Los Angeles Unified School District
School Culture, Climate and Safety Task Force Meeting

Board Blue Room
Tuesday, June 27, 2023
4:30 p.m. - 6:00 p.m.

I. Welcome — Andrés E. Chait*, Chief of School Operations*
Pia Escudero, *Executive Director*

II. Attendance and Check-in — Laura Zeff, *Administrative Coordinator, SHHS*
Paul Gonzales, *Specialist, SHHS*

III. Approval of Minutes — Paul Gonzales, *Specialist, SHHS*

IV. PBIS/RP Highlights from the 2022 - 2023 School Year — Laura Zeff, *Administrative Coordinator, SHHS*
Paul Gonzales, *Specialist, SHHS*

V. Understanding of Expulsions — Isabel Villalobos, *Coordinator Student Discipline and Expulsion Support*

VI. Open Data Portal — Laura Zeff, *Administrative Coordinator, SHHS*
Paul Gonzales, *Specialist, SHHS*
- Public data
- Guide to suspension platform
- Connect to previous data questions

VII. Public Comments — Paul Gonzales, *Specialist SHHS*
- Five Speakers (two minutes each)

VIII. Adjournment — Laura Zeff, *Administrative Coordinator, SHHS*

Los Angeles Unified School District
School Culture, Climate and Safety Task Force Meeting
May 10, 2023 Meeting Minutes

Opening
Laura Zeff called the meeting to order at 4:30 p.m. She began by welcoming everyone. She followed by introducing Andres Chait, Chief of School Operations

Welcome - Andrés E. Chait, Chief of School Operations
Mr. Chait welcomed everyone. He started with thanking , Ms. Blanca Cruz, Principal, Roybal Learning center for hosting. He shared that on Tuesday, May 9, 2023 the Board of Education approved Board Member Tanya Ortiz Franklin's resolution to commemorate the School Climate Bill of Rights and honor its decade long commitment and progress made thus far. He spoke about the Division of School Operations, Every School Safe: A Blueprint for Safety. Mr. Chait explained the six components of the Blueprint. He then introduced Joel Cisneros, Administrator, Student Health and Human Resources.

Joel Cisneros, Admin. Director, Student Health and Human Services
Mr. Cisneros greeted everyone on behalf of Pia Escudero, Executive Director, Student Health and Human Resources. He briefly spoke about Mental Health Awareness Month and of the resources available and were to find them.

Laura Zeff, Administrative Coordinator, Student Health and Human Services
Ms. Zeff began by informing everyone present that all meeting material can be found in their packets. Laura then introduced Paul Gonzales, Specialist, SHHS. Mr. Gonzales greeted everyone then continued by facilitating a check-in activity. He asked all members to introduce themselves to the person next to them say and share something they've learned, watched, listened too, something they can't live without, or something form their childhood. Once everyone shared, Paul thanked them all. He concluded with how this activity works by connecting people. Paul then asked everyone to look over the minutes from the May 10, 2023 task force meeting. Sean Starkey made the first motion to accept the meeting minutes and Nery Paiz made the second motion to accept the meeting minutes. Mr. Gonzales reintroduced Ms. Zeff. Ms. Zeff began by referring back to the May 10 meeting about understanding suspension categories and what they mean. She then introduced Isabel Villalobos, Coordinator, Student Discipline and Expulsion Support.

Understanding Suspension Types - Isabel Villalobos, Coordinator, Student Discipline and Expulsion
Ms. Villalobos presented the Matrix for Student Suspension and Expulsion Recommendation to the members. She discussed all three categories and explained how and when they are used. During this time, she provided in-depth information about the matrix and each category. During her presentation members asked questions and Ms. Villalobos answered them. Once completed, turned it over back to Laura.

Presentation Continued - Laura Zeff, Administrative Coordinator
Laura continued by introducing the Tiered Fidelity Inventory (TFI) from the updated Discipline Foundation Policy and that it will be replacing the Rubric of Implementation (ROI). She went on and shared the TFI Companion Guide and how it works to support schools with the implementation of PBIS/RP on school-site. During the presentation members asked questions and Laura answered them. She asked the members to get into groups to discuss and provide their thoughts of the TFI and TFI companion guide. They were also asked to provide any questions or suggestions they had about the TFI and/or TFI Companion Guide.

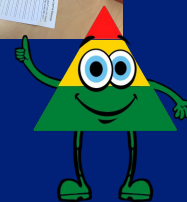## Public Comments
There were no public comments.

Closing
Laura announced that the next meeting will be on June 27, 2023. Alfonzo Web made the first motion the close the meeting. William Estrada seconded the motion. The meeting ended at 6:00 pm.

Submitted by Anna Perez, Senior Office Technician
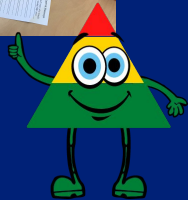
Attendance and Check-In
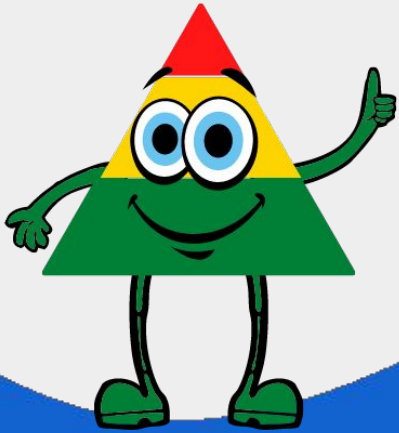
Check-in

What food do you associate with gatherings?
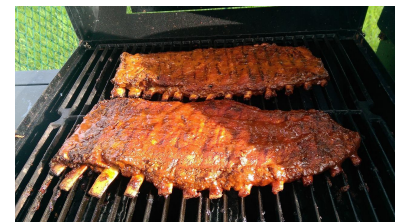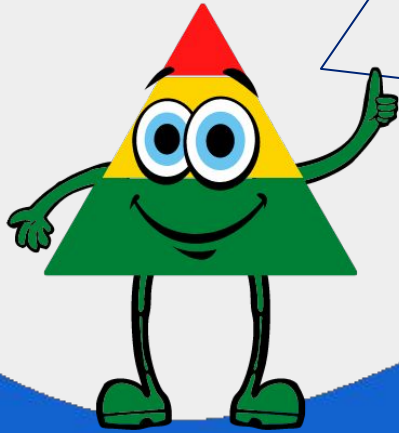
Priorities

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.

Pillar 1: Academic Excellence

| High-Quality Instruction | Enriching Experiences | Eliminating Opportunity Gaps | College and Career Readiness |

Pillar 2: Joy and Wellness

| Welcoming Learning Environments | Whole-Child Well-Being | Strong Social-Emotional Skills | Outstanding Attendance |

Pillar 3: Engagement and Collaboration

| Strong Relationships | Accessible Information | Leading for Impact | Honoring Perspectives |

Pillar 4: Operational Effectiveness

| Data-Driven Decision-Making | Modernizing Infrastructure | Sustainable Budgeting | District of Choice |

Pillar 5: Investing in Staff

| Diverse Workforce | Professional Learning | Staff Wellness | High Performance Standards |

2022/2023 HIGHLIGHTS

PBIS/RP

Join the PBIS/RP Schoology Group for ready-to-use resources!
Access Code: ZV2B-2PCZ-BMJVX

LOS ANGELES UNIFIED
LA
READY FOR THE WORLD

19,463
Schoology Members

SHHS Systems of Support Advisers connected with school staff and delivered chalk for the "Chalk It Up To Joy" Kindness Campaign to **956** schools

Chalk It Up To Joy

Updated Discipline Policy

TFI Companion Guide created to support schools in measuring their implementation of the Discipline Policy

ATTITUDE **R**APPORT **T**ECHNIQUE

Being Aware of Self and Others | Building Positive Relationships | Responding to Behavior

Tiered Fidelity Inventory (TFI)
Tier 1 Companion Guide

CLICK HERE

ART of De-Escalation training developed and piloted for 444 LAUSD staff

Restorative Rainbow/Rounds Posters and Strategy Cards delivered to ALL LAUSD schools

Professional Developments (PD) Trainings
473

99% EXCELLENT and GOOD ratings on PDs and trainings

Thank you for helping me during my first year at LAUSD. These slides gave us a fun way to practice SEL, and helped me understand the PBIS/RP mission. Win–win!

Procedures | Video Examples | Student Testimonials | Staff Testimonials | Implementation Ideas

Restorative Rounds
Handbook

Offer Choice

CLICK HERE

Weekly Thematic

EARLY ELEMENTARY-SECONDARY-EARLY ELEMENTARY-SECONDARY

Mindful Monday | Grok Tuesday | Wellness Wednesday | Thoughtful Thursday | Fun Friday

May 8-12, 2023

Weekly Thematic Slide Decks have been accessed
57,811
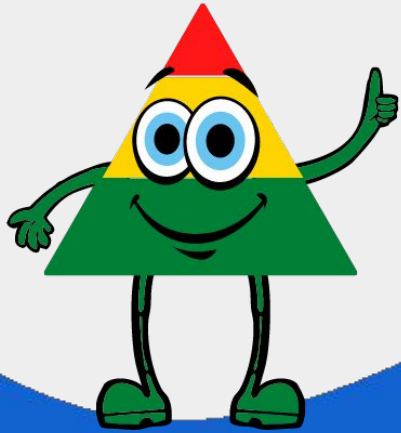times by LAUSD staff from August 2022-June 2023

CLICK HERE

76
Community Building Circle lesson plans developed and shared

783 Classroom observations and consultations at school sites through authentic responsive collaborative coaching

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Suspension

- Definition – Short term removal of a student from ongoing instruction, for adjustment purposes.

- Suspensions shall only be utilized when other means of correction have failed to bring about proper conduct, and/or safety is at risk.

- "Informal suspension" is prohibited. (e.g., parent told to pick up student or keep student at home, without an official suspension notice).

Length of Suspension

- For all students, a single suspension may not be issued for more than five (5) consecutive school days.

- The total number of suspension days for which a student in general education, including students served under Section 504 of the Rehabilitation Act of 1973, shall not exceed <u>20</u> school days in any school year.

- In the case when the student is transferred to another school or program, the total number shall not exceed <u>30</u> school days in any school year.

Students with IEPs

- Students with IEPs shall not be suspended for more than <u>10</u> school days in any school year.

- The school shall adhere to all requirements specified in the student's IEP when issuing any suspension.

Expulsion

- Definition - The removal of a pupil from the immediate or general supervision of school personnel for a specified period of time.

- Expulsion of a pupil is only by action of the governing board, in a public session.

- Prior to Board action, the student is not expelled.

Length of Expulsion

- Remainder of current semester

- Remainder of current semester PLUS a semester

- One calendar year from the Board action date (Category I offense)

Legal Authority

Grounds for Suspension and Expulsion Recommendation

- E.C. Sections 48900 *et seq.,* 48900.2, 48900.3, 48900.4, 48900.7, 48915

Role of the School Principal or Superintendent

- Can suspend a student and make expulsion recommendations.

Role of the Expulsion Review Committee

- District employees (certificated only) serve as the Board-appointed administrative hearing panel to conduct hearing and render recommendation for or against student expulsion, based on facts presented.

Grounds for Suspension and Expulsion Recommendation

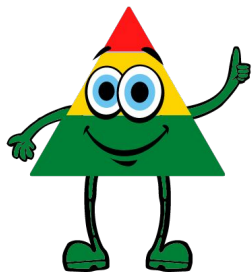- Takes final action on whether to expel a student.

Suspension Appeal Process

- Suspension can be rescinded <u>only</u> at the Region level through an appeal process, <u>not</u> at the school site level.

- Parent must submit their written suspension appeal request to the Region Administrator of Operations.

- The Region Suspension Appeal Panel will hold the suspension appeal conference, render a decision, and notify the parent in writing.

- The Suspension Appeal Panel's decision is <u>final</u>.

- If parent objects to the panel's decision, the parent can submit a written objection which should be kept in the student's confidential file (Yellow Folder).
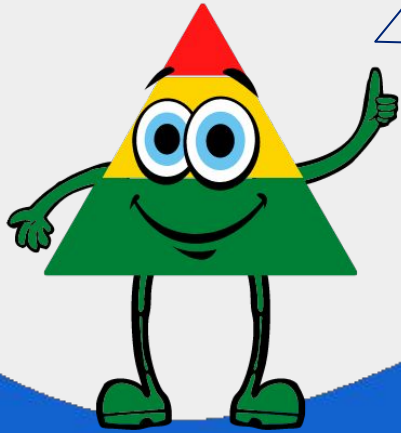
Expulsion Appeal Process

- Within 30 days following the Board decision, the student's parent/guardian may file an appeal to the Los Angeles County Board of Education (LACOE).

- Within 20 school days following the filing, the LACOE board shall hold a hearing thereon and render a decision.

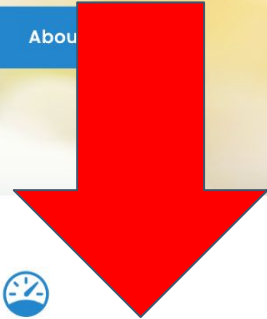- The decision of the county board is final.

Discussion and Q & A

Data Portal

ODA   About   Research   Support   FAQ   Announcements   Subscribe   Feedback   **Go to Dashboard**

Welcome to Open Data

Bienvenidos a Datos Públicos (en Español)

About

Open Data Dashboard
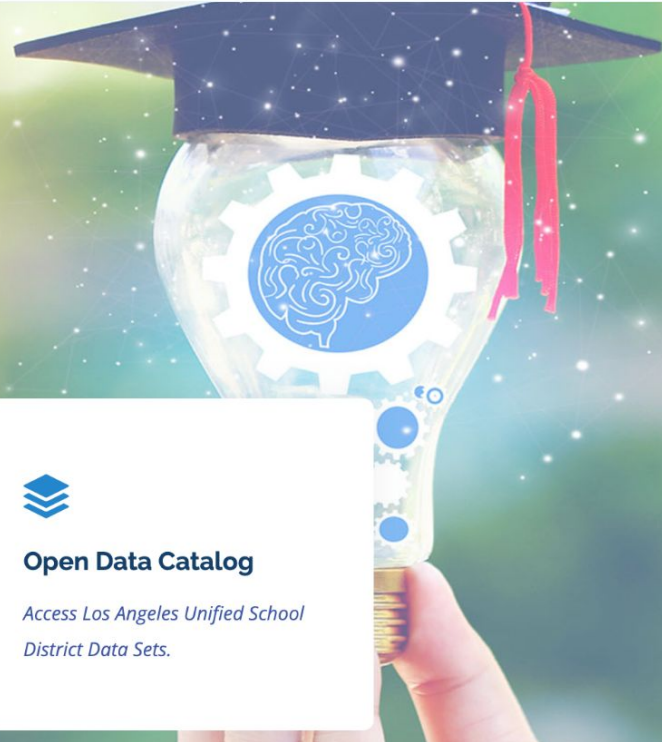
Analytic view of Los Angeles Unified School District Data.

Open Data Map

Map view of Los Angeles Unified School District Data.

Open Data Catalog

Access Los Angeles Unified School District Data Sets.

User Manual   Help   Feedback   Subscribe   Español

Welcome to Los Angeles Unified's Open Data Dashboard

We invite you to explore the data presented on these dashboard pages and to learn more about the District and its schools. Use the tiles to dive deeper into an area of interest (e.g., Finance, Wellness Centers, Athletics) or use the search and explore features to find specific metrics of interest.

District At a Glance

K-12 Schools	District Budget	K-12 Enrollment	Four-Year Cohort Graduation Rate	College Enrollment	Wellness Center Visits
784	$ 14.2B	429,349	86.1%	61.0%	71,865
(School Year: 2022-2023)	(School Year: 2022-2023)	(School Year: 2022-2023)	(School Year: 2021-2022)	(School Year: 2020-2021)	(School Year: 2021-2022)

Click on any of the tiles below to find an area of interest (e.g., "Local Control Accountability Plan", or use the search box to help you find the data you are looking for. Just type in a key word (e.g., "Enrollment") to get started, then click on the tiles below to navigate to the dashboard.

Type metric name here

Search   Explore

All Indicators
Dashboard

Local Control Accountability Plan
Dashboard

Black Student Achievement Plan
Dashboard

School Profile
Dashboard   Map View

Finance
Dashboard

Access to Financial Aid
Dashboard

Wellness Center Data
Dashboard

California School Dashboard
Dashboard

Analytic View
Map View

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View Type:

Analytic View   Map View

Select Dashboard View:

All Indicators

Local Control Accountability Plan

Black Student Achievement Plan

California School Dashboard

Wellness Center Data

Suspension/Discipline

LA School Police Data

| < | **Enrollment** | Attendance | College & Career ... | College Persistence | English Learner Pr... | Finance |

including special education and English learner enrollments.

429,349	K-12 Enrollment	62,884	Students with Disability Enrollment	90,977	English Learner Enrollment
Prior Year	Most Recent Year: 2022-2023	Prior Year	Most Recent Year: 2022-2023	Prior Year	Most Recent Year: 2022-2023
437,358		60,745		91,424	
-1.8% ⌄		3.5% ⌃		-0.5% ⌄	

K-12 Enrollment

This indicator represents the number of students enrolled in transitional kindergarten through twelfth grade on Norm Day. Norm Day is generally the fifth Friday of the school year and has been designated by the District as the official count day for the allocation of various school resources. Note: These counts include pre-kindergarten special education students enrolled in LA Unified elementary schools.

User Manual Info Help Feedback Subscribe Export & Print 🖨 Share ◁ Español

View Type:

Analytic View   Map View

Select Dashboard View

Suspension/Discipline ▼   **Suspension**   Expulsion

Suspension

A suspension is defined as the removal of a student from ongoing instruction for adjustment purposes. The three types of suspension are out-of-school suspension, in-school suspension, and class suspension. A student may be suspended from one class or all classes and still remain in school during the period of suspension if the student is appropriately supervised and instructed. The California Education Code permits the superintendent or the principal of the school in which the student is enrolled to suspend a student if it is determined that the student committed any act(s) listed under E.C. Sections 48900, 48900.2, 48900.3, 48900.4, 48900.7, or 48915. However, the District's policy prohibits suspension and expulsion to be utilized as corrective measures in response to student misconduct of willful defiance as described in E.C. Section 48900 (k)(1).

SCHOOL ZONE

0.03%	Single Student In-School Suspension Rate	0.29%	Single Student Out-of-School Suspension Rate	2,783	Instructional Days Lost to Suspension	32	Opportunity Transfers
	Most Recent Year: 2022-2023		Most Recent Year: 2022-2023		Most Recent Year: 2022-2023		Most Recent Year: 2022-2023
Prior Year		Prior Year		Prior Year		Prior Year	
0.02%		0.19%		1,989		15	
0.01% ∿		0.09% ∿		40% ∿		113% ∿	

Single Student In-School Suspension Rate

This indicator represents the percentage of students who received 1 or more in-school suspensions at anytime during the school year. In-school suspensions are those in which students serve their suspension on campus instead of being sent home.

View Data By
Use the selectors on the right to switch between different views of the data

Data by Month   Student Groups   Incident Reasons

Table View Graph View

Data by Month: Suspension
The data displayed for each month are cumulative/year-to-date (YTD). For example, the suspensions and opportunity transfers reported for June include data from July through June.

ⓘ ⊽ ⊕

School Year

2022-2023 ▼

Click 'i' for more info ⓘ

What specific data should be reviewed and analyzed by this
Task Force?

Public Comment

Motion and Adjournment