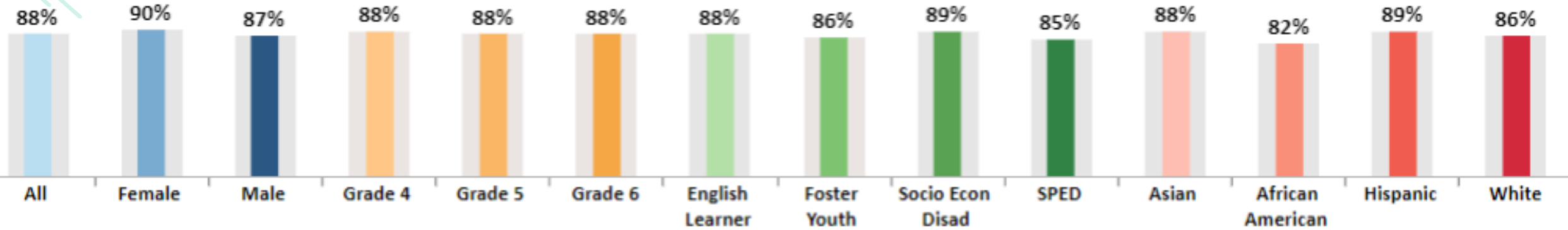
You can hover over the colored bars to see how much students **agree** with each question or statement. If you hover over the gray bars, you can see the district rates. Survey responses for any subgroup that included fewer than **11 students** have been suppressed in order to protect the confidentiality of individual student results.

Survey Item

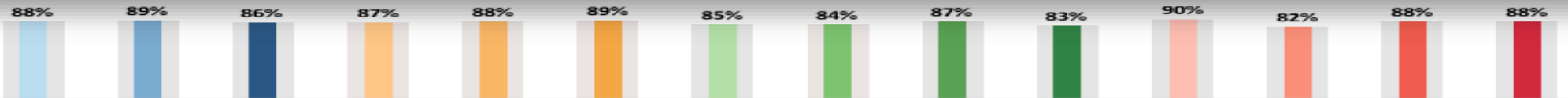
Subgroup

88% 90% 87% 88% 88% 88% 88% 86% 89% 85% 88% 82% 89% 86%

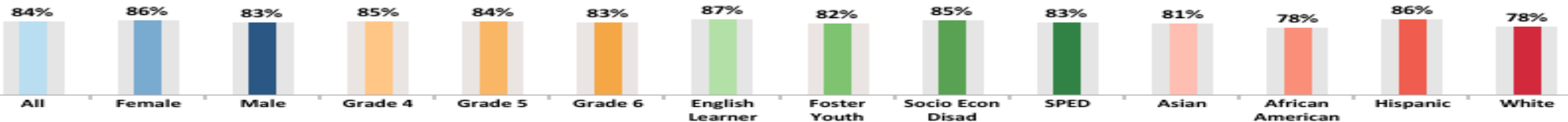
Subgroup



E. Teachers give students a chance to take part in classroom discussions or activities



F. Teachers go out of their way to help students



LAUSD School Experience Survey

<https://achieve.lausd.net/Page/8397>



Thank You!

Questions?

Susan Ward-Roncalli, Social Emotional Learning Adviser
Division of Instruction



Guiding Questions

What data points stood out to you? (strengths/areas of growth)

What actions/strategies could a Local District/school/grade level put into place to positively impact one or more of the school climate or social emotional learning dimensions?

Based on your analysis of the School Experience Survey data, what actions/strategies should continue? What actions/strategies should be implemented?





Public Comments





Thank You!



See you next month!





Los Angeles Unified School District
Division of Student Health and Human Services
School-Wide Positive Behavior Intervention and Support Task Force Meeting
Thursday, October 24, 2019



After the presentation and exploring the School Experience Survey data, take some time to answer the questions below.

What data points stood out to you? (strengths/areas of growth) _____

What actions/strategies could a Local District/school/grade level/put into place to positively impact one or more of the school climate or social emotional learning dimensions? _____

Based on your analysis of the School Experience Survey data, what actions/strategies should continue? What actions/strategies should be implemented? _____

Thank you!

