

Los Angeles Unified School District

School Culture, Climate and Safety Task Force Meeting

LAUSD Beaudry Building, Blue Room

Wednesday, February 22, 2023

4:30 p.m. – 6:00 p.m.

- | | | |
|------|---|---|
| I. | Welcome and Overview of the Task Force | Andrés E. Chait, <i>Chief of School Operations</i>
Pia Escudero, <i>Executive Director</i> |
| II. | Check-in and Attendance | Laura Zeff, <i>Administrative Coordinator, SHHS</i>
Paul Gonzales, <i>Specialist, SHHS</i> |
| III. | Updated Discipline Foundation Policy (DFP) BUL-133307 <ul style="list-style-type: none">● Purpose● Introduce the Tiered Fidelity Inventory (TFI) | Laura Zeff, <i>Administrative Coordinator, SHHS</i>
Paul Gonzales, <i>Specialist, SHHS</i> |
| IV. | Data <ul style="list-style-type: none">● School Experience Survey● Suspension | Laura Zeff, <i>Administrative Coordinator, SHHS</i>
Paul Gonzales, <i>Specialist SHHS</i> |
| V. | Group Discussion/Recommendations | Laura Zeff, <i>Administrative Coordinator, SHHS</i>
Paul Gonzales, <i>Specialist SHHS</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, May 10, 2023

4:30 p.m. – 6:00 p.m.

Distrito Unificado de Los Angeles

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

LAUSD Edificio de Beaudry, Salon Azul

Miércoles, 22 de febrero 2023

4:30 p.m. - 6:00 p.m.

- | | | |
|------|---|--|
| I. | Bienvenida y descripción general del trabajo | Andrés E. Chait, <i>Jefe de Operaciones</i>
Pia Escudero, <i>Directora Ejecutiva</i> |
| II. | Registro emocional y asistencia | Laura Zeff, <i>Coordinadora Administrativa, SHHS</i>
Paul Gonzales, <i>Especialista, SHHS</i> |
| III. | Política de base de disciplina Actualizada (DFP) BUL-133307 <ul style="list-style-type: none">● Objetivo● Presentar el Inventario de Fidelidad por Niveles (TFI) | Laura Zeff, <i>Coordinadora Administrativa, SHHS</i>
Paul Gonzales, <i>Especialista, SHHS</i> |
| IV. | Datos <ul style="list-style-type: none">● Encuesta de experiencia escolar● Suspensiones | Laura Zeff, <i>Coordinadora Administrativa, SHHS</i>
Paul Gonzales, <i>Especialista, SHHS</i> |
| V. | Discusión en grupo/Recomendaciones | Laura Zeff, <i>Coordinadora Administrativa, SHHS</i>
Paul Gonzales, <i>Especialista, SHHS</i> |
| VI. | Comentarios Publicos <ul style="list-style-type: none">● 5 participantes (2 minutos) | Paul Gonzales, <i>Especialista, SHHS</i> |
| VII. | Cierre | Laura Zeff, <i>Coordinadora Administrativa, SHHS</i> |

Próxima Junta

Miércoles 10 de mayo 2023

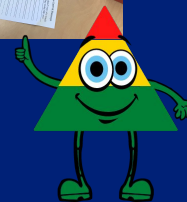
4:30 p.m. - 6:00 p.m.

Welcome

School Culture, Climate and Safety Task Force

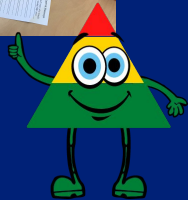


February 22, 2023



Welcome

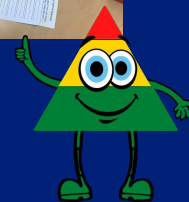
Andrés E. Chait
Chief of School Operations
Division of School Operations



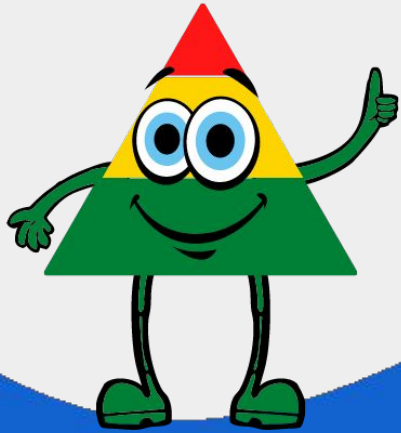
Welcome

Pia V. Escudero, LCSW
Executive Director

Division of Student Health and Human Services



Check-In and Attendance



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

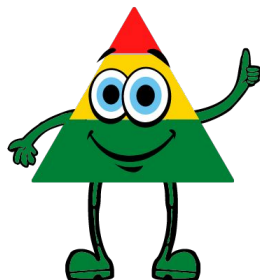
What do students want?



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)

BUL-133307



BUL - 133307

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: Pia V. Escudero, L.C.S.W.
Executive Director
Student Health and Human Services

Anthony Aguilar
Chief of Special Education,
Equity and Access

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
Independent Charter
Schools

Policy Statement

- 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.

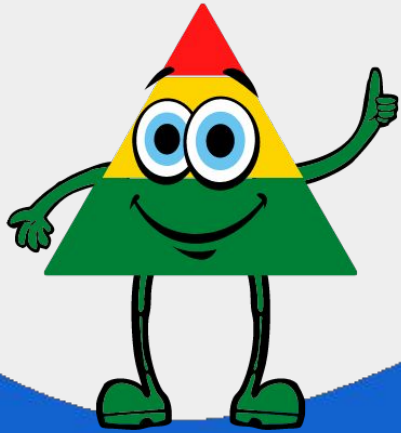
Major Changes

- School-Wide Positive Behavior Interventions and Support (SWPBIS) is updated and replaced with Positive Behavior Interventions and Supports/Restorative Practices (PBIS/RP) to reflect current evidence based practices.
- The use of the Tiered Fidelity Inventory (TFI) will replace the Rubric of Implementation (ROI) in assessing the implementation of the school's discipline plan.

Discipline Foundation Policy helps to ...

- Establish a consistent framework for all schools.
- Integrate supports for ALL students.
- Emphasize prevention and support.
- Develop and/or refine a discipline plan that promotes a culture of discipline conducive to learning.

Let's look at
some data!



LAUSD School Experience Survey



LAUSD SCHOOL EXPERIENCE SURVEY RESULTS 2021-22



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), Local District (LD), Community of Schools (COS), Board District (BD) are available also. Survey items with an asterisk are not included in the overall percentages for the district area.

School / District / LD / COS / BD

LAUSD (ES) ▼

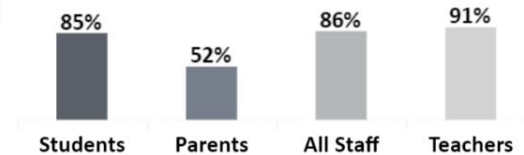
Group

- Staff
- Parents
- Students
- Teachers

Category

- Academics
- School Climate
- Social-Emotional Learning

Participation Rates



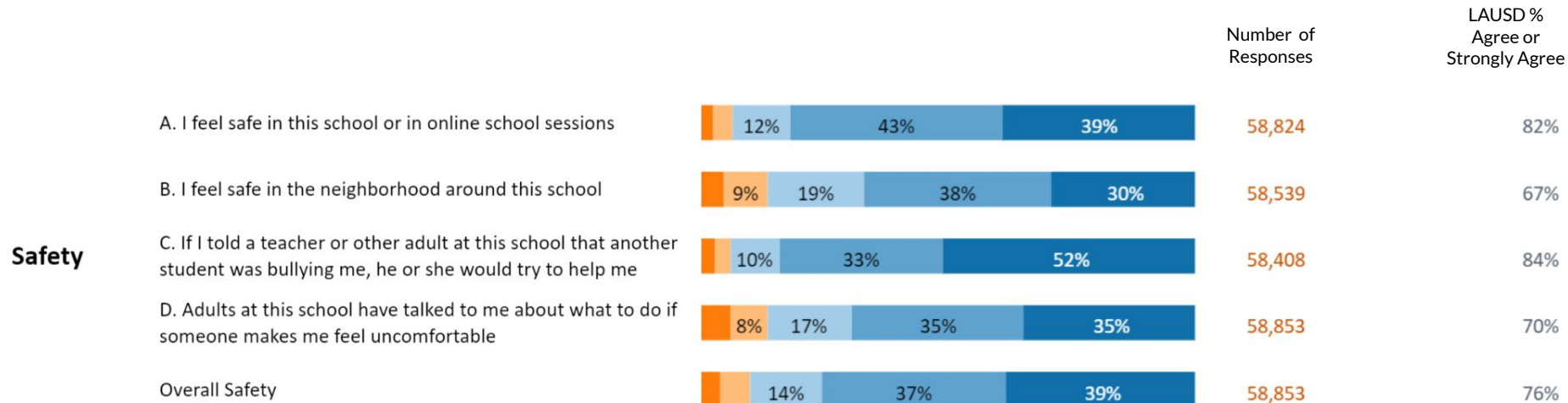
Strongly Disagree



Strongly Agree

LAUSD School Experience Survey

Elementary Schools (students)



LAUSD School Experience Survey

Middle Schools (students)

			Number of Responses	LAUSD % Agree or Strongly Agree
Safety	A. I feel safe in this school or in online school sessions		67,507	70%
	B. I feel safe in the neighborhood around this school		67,312	65%
	C. If I told a teacher or other adult at this school that another student was bullying me, he or she would try to help me		67,190	73%
	D. Adults at this school have talked to me about what to do if someone makes me feel uncomfortable		64,656	55%
	Overall Safety		67,507	66%

LAUSD School Experience Survey

High Schools (students)

		Number of Responses	LAUSD % Agree or Strongly Agree	
Safety	A. I feel safe in this school or in online school sessions		81,007	68%
	B. I feel safe in the neighborhood around this school		80,866	60%
	C. If I told a teacher or other adult at this school that another student was bullying me, he or she would try to help me		80,729	68%
	D. Adults at this school have talked to me about what to do if someone makes me feel uncomfortable		78,376	48%
	Overall Safety		81,007	61%

LAUSD School Experience Survey



LAUSD SCHOOL EXPERIENCE SURVEY RESULTS 2021-22



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), Local District (LD), Community of Schools (COS), Board District (BD) are available also. Survey items with an asterisk are not included in the overall percentages for the district area.

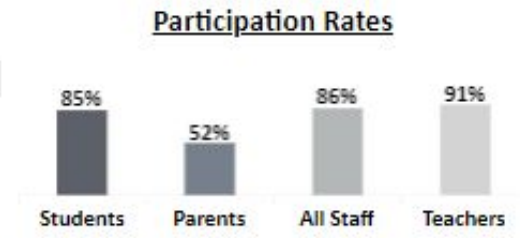
School / District / LD / COS / BD
LAUSD (ES) ▾

Group

- All Staff
- Parents
- Students
- Teachers




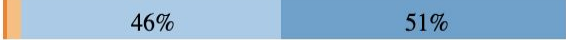

Category

- Academics
- School Climate








LAUSD School Experience Survey

Elementary Schools (staff)

		Number of Responses	LAUSD % Agree or Strongly Agree	
Safety	A. I have received professional development on preventing bullying		24,284	92%
	B. I address bullying that occurs in my school		22,931	98%
	C. I feel safe in the neighborhood around my school		24,578	86%
	D. I feel safe on school grounds during the day		24,658	97%
	Overall Safety		24,658	93%

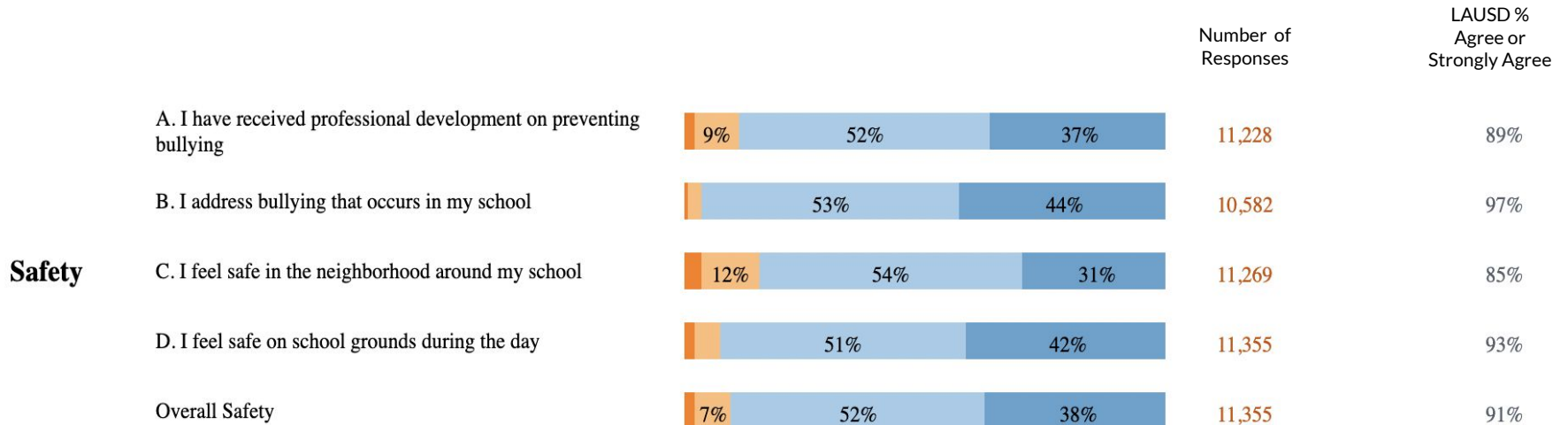
LAUSD School Experience Survey

Middle Schools (staff)

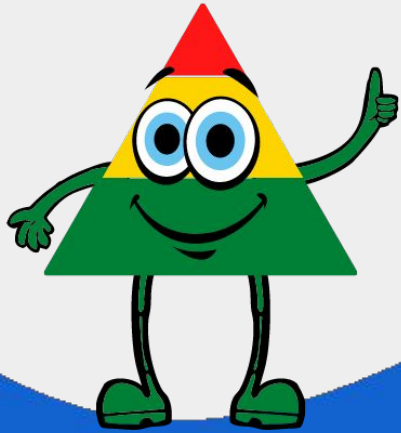
		Number of Responses	LAUSD % Agree or Strongly Agree	
Safety	A. I have received professional development on preventing bullying		9,638	89%
	B. I address bullying that occurs in my school		9,274	97%
	C. I feel safe in the neighborhood around my school		9,720	87%
	D. I feel safe on school grounds during the day		9,765	94%
	Overall Safety		9,765	92%

LAUSD School Experience Survey

High Schools (staff)

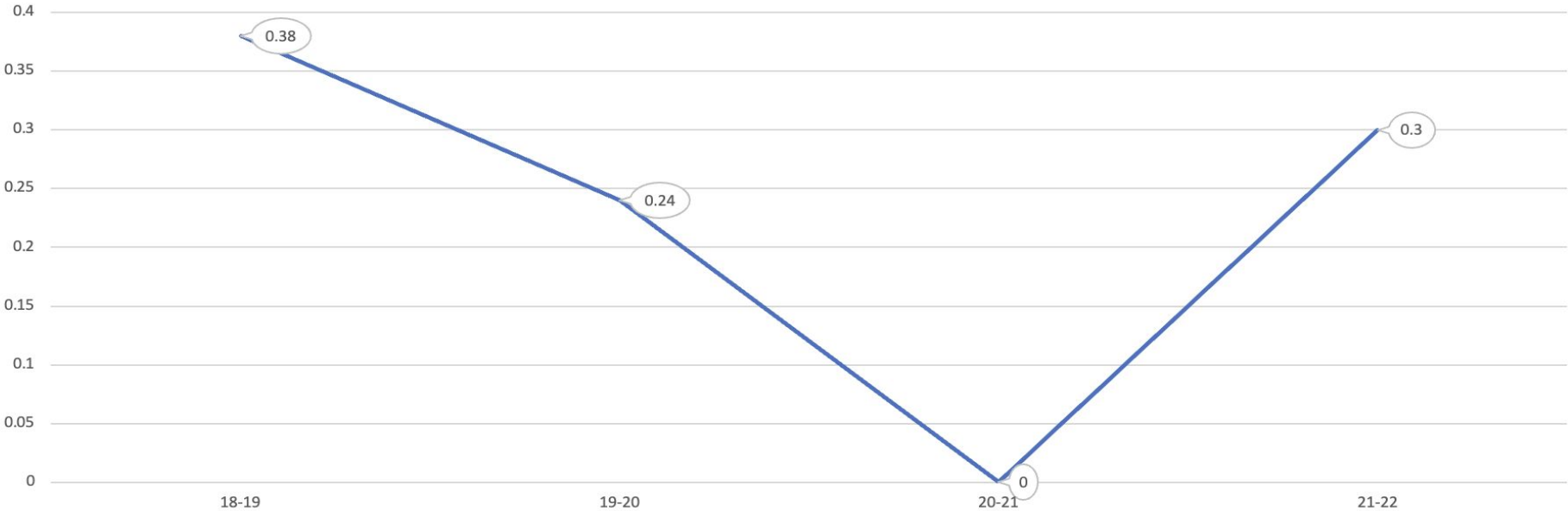


Suspension Data



Single Student Out-of-School Suspension Rates (all students) 4-year Trend

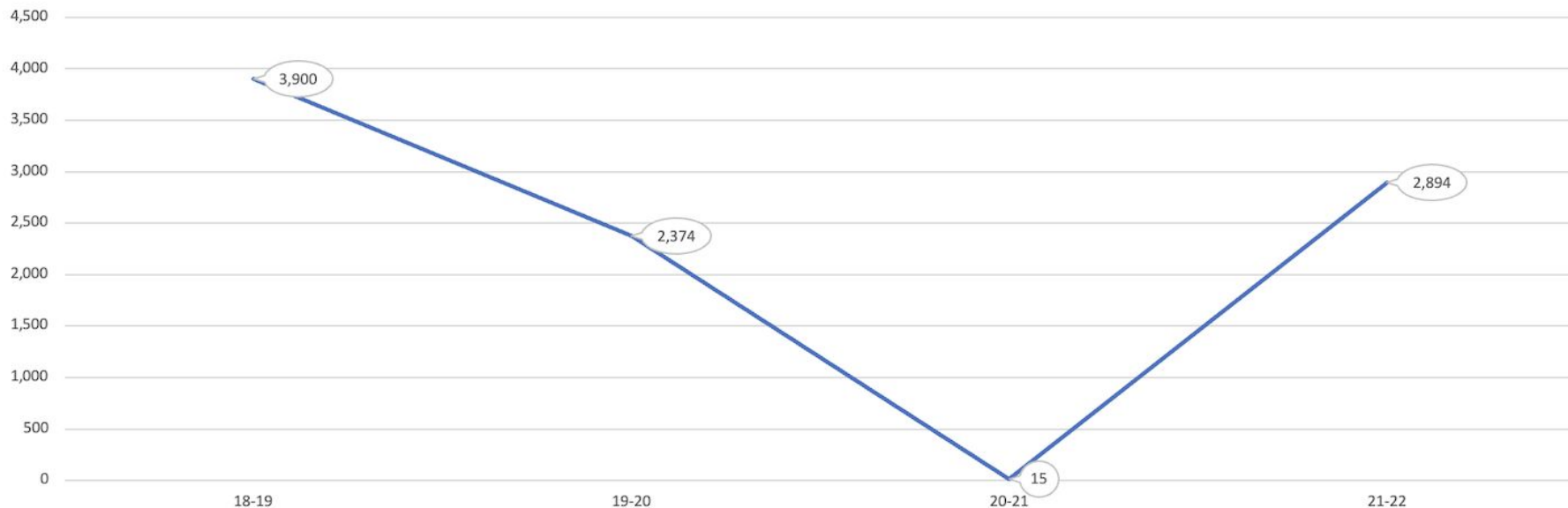
Single Student Out-of-School Suspension Rates (all students)



SY	18-19	19-20	20-21	21-22
Rates	0.38	0.24	0	0.3

Instructional Days Lost to Suspensions 4-Year Trend

Instructional Days Lost to Suspensions



18-19	19-20	20-21	21-22
3,900	2,374	15	2,894

	18-19	19-20	20-21	21-22
African American	1.47%	0.84%	0.00%	0.91%
American Indian/Alaska Native	0.00%	1.09%	0.00%	0.85%
Asian	0.09%	0.06%	0.00%	0.09%
Filipino	0.05%	0.00%	0.01%	0.11%
Hispanic	0.30%	0.21%	0.00%	0.26%
Pacific Islander	0.31%	0.26%	0.00%	0.12%
White	0.26%	0.17%	0.00%	0.27%
Two or more	0.30%	0.28%	0.00%	0.31%
English Learners	0.33%	0.19%	0.00%	0.25%
Students with Disabilities	0.86%	0.00%	0.00%	0.00%
Free and Reduced Lunch	0.45%	0.28%	0.00%	0.35%

Single Student Out-of-School Suspension Rates (by ethnicity) 4-year trend

Suspensions 2022-23

Single Student Out-of-School
Suspension Rates (all students)

0.15%

Instructional Days Lost to
Suspensions

1,496

Grade	Single Students Suspended	Total # of Suspended Days	Enrollment	Single Student Suspension Rates
TK	*	*	8928	0.01%
K	*	12	29835	0.03%
1	11	25	32122	0.03%
2	14	24	32412	0.04%
3	15	39	33442	0.04%
4	14	25	34171	0.04%
5	30	69	34915	0.09%
6	52	109	30485	0.17%
7	111	221	29952	0.37%
8	131	275	30404	0.43%
9	114	267	35037	0.33%
10	76	194	33165	0.23%
11	64	145	30031	0.21%
12	40	89	29933	0.13%

Single Student Out-of-School Suspension (by grade level)

Data for SY 22-23
as of December 31, 2022

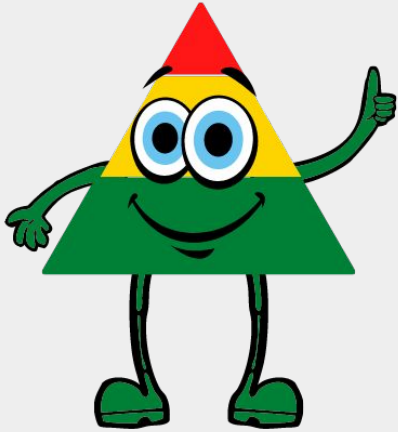
Group Discussion Recommendations



Public Comment



Adjournment



Next Meeting
Wednesday, May 10, 2023
4:30 p.m. - 6:00 p.m.