

# Los Angeles Unified School District

## School Culture, Climate, and Safety Task Force Meeting

Board Blue Room  
Wednesday, October 2, 2024  
4:00 p.m. – 5:30 p.m.

- |   |   |
|---|---|
| I. Welcome  | Andrés E. Chait, <i>Chief of School Operations</i>  |
| II. Attendance and Check-in   | Paul Gonzales, <i>Specialist, SSAS</i>  |
| III. Approval of Minutes <ul style="list-style-type: none"><li>• April 17, 2024</li></ul>               | Paul Gonzales, <i>Specialist, SSAS</i>  |
| IV. 2023–24 PBIS/RP Highlights  | Laura Zeff, <i>Administrative Coordinator, SSAS</i><br>Paul Gonzales, <i>Specialist, SSAS</i> |
| V. 2023–24 Tiered Fidelity Inventory Data (TFI)   | Laura Zeff, <i>Administrative Coordinator, SSAS</i><br>Paul Gonzales, <i>Specialist, SSAS</i> |
| VI. 2023–24 Suspension Data   | Laura Zeff, <i>Administrative Coordinator, SSAS</i><br>Paul Gonzales, <i>Specialist, SSAS</i> |
| VII. Public Comments <ul style="list-style-type: none"><li>• Five Speakers (two minutes each)</li></ul> | Paul Gonzales, <i>Specialist SSAS</i>   |
| VIII. Adjournment   | Laura Zeff, <i>Administrative Coordinator, SSAS</i>   |

Next Meeting  
Thursday, December 12, 2024

# Distrito Unificado de Los Angeles

## Reunión del grupo de trabajo sobre cultura, clima y seguridad escolar

LAUSD Edificio de Beaudry, Salon Azul

miércoles, 2 de octubre del 2024

4:00 p.m. – 5:30 p.m.

- |       |   |   |
|-------|---|---|
| I.    | Bienvenida  | Andrés E. Chait, <i>Jefe de Operaciones</i>   |
| II.   | Asistencia y registro emocional   | Paul Gonzales, <i>Especialista, SSAS</i>  |
| III.  | Aprobación de actas <ul style="list-style-type: none"><li>17 de abril del 2024</li></ul>          | Paul Gonzales, <i>Especialista, SSAS</i>  |
| IV.   | Puntos destacados de PBIS/RP 2023–24  | Laura Zeff, <i>Coordinador Administrativo, SSAS</i><br>Paul Gonzales, <i>Especialista, SHHS</i> |
| V.    | Datos del Inventario de Fidelidad por Niveles (TFI) 2023–24                                       | Laura Zeff, <i>Coordinador Administrativo, SSAS</i><br>Paul Gonzales, <i>Especialista, SHHS</i> |
| VI.   | Datos de suspensión 2023–24   | Laura Zeff, <i>Coordinador Administrativo, SSAS</i><br>Paul Gonzales, <i>Especialista, SSAS</i> |
| VII.  | Comentarios públicos <ul style="list-style-type: none"><li>Cinco oradores (dos minutos)</li></ul> | Paul Gonzales, <i>Especialista, SSAS</i>  |
| VIII. | Clausura  | Laura Zeff, <i>Coordinador Administrativo, SSAS</i>   |

Próxima Junta

jueves 12 de diciembre del 2024

Los Angeles Unified School District  
School Culture, Climate, and Safety Task Force Meeting Minutes  
April 17, 2024

### **Opening**

Laura Zeff, Administrative Coordinator called the meeting to order at 4:03 p.m. She began by welcoming everyone. She introduced Andres E. Chait, Chief of School Operations Division of School Operations, and Joel Cisneros, Administrator, Student Health, and Human Services (SHHS). Mr. Chait welcomed the schools and students from MACES and San Fernando Middle School. He then turned the meeting over to Paul Gonzales, Specialist, SHHS.

### **Welcome**

Mr. Gonzales reminded participants to sign in and then initiated a check-in activity. Mr. Gonzales then asked everyone to review the February 28, 2024 meeting minutes. Sa rah Feinstein made the first motion to accept the February 28, 2024, meeting minutes. Rocio Elorza made the second motion. All members were in favor. No abstentions. Mr. Gonzales turned the meeting over to Ms. Zeff.

### **Creating an Inclusive Positive School Culture and Climate, Maywood Center for Enriched Studies (MACES)**

Ms. Zeff introduced the MACES team. The team introduced themselves and began their presentation. They shared data highlighting why they started a peer mediation program. They also addressed the reason behind educating students about conflict resolution and the key components of their peer mediation program. The three key components are community building, a calming room, and peer mediation. They ended their presentation with valuable data and personal testimonials from the peer mediation leaders. After the presentation was over, they answered questions and comments from the audience.

Allan Kakassy asked if their program was available to other schools. Michelle Arsian, teacher, and Yessenia Carvajal, teacher responded. Positive praise was provided to the team by Mr. Kakassy.

An additional question was asked regarding the team's expectations for the program in the future. Ms. Carvajal, teacher, responded.

### **Creating an Inclusive Positive School Culture and Climate, San Fernando High School**

Ms. Zeff introduced the team from San Fernando High School. They started with what it means to be a Mighty Tiger. The presentation covered the school's demographics, systems for creating safe and supportive environments, including the school's behavior expectations, and the many student-led celebrations the school recognizes throughout the year. The team shared their creation of the "Of Course" student-made video.

Ms. Zeff opened the floor for questions. Julie Hall provided positive feedback to the Team's presentation.

Mr. Juan brought up that the majority of the students are Hispanic. He then brought up the Ulysses Syndrome.

Alex Bello provided positive praise to both teams and admiration for the goals the teams are accomplishing on their campus.

A student from the MACES team provided praise and asked if the hate speech presentation was available as a document. A member of the San Fernando team provided an answer to the inquiry.

**Public Comment**

Ms. Maria Luisa Palma shared with the audience that parents do not have access to any of the documents, data, or information parent committees participate in. She stated that she had asked for the data from the parent advisory committee. She then asked Mr. Chait about getting the information they had requested.

Mr. Juan spoke about what he considers a misuse of District funds. He also asked Mr. Chait about doing something for their community. He also shared how each student is worth 30,000 to the District, and brought up how the district's ego prevents them from helping students and parents.

**Closing**

Paul Gonzales initiated a brief check-out activity. Laura then thanked everyone for their time. Rocio Elorza made the first motion to close the meeting. Allan Kakassy seconded the motion. All members were in favor. No abstentions. The meeting was called at 5:29 pm.

# Welcome

## School Culture, Climate and Safety Task Force



October 2, 2024



# Welcome

Andrés E. Chait, *Chief of School Operations*





Attendance and  
Check-In

# CHECK-IN



What is your favorite TV show and why?





Approval of Meeting  
Minutes from April  
17, 2024

# Priorities

Each pillar and priority work together in a coherent system to provide an exceptional education program to ensure all students graduate ready for the world.



# Discipline Foundation Policy

## Multi-Tiered Systems of Support for Behavior and Social-Emotional Well-Being using Positive Behavior Interventions and Supports/Restorative Practices (PBIS/RP)

**LOS ANGELES UNIFIED SCHOOL DISTRICT  
POLICY BULLETIN**

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**TITLE:** Discipline Foundation Policy: Multi-Tiered Systems of Support for Behavior and Social-Emotional Well-Being using Positive Behavior Interventions and Supports/Restorative Practices (PBIS/RP)

**NUMBER:** BUL-133307

**ISSUER:** **BUL - 133307**

**DATE:** November 21, 2022

**POLICY:** Los Angeles Unified is committed to providing every student, preschool through adult, and all members of our District and school communities with a safe, healthy, welcoming, affirming, inclusive, respectful, and restorative learning and working environment. Every member of our school district community has the right to a safe and inclusive learning environment through the adoption and implementation of a consistent trauma/resilience-informed Multi-Tiered Systems of Support (MTSS) framework. Los Angeles Unified is committed to providing an appropriate, meaningful educational program that builds upon the strengths of and meets the needs of ALL students, including but not limited to English Learners, standard English Learners, students with disabilities (SWD), students in foster care and/or experiencing homelessness, students who are socio-economically disadvantaged, and students participating in gifted and talented education (GATE).

All students must be taught and supported in learning the skills necessary to enhance a positive school climate, engage in learning, and demonstrate responsibility for themselves and respect for others. This is accomplished through the implementation of a multi-tiered system of Positive Behavior Interventions and Supports and Restorative Practices (PBIS/RP), which prioritizes wellness and nurtures the social-emotional development of the whole child, whole classroom, whole school, and whole community.

**Positive Behavior Interventions and Supports (PBIS)** is a nationally recognized, evidence-based framework that provides an integrated

**ROUTING**  
All Schools  
Local District Administrators  
Community of Schools Administrators  
Affiliated Charter Schools

BUL-133307  
Student Health and Human Services    Page 1 of 17    November 21, 2022  
Division of Special Education



PBIS/RP Highlights  
2023 - 2024

# Professional Development

Systems of Support Advisors (SOSA) provided **1,234** professional development sessions to staff and **1,206** PBIS/RP workshops for parents/caregivers.

## Staff Professional Development

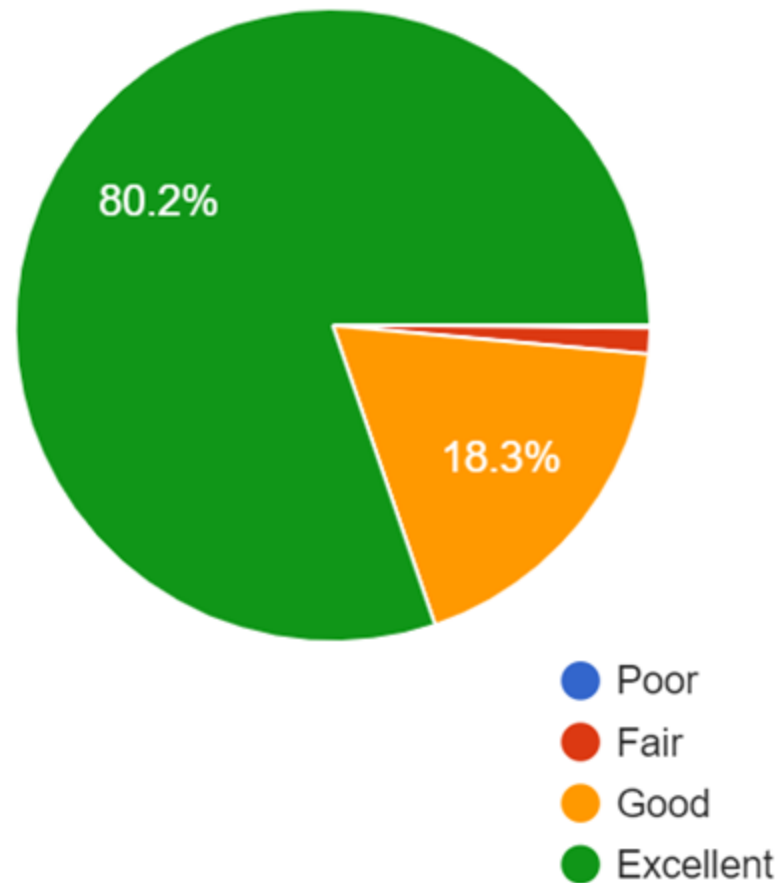
- Active Supervision - **351**
- Classroom Management - **154**
- Community Building Circles - **123**
- Introduction to PBIS/RP - **205**
- Responding to Behavior - **286**
- Restorative Questions Think Slips - **52**
- Student Support and Progress Team (SSPT) for Behavior - **28**
- Tier 2 Interventions - **35**

## Parent/Caregiver Workshops

- Introduction to PBIS/RP - **320**
- Strengthening Family Connections Through Check-Ins and Community Building - **232**
- Seven Simple Strategies When Responding to Behavior - **272**
- OTHER (5 Ways to Connect & Communicate Love; Community Building Circles, etc.) - **382**

The ART of De-Escalation Professional Development was provided to **2,034** staff.

Overall rating of 98.5% excellent and good, as rated by participants (District staff and parents/caregivers), for all professional development/workshop sessions for the 2023 - 2024 school year.



A hub for practical tools and resources for implementing PBIS/RP.

- Community building activities
- Classroom management
- Preventing and responding to behavior
- Restorative practices including restorative questions think slips, rounds/rainbows (conflict resolution), and facilitating harm circles.

# 22,394

# members

*Number from June 2024*

Every Thursday in the 2023 - 2024 school year, the following resources were posted in the PBIS/RP Schoology group for staff to use to implement PBIS/Restorative Practices

Thematic Lesson Plans  
*(Elementary & Secondary)*

Morning  
Announcement Scripts

Community Building  
Circle Lesson Plans





Tiered Fidelity  
Inventory (TFI)

**FALL 2023 – 99%** of schools submitted their Tier 1 scores and goals.

**SPRING 2024 – 100%** of schools submitted their Tier 1 scores and goals.

# Congratulations!

2023/2024

California PBIS  
Recognition



# Criteria for CA PBIS Recognition

## Statewide PBIS Recognition Criteria - 23/24 School Year



<b>Criteria 1</b>	TFI Tier 1 - 40%	TFI Tier 1 - 70%	TFI Tier 1 - 70% <b>AND</b> Tier 2 <b>OR</b> 3 - 70%	TFI Tier 1 - 70% <b>AND</b> Tier 2 - 70% <b>AND</b> Tier 3 70%
<b>Criteria 2</b>	Current year office discipline referral data			
<b>Criteria 3</b>	Review equity and mental health resources (provided by the CA PBIS Coalition)	Review equity and mental health resources (provided by the CA PBIS Coalition) <b>AND</b> develop a specific action plan for integration of mental health or a focus on equity		
<b>Criteria 4</b>	Develop one goal from a Tier 1 key feature	Develop one goal from a Tier 1 <b>AND</b> a Tier 2 <b>OR</b> 3 key feature	Develop one goal from a Tier 1 <b>AND</b> Tier 2 <b>AND</b> Tier 3 key feature	
<b>Criteria 5</b>		Name/describe <b>ONE</b> Tier 2 <b>OR</b> Tier 3 intervention being implemented	Name/describe <b>ONE</b> Tier 2 <b>AND</b> 3 intervention being implemented	
<b>Criteria 6</b>	Academic impact: Identify a formative measure.	Academic impact: Identify a formative measure. Identify positive growth ( <b>1 sub group</b> )	Academic impact: Identify a formative measure. Identify positive growth ( <b>2 sub groups</b> )	
<b>Criteria 7</b>	External reviewer (SOSA) has visited classrooms and observed evidence based classroom management practices			

- Brooklyn Avenue School
- West Hollywood Elementary



- 20th Street Elementary
- Alfonso B. Perez Special Education Center
- Aragon Avenue Elementary
- City Terrace Elementary
- El Sereno Middle School
- Nimitz Middle School
- Normont Elementary
- South Gate Middle School
- Westwood Charter Elementary
- Wilson High School



# Silver Level Recognition

- 112th Street EEC
- 116th Street Elementary
- 24th Street EEC
- 4th Street Primary Center
- 95th St Elementary School
- 95th Street EEC
- 96th Street STEAM Academy
- Alta California Elementary
- Amanecer Primary Center
- Ambassador School of Global Education
- Ann Street Elementary
- Bell High School
- Berendo Middle School
- Brainard Elementary
- Broadous Elementary



- Calahan Elementary
- Canoga Park EEC
- Canoga Park Elementary
- Castlebay Lane Elementary
- Century Park Elementary
- Chandler Elementary
- Chapman Elementary
- Cheremoya Elementary
- Coliseum Elementary
- Commonwealth Avenue Elementary
- Compton Avenue Elementary
- Crestwood Magnet Elementary
- Del Amo Elementary
- Dominguez Elementary
- Dr. Julian Nava Learning Academy

# Silver Level Recognition

- Dr. Theodore T. Alexander Jr Science Center School
- Eagle Rock Junior Senior High School
- Eagle Tree Continuation High School
- El Sereno Elementary
- Escalante EEC
- Esperanza Elementary
- Esther Collins EEC
- Estrella Elementary
- Figueroa Street Elementary
- Fishburn Avenue Elementary
- Fleming Middle School
- Florence Avenue Elementary
- Franklin Avenue Elementary
- Garden Grove Elementary
- Glassell Park STEAM Magnet



- Gledhill Street EEC
- Glenfeliz EEC
- Grape Street Elementary
- Haddon Avenue STEAM Academy and Magnet
- Hamasaki Medical and Science Magnet
- Hamlin Charter Academy
- Hesby Oaks Leadership Charter
- Hillcrest Drive Elementary
- Hillside Elementary
- Holmes Middle School
- Hooper Avenue Elementary
- Humphreys Avenue Elementary
- Kingsley Elementary
- Limerick Elementary
- Lincoln High School



# Silver Level Recognition

- Lockhurst Drive Charter Elementary
- Lomita STEAM Magnet Elementary
- Loren Miller Elementary
- Los Angeles Elementary
- Los Angeles High School
- Los Feliz Science Technology Engineering Math Medicine Magnet
- Mark Twain Middle School
- Marquez High School – School of Social Justice
- Marshall High school
- Marvin Avenue Elementary
- Melrose Elementary
- Middleton Elementary
- Mount Lukens Continuation High School
- Mountain View Elementary
- Nava College Preparatory Academy



- Nevada Elementary
- Nevin Elementary
- Newcastle Elementary
- Northridge Academy High School
- One Hundred Fifty-Sixth Street Elementary
- Orville Wright Engineering and Design STEAM Magnet
- Owensmouth High School
- Pacoima EEC
- Pacoima Middle School
- Parks Huerta EEC
- Pinewood Avenue EEC
- Plainview Academic Charter Academy
- Ranchito Elementary
- Rosemont EEC
- Rosewood STEM Magnet

# Silver Level Recognition

- Rowan Avenue Elementary
- Roy Romer Middle School
- Roybal Learning Center
- Sally Ride Elementary
- San Fernando Institute for Applied Media
- San Fernando Senior High
- San Jose Street Elementary
- Sepulveda Middle School
- Sierra Park Elementary
- Stanley Mosk STEAM School
- State Street EEC
- Stonehurst Avenue Elementary
- Sunland Elementary
- Superior Street Elementary
- Telfair Elementary



- Thomas Riley High School
- Trinity EEC
- Tweedy Elementary
- Twenty-Fourth Street Elementary
- Valley Academy of Arts and Sciences
- Valley View Elementary
- Vernon City Elementary
- Vine Street Elementary
- Vista Del Valle Dual Language Academy
- Vista Middle School
- Wadsworth Avenue Elementary
- Walter Reed Middle School
- West Adams Preparatory High School
- Wilton Place Elementary
- Wonderland Elementary

# Bronze Level Recognition

- Broad Avenue Elementary
- Budlong Avenue Elementary
- Castle Heights Elementary
- Chase St Early Education Center
- Euclid Avenue Community School
- Franklin High School
- Gledhill Street Elementary
- Glen Alta Span School
- Grant Elementary
- Harte Prep Middle School
- Heliotrope Avenue Elementary
- International Studies & World Languages Virtual Academy
- La Salle Avenue Elementary
- Metropolitan Continuation High School
- Monroe High School
- Nightingale Middle School



- Porter Ranch Community School
- Ramona Opportunity High School
- RFK Los Angeles High School of the Arts
- Richard A. Alonzo Community Day School
- Rosa Parks Learning Center
- Serrania Avenue Charter for Enriched Studies
- Sherman Oaks Center for Enriched Studies
- State Street Elementary
- Twenty-Eighth Street Elementary School
- Vintage Elementary
- Wadsworth Early Education Center
- Westminster EEC
- Woodcrest Elementary
- Woodland Hills Academy



Suspension Data  
2023 - 2024

# Category 1 Suspensions

Incident Reason Category	Out-of-School Suspension Events	Instructional Days Lost
1.1 - FIREARM	17	79
1.2 - BRANDISHED KNIFE AT ANOTHER PERSON	45	194
1.3 - UNLAWFUL SALE OF A CONTROLLED SUBSTANCE	54	226
1.4A - SEXUAL ASSAULT	-	13
1.4B - SEXUAL BATTERY	12	42
1.5 - POSSESSION OF EXPLOSIVE (M80 OR GREATER)	-	44
TOTAL	128	598

Note: \*The reporting of these data is consistent with the U.S. Department of Education's Privacy Technical Assistance Center (PTAC) guidance on disclosure avoidance and District data suppression rules to ensure compliance with the Family Educational Rights and Privacy Act (FERPA) and other applicable confidentiality and privacy laws and regulations. A hyphen (-) indicates data are suppressed. Data last refreshed : 2023-2024

# Category 2 Suspensions

Incident Reason Category	Out-of-School Suspension Events	Instructional Days Lost
2.1 - SERIOUS PHYSICAL INJURY/NOT SELF-DEFENSE	43	142
2.2 - KNIFE OR OTHER DANGEROUS OBJECT	112	249
2.3 - CONTROLLED SUBS, EXCEPT 1ST OFFENSE <1 OZ MARIJ/COUNTER/PREScribed	46	101
2.4 - ROBBERY/EXTORTION	-	16
2.5 - ASSAULT/BATTERY UPON SCHOOL EMPLOYEE	67	174
TOTAL	268	682

Note: \*The reporting of these data is consistent with the U.S. Department of Education's Privacy Technical Assistance Center (PTAC) guidance on disclosure avoidance and District data suppression rules to ensure compliance with the Family Educational Rights and Privacy Act (FERPA) and other applicable confidentiality and privacy laws and regulations. A hyphen (-) indicates data are suppressed. Data last refreshed : 2023-2024

# Category 3 Suspensions

Incident Reason Category	Out-of-School Suspension Events	Instructional Days Lost
3.1A - CAUSED PHYSICAL INJURY	536	930
3.1B - ATTEMPTED TO CAUSE PHYSICAL INJURY	322	501
3.1C - THREATENED TO CAUSE PHYSICAL INJURY	63	119
3.3 - SUBSTITUTE OF CONTROLLED SUBSTANCE	-	5
3.4 - DAMAGED/ATTEMPTED TO DAMAGE SCHOOL OR PRIVATE PROPERTY	45	70
3.5 - STOLE OR ATTEMPTED TO STEAL SCHOOL OR PRIVATE PROPERTY	11	17
3.6 - POSSESSED OR USED TOBACCO	20	26
3.7 - OBSCENITY/PROFANITY/VULGARITY	38	59
3.8 - DRUG PARAPHERNALIA	32	46
3.95 - DISRUPTED SCHOOL-WIDE ACTIVITIES (ISSUED BY ADMIN) (GR. 4-12)	46	61
3.10 - RECEIVED STOLEN SCHOOL OR PRIVATE PROPERTY	-	1
3.11 - IMITATION FIREARM	-	10
3.124 - HARASSED/THREATENED PUPIL BASED ON ACTUAL/PERCEIVED RACE/COLOR/NATIONAL ORIGIN/ETHNICITY/IMMIGRATION STATUS (GR. 4-12)	20	34

# Category 3 Suspensions

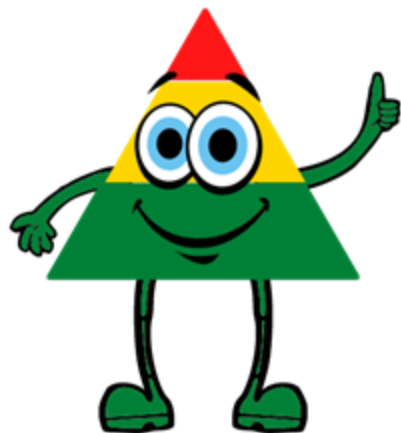
Incident Reason Category	Out-of-School Suspension Events	Instructional Days Lost
3.125 - HARASSED/THREATENED PUPIL BASED ON ACTUAL/PERCEIVED DISABILITY(GR. 4-12)	-	2
3.126 - HARASSED/THREATENED PUPIL BASED ON OTHER FACTORS (GR 4-12)	-	14
3.128 - HARASSED/THREATENED PUPIL BASED ON ACTUAL/PERCEIVED SEXUAL ORIENTATION (GR 4-12)	-	1
3.129 - HARASSED/THREATENED A SCHOOL DISTRICT PERSONNEL(GR 4-12)	37	53
3.16 - WILLFUL USE OF FORCE/VIOLENCE NOT SELF-DEFENSE	296	546
3.13 - SEXUAL HARASSMENT ACTUAL/PERCEIVED GENDER/GENDER ID/GENDER EXPRESSION (GR 4-12)	40	69
3.15 - TERRORIST THREAT (THREAT TO CAUSE DEATH, GREAT BODILY INJURY)	17	44
3.14 - HATE VIOLENCE (GR. 4-12)	-	11
3.215 - BULLYING/CYBER NOT BASED ON A PROTECTED CATEGORY	20	34
3.22 - AIDED OR ABETTED THE INFLICTION OF PHYSICAL INJURY	-	7
3.25 - POSS./UNDER INFLUENCE OF MARIJUANA FOR 1ST OFFENSE OF < 1OZ. OR ALCOHOL	75	111
TOTAL	1618	2771



# Discussion and Q & A



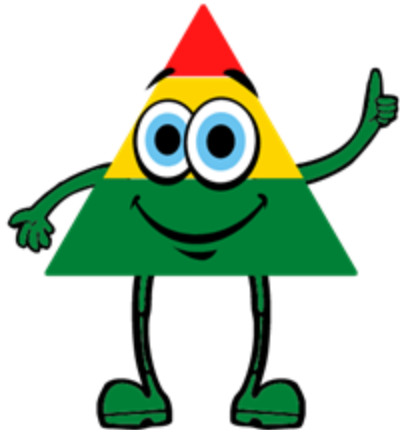
# Public Comment



# CHECK-OUT



WHAT **Awesome** THINGS DID YOU DO TODAY?



Motion and  
Adjournment

Los Angeles Unified School District  
School Culture, Climate, and Safety Task Force  
LAUSD Board Blue Room  
2024-25 Meeting Dates

Dates
Wednesday, October 2, 2024
Thursday, December 12, 2024
Wednesday, February 26, 2025
Wednesday, May 21, 2025

All meetings will occur from 4:00 p.m. - 5:30 p.m.