

Los Angeles Unified School District

School Culture, Climate and Safety Task Force Meeting

Board Blue Room
Wednesday, December 13, 2023
4:00 p.m. – 5:30 p.m.

- | | | |
|------|---|---|
| I. | Welcome | Andrés E. Chait, <i>Chief of School Operations</i>
Joel Cisneros, <i>Administrator, SHHS</i> |
| II. | Attendance and Check-in | Paul Gonzales, <i>Specialist, SHHS</i> |
| III. | Approval of Minutes <ul style="list-style-type: none">October 25, 2023 | Paul Gonzales, <i>Specialist, SHHS</i> |
| IV. | Sepulveda Middle school <ul style="list-style-type: none">Share their storySuccesses. Challenges, and next steps | Gabriel Ortega, <i>Principal</i>
Lawrence Hom, <i>Assistant Principal</i> |
| V. | School Experience Survey | Susan Ward-Roncalli, <i>Social Emotional Learning (SEL) Adviser</i> |
| VI. | Public Comments <ul style="list-style-type: none">Five Speakers (two minutes each) | Paul Gonzales, <i>Specialist SHHS</i> |
| VII. | Adjournment | Laura Zeff, <i>Administrative Coordinator, SHHS</i> |

Next Meeting
Wednesday, February 28, 2024

Distrito Unificado de Los Angeles

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

LAUSD Edificio de Beaudry, Salon Azul

miércoles, 13 de diciembre del 2023

4:00 p.m. – 5:30 p.m.

- | | | |
|------|--|--|
| I. | Bienvenida | Andrés E. Chait, <i>Jefe de Operaciones</i>
Joel Cisneros, <i>Administrador, SHHS</i> |
| II. | Asistencia y Registro Emocional | Paul Gonzales, <i>Especialista, SHHS</i> |
| III. | Aprobación de actas <ul style="list-style-type: none">• 25 de octubre del 2023 | Paul Gonzales, <i>Especialista, SHHS</i> |
| IV. | Sepulveda Middle School <ul style="list-style-type: none">• Comparte su historia• Éxitos, desafíos y próximos pasos | Gabriel Ortega, <i>Director</i>
Lawrence Hom, <i>Subdirectora</i> |
| V. | Encuesta de la Experiencia Escolar | Susan Ward-Roncalli, <i>Asesor de Aprendizaje Social Emocional</i> |
| VI. | Comentarios públicos <ul style="list-style-type: none">• Cinco oradores (dos minutos) | Paul Gonzales, <i>Especialista, SHHS</i> |
| VII. | Clausura | Laura Zeff, <i>Coordinador Administrativo, SHHS</i> |

Próxima Junta
miércoles, 28 de febrero del 2024

Los Angeles Unified School District
School Culture, Climate and Safety Task Force Meeting
October 25, 2023, Meeting Minutes

Opening

Laura Zeff called the meeting to order at 4:02 p.m. She began by welcoming everyone. She followed by introducing Andres É. Chait, Chief of School Operations

Welcome – Andres É. Chait, Chief of School Operations

Mr. Chait welcomed everyone. He shared and described a game “Buckets” he created at the school he was last Principal at. He spoke about the importance of schools putting their Tier 1 supports in place. Mr. Chait then introduced Rowena Lagrosa, Interim Executive Director. He thanked her for her services while supporting the Student Health and Human Resources (SHHS) Department. Ms. Lagrosa was not present. Mr. Chait then reintroduced Ms. Laura who turned the meeting over to Paul Gonzales, Specialist, SHHS.

Paul Gonzales, Specialist, SHHS

Mr. Gonzales provided the members a couple of minutes to read the August 30, 2023, meeting minutes. Justin Lauer made the first motion to accept the August 30 minutes. Nery Paiz made the second motion to accept the August 30 minutes. Mr. Gonzales then greeted everyone and continued by facilitating a check-in activity. He asked all members to choose a number from the slide provided and to think of the special meaning behind the number. Mr. Gonzales provided participants time to share in groups, then publicly to the group. He thanked everyone for participating and concluded by sharing how this activity works to connect and build relationships. Mr. Gonzales reintroduced Ms. Zeff. She shared a Google link. The link provides members the opportunity to sign-up to present at a future School Culture, Climate and Safety Task Force, as long as the content aligns to the Task Force. Ms. Zeff then turned the meeting over to Allan Kakassy, Community Representative.

Task Force Member Presentation Allan Kakassy, Community Representative

Mr. Kakassy began by providing members with a blank note card. He asked them to provide their personal email and contact information and that the information provided would be used to provide future information about the material information regarding the movies based on Dr. Mckenna mentioned it is voluntary. Mr. Kakassy then described the three documents he brought to the meeting in detail. He turned the meetings over back to Laura.

Review State Recognition Criteria, Laura Zeff Administrative Coordinator SHHS

Ms. Zeff introduced the 2022/2023 PBIS State Recognition Criteria. She then turned it over to Manuel Vasquez, Systems of Support Advisor. Mr. Vasquez discussed the work he has done with Brooklyn Avenue. He then introduced the Brooklyn Avenue School team.

Brooklyn Avenue School Presentation, Marissa Martinez, Principal, Adriana Ulloa, Assistant Principal, Rebecca Medina, PBIS Coach

Ms. Martinez discussed the school’s demographics and the Multi-Tiered System of Supports PBIS Tier the team has put together at Brooklyn Avenue. Ms. Medina discussed Brooklyn's Expectations and Behavior Charts. The team then discussed the entire presentation in great detail. Participants were provided with an invitation to their Gold Day Open House on April 17th. The school plans to celebrate their PBIS Gold Recognition with the community. The Brooklyn Avenue team closed by answering any questions addressed to them. There were several acknowledgments from the participants celebrating the school’s accomplishments.

Who are the Systems of Support (SOSAs) Laura Zeff Administrative Coordinator SHHS

Ms. Zeff briefly presented about who the SOSAs are and the work to do supporting all District schools.

Public Comments

There were no public comments.

Closing

Paul announced the next meeting would be on December 12, 2023. Nery Paiz made the first motion to close the meeting. Racio Rosa seconded the motion. The meeting ended at 5:24 pm.

Welcome

School Culture, Climate and Safety Task Force



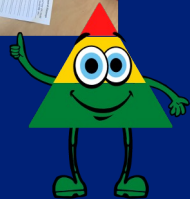
December 13, 2023



Welcome

Andrés E. Chait, *Chief of School Operations*

Joel Cisneros, *Administrator, SHHS*

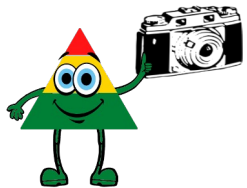




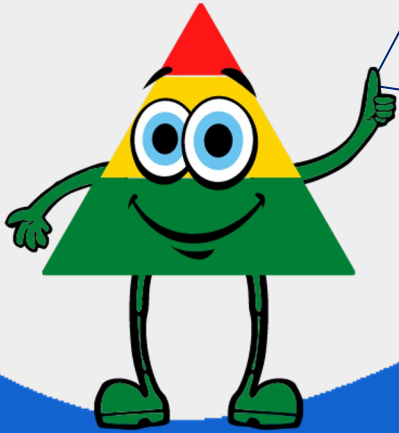
Attendance
and Check-In

Check-In – The Story Behind the Picture?

- Look through your phone. Find a photo that has a story or meaning behind it
- Now, organize yourselves into groups of 4
- Share your special photo and the story or meaning behind it
- Be prepared to share



Approval of
Meeting Minutes
October 25, 2023



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

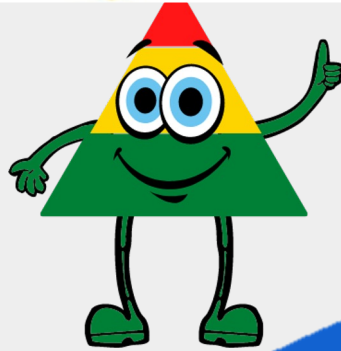
Pillar 5: Investing in Staff

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

Congratulations to Sepulveda Middle School for Receiving the SILVER PBIS Implementation Award!

Sepulveda Middle School has been recognized for successful PBIS implementation at the Silver level. The school is a recipient within the California PBIS Coalition System of Recognition, reflecting excellence in the measurement of fidelity as well as efforts in implementing the core features of Positive Behavioral Interventions and Supports.





Sepulveda Middle School



Gabriel Ortega, *Principal*
Lawrence Hom, *Assistant Principal*

Counselors

- SEL Lessons
- Every teacher incorporates SEL into their lessons
- Counselors Work with teachers and conduct lessons
- Counselors do not do discipline

Dean

Climate Advocate

Teachers

Administrator

TEACHER

Communicate with:

- Parent (Connect Ed, Message, Conversation with parent)
- Dean/Counselor
- Administration
- Parent Meeting

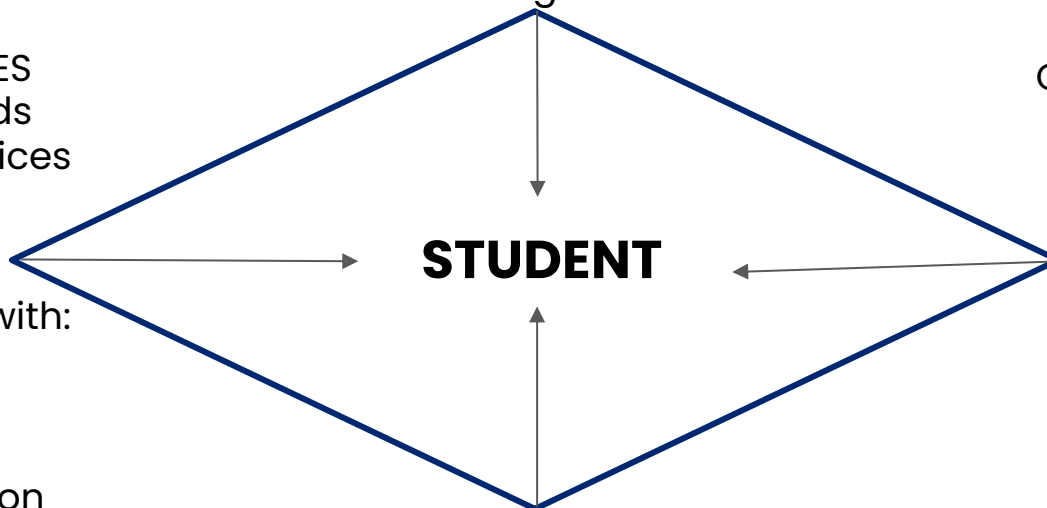
CLIMATE ADVOCATES

Check ins with kids
Restorative Practices

DEAN

Communicate with:

- Teacher
- Parent
- Counselor
- Administration
- Parent Meeting



COUNSELOR

Communicate with:

- Teacher
- Parent
- Dean
- Administration
- Parent Meeting

ADMINISTRATORS

Work with all parties
Parent Meeting

Also Include:

- Magnet Coordinator
- ELD Coordinator
- Special Ed Coordinator
- Psychologist

Sepulveda MS RTI Pyramid

Goals

- All Kids Can Succeed
- Support Teachers
- Keep Kids in Class

Do Not Send Students

Out of Class for the

Following:

- No books
- Uniforms (Address in HR)
- Tardies
- Pencils & Supplies
- Not doing work
- Violating Classroom Rules

Services

Counseling	Penny Lane
Drug Treatment	SSPT
DRT	Suspension
OT	

Tier 3

Dean, Counselor & Administration

Counsel Students	Detention
Call Parents	Referrals
Behavior Contracts	Suspension
Conflict Resolution	Restorative Justice

Tier 2

Teacher Interventions

Talk with Students	Conference with Parents	Second Steps
Talk with Colleagues to gather information	Meaningful Discipline	Know your students
Gear Up	Detention	Greet and Respect Students
	Tutoring	Effective Classroom Management

Tier 1

10 Minute Reminders

- No Students out First or last 10 Minutes
- All Students need to have passes out at a time
- Do not send groups of students out at a time
- Encourage students during 2nd & 4th period to use time wisely

Clear Expectations

SEPULVEDA Middle School RESTROOMS

Respect

- Respect others privacy
- Use quiet voices
- Wait your turn
- Clean up after yourself
- Get in and out quickly

Responsibility

- Flush Toilets
- Report any graffiti, damage, or disturbance
- Get in and out quickly

Safety

- Walk at all times
- Keep water in the sink and off the floor
- Wash your hands with soap
- Get in and out quickly



SEPULVEDA Middle School CLASSROOM

Be Safe

- Be on time
- Follow classroom rules
- Follow the teacher's directions

Be Responsible

- Be a good listener
- Do your best
- Take responsibility for your learning

Be Respectful

- Be ready to learn
- Allow others students to learn
- Allow the teacher to teach



SEPULVEDA Middle School HALLWAYS

Be Safe

- No Running
- Walk at all times
- Be aware of others
- Keep your hands and feet to yourself
- Stay behind the yellow lines during nutrition and lunch

Be Responsible

- Arrive to class on time
- Bring all required materials to class
- Electronic devices not visible

Be Respectful

- Keep moving during passing periods
- Use conversational voices (No yelling)
- Use appropriate language



SEPULVEDA Middle School CAFETERIA

Be Safe

- Walk at all times
- Food is to be eaten while sitting at a table
- Keep your hands and feet to yourself

Be Responsible

- Wait in line patiently
- All food and milk stay in the eating areas
- Throw your trash in the trash cans

Be Respectful

- Use good manners
- Show respect through your words and actions
- Make sure you clean your area



SEPULVEDA MIDDLE SCHOOL Classroom Rules

- No Gum
- No Cell Phones/ Electronics during school hours
- No Inappropriate Language allowed while on campus
- Respectful Treatment of others and their property
- Anything not approved by the teacher/ school will be confiscated
- Follow all Class Rules set by the teacher



"SEPULVEDA WAY"

Congratulations to Sepulveda Middle School for Receiving the SILVER PBIS Implementation Award!

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School
Experience
Survey Data

Susan Ward-Roncalli, *PhD*
Social Emotional learning Adviser

School Experience Survey Home



A graphic featuring a large white speech bubble with the text "Your voice matters!" in bold black font. The speech bubble is surrounded by various colorful icons: a red gear, a blue document with checkmarks, a blue bar chart, a blue arrow pointing right, a blue target with an arrow, a blue megaphone, a blue hand holding a bar chart, a blue calculator, a blue target with a red checkmark, a blue gear, a blue bar chart, and a blue document with checkmarks. The background of the graphic is a dark blue hexagonal pattern.



Dashboard Links

Standard Dashboard



- [2022-23 Dashboard](#)
- [2021-22 Dashboard](#)
- [2020-21 Dashboard](#)
- [2019-20 Dashboard](#)
- [2018-19 Dashboard](#)
- [2017-18 Dashboard](#)
- [2016-17 Dashboard](#)

- [2022-23 Dashboard \(Español\)](#)
- [2021-22 Dashboard \(Español\)](#)
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Student Subgroups Dashboard

- [2022-23 Student Subgroups](#)
- [2021-22 Student Subgroups](#)
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Custom Dashboards

- [2019-20 Student Social and Emotional Learning](#)
- [2017-18 Student Social and Emotional Learning](#)



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). Questions that were not answered do not get included in the calculation of the percentages. To begin, select the school from the dropdown menu. Then select the group and category to view the visualizations. **District (LAUSD), Community of Schools (COS), Board District (BD) are available also.** Survey items with an asterisk are not included in the overall percentages for the content area.

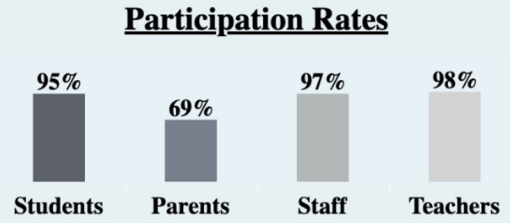
School / District / COS / BD
 LAUSD (ES) ▼

Group

- Parents
- Staff
- Students
- Teachers

Category

- Academics
- School Climate
- Social and Emotional Learning



Content Area	Survey Item		Total Number of Responses	SCHOOL % Agree or Strongly Agree	LAUSD % Agree or Strongly Agree
	A. In my classes, my teachers tell me how I can make my work better		64,808		87%
	B. The teachers at this school grade me fairly		65,073		84%
	C. This school is a supportive and inviting place for students to learn		64,388		83%
	D. My teachers work hard to help me with my schoolwork				

Academics



Academic Focus
Cognitive Engagement
Future Orientation
Technology



School Climate

Bullying

Connectedness

Expectations for Behavior

Opportunities for Participation
and Leadership



Social Emotional Learning

Growth Mindset

Self Efficacy

Self-Management

Social Awareness

*Responsible Decision Making

*Self Awareness



School Level Results



School / District / COS / BD

1st St El ▾

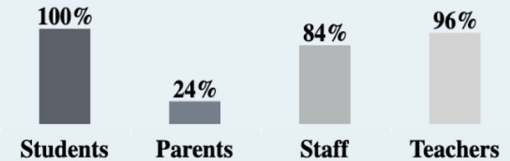
Group

- Parents
- Staff
- Students
- Teachers

Category

- Academics
- School Climate
- Social and Emotional Learning

Participation Rates



Strongly Disagree



Strongly Agree

Content Area

Survey Item

Total
Number of
Responses

SCHOOL %
Agree or
Strongly
Agree

LAUSD %
Agree or
Strongly
Agree

**Growth
Mindset**

A. I can change my intelligence with hard work		135	72%	77%
B. I can increase my intelligence by challenging myself		133	75%	74%
C. I am capable of learning anything		131	73%	75%
D. I can do well in a subject even if I am not naturally good at it		133	68%	71%
Overall Growth Mindset		135	72%	74%

School Level Results (Parents)



Customer Service

F. Teachers respond to my needs in a timely manner		592	77%	81%
G. Teachers at this school let me know about my child's progress		594	85%	86%
H. Offering more flexible ways to meet (online, in person, phone) would increase my engagement with my child's school		582	78%	82%
I. I am satisfied with my school's communication about how to support my child's learning		584	78%	83%
J. I am greeted by school staff when I visit this school		572	77%	85%
Overall Customer Service		594	78%	83%

Parent Engagement

A. This school informs me about school activities in different ways		604	79%	86%
B. I feel welcome to participate at this school		615	81%	85%
C. This school includes me in important decisions about my child's education		603	77%	81%
D. This school recruits and organizes parents to help and support the school		602	69%	76%
Overall Parent Engagement		615	77%	82%

Parent Involvement

A. I attend events in person and online at my child's school, like parent-teacher conferences, assemblies, and school performances		584	71%	77%
B. I feel comfortable supporting my child's use of technology at home to access and complete school assignments		596	84%	88%
C. I have visited my child's school website to get information and/or access resources		582	78%	84%

Pause and Think



What could this information tell us?



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- [2017-18 Student Social and Emotional Learning](#)

SES by Student Group

Sex

Grade Level

English
Learner

Foster
Youth

Special Ed

Ethnicity

Socioeconomically
Disadvantaged





School Name
LAUSD (ES)

Category & Content Area
Academics, Academic Focus

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.



Sex

Grade Level

English Learner

Foster Youth

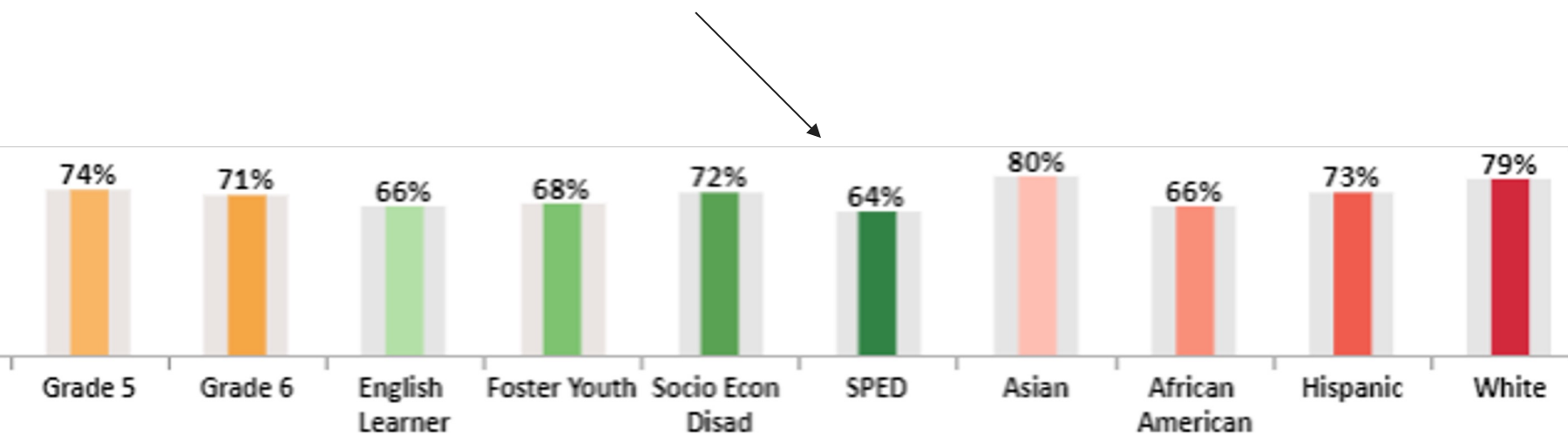
Special Ed

Ethnicity

Socioeconomically Disadvantaged

Subgroup: **Grade 8**
 Original Survey Item: **D. How clearly were you able to describe your feelings?**
 SCHOOL Number Responses: **23,915**
 SCHOOL % Agree or Strongly Agree: **38%**

Group Data Self Management



Pause and Think



What could this information tell us?



2023-2024 SCHOOL EXPERIENCE SURVEY

Your voice matters. Let us know what you think!

SPRING FORWARD



Mark your calendars!

NEW SURVEY WINDOW

February 12, 2024 to March 22, 2024

Contact the School Experience Survey team

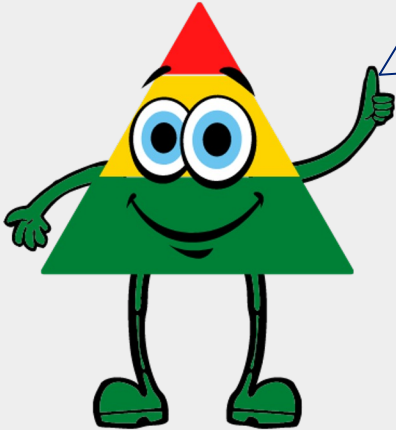
SES website: <http://achieve.lausd.net/SchoolExperienceSurvey>

Email: SchoolExperienceSurvey@lausd.net

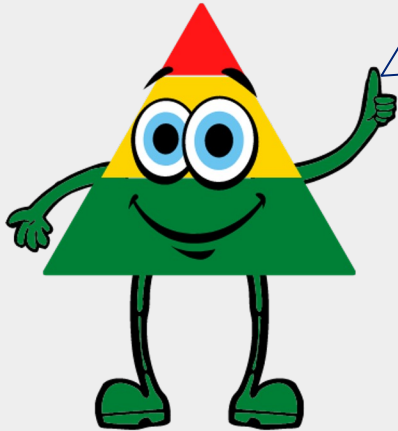
Phone (213) 241-5600



Questions and Answers



Public Comment



CHECK-OUT

Who brightened your
day today?



Motion and Adjournment

