

School-Wide Positive Behavior Intervention and Support (SWPBIS) Task Force Meeting
333 South Beaudry Avenue
Location: Board Blue Room
March 21, 2019
3:30 – 5:00 p.m.

AGENDA

- | | | |
|-------|--|--|
| I. | Welcome and Introductions | Deborah D. Brandy, Director Restorative Justice |
| II. | Roll Call | Paul Gonzales, Specialist Restorative Justice |
| III. | Approval of Minutes | Deborah D. Brandy, Director Restorative Justice |
| IV. | Director's Update | Deborah D. Brandy, Director Restorative Justice |
| V. | Partnership | Ruth Cusick, Senior Supervising Attorney, Statewide Education Rights Maisie Chin, Executive Director/Co-Founder CADRE |
| VI. | Local District South at a Glance and Panel Discussion | Peter Hastings, Local District South Administrator of Operations |
| VII. | Public Comment Five Speakers (two minutes each) | Deborah D. Brandy, Director Restorative Justice |
| VIII. | New Business | |
| IX. | Agenda Bin | |
| X. | Adjournment | |

Next Meeting
Thursday, April 25, 2019
3:30 – 5:00 p.m.

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| VII. | Public Comment Five Speakers (two minutes each) | Deborah D. Brandy, Director (10) Restorative Justice |
| VIII. | New Business (1) | |
| IX. | Agenda Bin (1) | |
| X. | Adjournment (1) | |

Next Meeting
Thursday, April 25, 2019
3:30 – 5:00 p.m

Los Angeles Unified School District
Division of Student Health and Human Services – Restorative Justice
School-Wide Positive Behavior Intervention and Support (SWPBIS) Task Force
February 21, 2019
Minutes

OPENING

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

ROLL CALL

Paul Gonzales conducted the roll call. Quorum was established.

MINUTES

Deborah Brandy asked the members to review the December 13, 2018 meeting minutes. Andres Chait made the first motion to accept the minutes. Danny Dixon seconded the motion. No members opposed. There were no abstentions. The motion carried.

WELCOME

Ms. Brandy began the meeting by welcoming everyone. She then introduced Andres Chait, Administrator of Operations (AOO), Local District Northeast and his team.

ANDRES CHAIT, ADMINISTRATOR OF OPERATIONS
LOCAL DISTRICT NORTHEAST AT A GLANCE

Andres Chait, (AOO) provided a brief background of his career to the members. He then introduced the LD NE team. His presentation included 2017-2018 and 2018-2019 student demographics, out-of-school suspension by gender, ethnicity and events. He also presented data by infraction type. Mr. Chait shared the Rubric of Implementation (ROI) data in LD NE for the past 3 years. He continued by discussing the challenges, successes, and next steps in LD NW regarding the implementation of the Discipline Foundation Policy. He spoke about how LD NE is utilizing alternatives to suspension to support students and further discussed professional development the LD provides the staff. The members asked questions and/or commented and Mr. Chait addressed them.

Mr. Chait then introduced Daniel Mulia, Principal, John B. Monlux Elementary and his team.

DANIEL MULIA, PRINCIPAL AND TOM YZAGUIRRE, ASSISTANT PRINCIPAL
JOHN B. MONLUX ELEMENTARY

Daniel Mulia, Principal began by providing a brief statement about his school and introduced Tom Yzaguirre, Assistant Principal. Their presentation addressed the successes with School-Wide Positive Behavior Interventions and Support (SWPBIS), ROI and Restorative Justice (RJ). They shared many examples of systems implemented at the school and what has worked on the campus with students and staff. Mr. Mulia shared an example of student announcers who make announcements and read an inspirational poem every morning. The next steps for the school are to increase the number of teachers who regularly conduct RJ circles in their classrooms, reduce the number of referrals and increase parent and community members participation at student events. Mr.

Mulia shared the school provides many field trips to expose the students to the outside real world. The members asked questions and/or commented and both Mr. Mulia and Mr. Yzaguirre addressed them.

Ms. Brandy introduced Armen Petrossian, Assistant Principal, Pacoima Middle School.

ARMEN PETROSSIAN, ASSISTANT PRINCIPAL, JENNIFER COLLINS, PSA COUNSELOR AND ABIGAL ABBOTT, INTERVENTION AND GATE COORDINATOR PACOIMA MIDDLE SCHOOL

Armen Petrossian, Assistant Principal welcomed members and introduced his team. His presentation discussed challenges and successes regarding suspensions and habitual trancies. The team highlighted the solutions they use with students and staff to make for a successful campus. These successes included music on the quad, knitting and knotting classes and award ceremonies. They also talked about the progress and successes with implementing Restorative Justice practices. Restorative Justice is being used to support classroom teachers and to build community. Jenny Lee, RJ Teacher Adviser has also trained parents in RJ with much success. The members asked questions and/or commented and the team addressed them.

ADJOURNMENT

Ms. Brandy thanked everyone who participated and attended the meeting. Ms. Brandy added that the School Climate Bill of Rights is celebrating its 5th year. She addressed the great work that Dr. Michelle King and Dr. Earl Perkins created around the Discipline Foundation Policy and they would be very proud of all the work the members of the SWPBIS Task Force have contributed. In closing, Ms. Brandy asked for a moment of silence on behalf of Dr. King.

A motion to adjourn the meeting was made by Andres Chait. Andrew Vasquez seconded the motion. All members were in favor. No members opposed. There were no abstentions. The motion carried. The meeting adjourned at 5:00 PM.

Submitted by Anna Perez, Senior Office Technician



Los Angeles Unified School District

Restorative Justice



MID-YEAR REPORT



Thursday March 21, 2019
Deborah D. Brandy, Director

BOARD RESOLUTION

2013 SCHOOL DISCIPLINE POLICY AND SCHOOL CLIMATE BILL OF RIGHTS

MOTIONS/RESOLUTIONS PRESENTED TO THE LOS ANGELES CITY BOARD OF EDUCATION FOR CONSIDERATION

SUBJECT: 2013 School Discipline Policy and School Climate Bill of Rights

DATE NOTICED: 04-16-13

PRESENTED FOR ACTION: 05-14-13

PRESENTED BY: Ms. García

MOVED/SECONDED BY: Mr. Zimmer /
Ms. Martinez

MOTION:

RESOLUTION: x

Whereas, The Los Angeles Unified School District understands that student achievement begins with keeping students in a safe classroom and healthy environment conducive to learning and free from disruption; and is committed to closing the achievement gap by providing access to all students a vigorous education that ensures all students will graduate college prepared and career ready;

Whereas, The District is a proven model and continues improving discipline policies with the adoption of the Discipline Foundation Policy (BUL-3638.0) that establishes a consistent framework for implementing and developing a culture of discipline grounded in positive behavior interventions and away from punitive approaches that infringe on instruction time;

Whereas, Restorative justice approaches build on and work in conjunction with the positive behavior interventions in the Discipline Foundation Policy because they are an appropriate prevention and intervention approach within the tiered intervention process and because they seek accountability through understanding the impact of school discipline incidents and repairing the harm caused through a shared decision-making process which addresses root causes to prevent future harm and supports the healing of all parties;

Whereas, The District's Student Discipline and Expulsion Support Unit has been a model for other school districts in the state and the nation due to the District's expulsion rate of 0.02% (136 of 595,314 enrolled students) for the 2010-2011 school year; and is in compliance with AB 922, which provides educational and support services as well as facilitates the reinstatement process for all expelled students;

Whereas, The District requires full implementation of Discipline Foundation Policy: School-Wide Positive Behavior Support (SWPBS), where every school completes the Safe School Plan, Volume 1, including assessment of the implementation of the Discipline Foundation Policy and identification of a goal addressing the implementation of the policy;

Whereas, *Discipline and policy procedures such as The Guidelines for Student Suspensions (BUL- 5655.1) clearly stipulate that suspension, including supervised suspension, should be utilized for adjustment purposes only when other means of correction have failed to bring about proper conduct and/or safety is at risk, as well as, provide alternatives to suspension that are age appropriate and designed to address and correct the student's specific misconduct;*



DISCIPLINE FOUNDATION POLICY

SCHOOL-WIDE POSITIVE BEHAVIOR INTERVENTION AND SUPPORT

DFP Policy Bulletin

Guiding Principles

Guide - Alternatives to Suspension

LOS ANGELES UNIFIED SCHOOL DISTRICT
Policy Bulletin

TITLE: Discipline Foundation Policy: School-Wide Positive Behavior Intervention and Support

NUMBER: BUL-6231.0

ISSUER: Michelle King, Senior Deputy Superintendent
School Operations
Earl R. Perkins, Assistant Superintendent
School Operations

DATE: February 14, 2014

PURPOSE: The Los Angeles Unified School District is committed to providing all students with a rigorous educational program, which prepares them to be college or career ready and productive members of society. All LAUSD students will attend schools with climates that focus on safety, teaching, learning and interpersonal relationships that enhance student learning and well-being. Every student, preschooler through adult, has the right to be educated in a safe, respectful, and welcoming environment. Every educator has the right to teach in an atmosphere free from disruption and obstacles that impede learning.

ROUTING
Instructional Area
Superintendents
Administrator of Operations
Instructional Directors
Operations Coordinators
Principals
Assistant Principals
Counselors
Deans
School Staff

LOS ANGELES UNIFIED SCHOOL DISTRICT
School-Wide Positive Behavior Intervention and Support

GUIDING PRINCIPLES FOR THE SCHOOL COMMUNITY

1. RESPECT
I treat others the way I want to be treated.
I respect their time, rules, and school authority.
I treat people fairly and respect their rights.
I respect people and their property.

2. RESPONSIBILITY
I take responsibility for my actions.
I choose to do the right thing.
I am honest and tell the truth.
I am kind and care for others.

3. APPRECIATION OF DIFFERENCES
I look for the good in others.
I respect each person's right to be different.
I see cultural diversity as an opportunity for learning.

4. HONOR
I am honest and tell the truth.
I am kind and care for others.
I am responsible for my actions.
I am respectful of others.

5. SAFETY
I engage in safe activities.
I know the rules and follow them.
I choose only those things that are really good for me.

6. LIFE-4
I am kind and care for others.
I am responsible for my actions.
I am respectful of others.
I am honest and tell the truth.

CULTURE OF DISCIPLINE: STUDENT EXPECTATIONS

1. Learn and follow school and classroom rules.

2. Solve conflicts maturely, without physical or verbal violence.

3. Keep a safe and clean campus that is free of graffiti, weapons, and drugs.

4. Be good role models and help create a positive school environment.

5. Report any bullying, harassment, or hate motivated incidents.

6. Display good sportsmanship on both the athletic field and playground.

7. Attend school on time, have school books and supplies, and be prepared to learn.

8. Keep social activities safe and report any safety hazards.

LOS ANGELES UNIFIED SCHOOL DISTRICT
Office of the Superintendent School Operations

GUIDE TO TIER II AND TIER III INTERVENTION SUPPORTS AND ALTERNATIVES TO SUSPENSION

The Discipline Foundation Policy: School-Wide Positive Behavior Intervention and Support (DFP) is a research-based, highly-effective approach to creating, teaching, and reinforcing students' social, emotional, and academic learning skills that improve and sustain academic achievement as well as the mental and emotional well-being of all students. In order to support students in positive behaviors, all schools are responsible to adopt, implement, and maintain Tier I supports in alignment with the District's Discipline Foundation Policy: School-Wide Positive Behavior Intervention and Support and the School Climate Bill of Rights.

The most effective alternative to suspension is prevention. Tier I is built on a strong community and school connection that engages all stakeholders (students, staff, parents/guardians and community members) in the development of relational norms and expectations. SWPBS in the explicit teaching of school-wide norms. If breaches of established norms do occur, additional support may be necessary.

TIER I Universal

- Teach and model school-wide positive behavior expectations and procedures
- Positive reinforcement, recognition and rewards for all students
- Consistent consequences for problem behaviors
- Effective procedures and supervision in non-disciplinary areas
- Effective instruction and classroom management
- Collaboration with families
- Active supervision and monitoring

TIER II Selected

- Highly targeted and individualized alternatives to suspension for students who have been suspended or expelled
- Targeted social-emotional supports
- Targeted academic supports
- Targeted behavioral supports
- Targeted supervision and monitoring
- Targeted consequences
- Targeted supervision and monitoring

TIER III Targeted/Intensive

- Highly targeted and individualized alternatives to suspension for students who have been suspended or expelled
- Targeted social-emotional supports
- Targeted academic supports
- Targeted behavioral supports
- Targeted supervision and monitoring
- Targeted consequences
- Targeted supervision and monitoring

MAJOR CHANGES: This bulletin provides guidelines and procedures for a consistent framework for developing, refining, and implementing a culture of discipline built on positive behavior support and interventions. It incorporates changes in the District policy relating to school discipline resulting from the Board Resolution-2013 School Discipline Policy and School Climate Bill of Rights.

GUIDELINES: This Bulletin replaces Bulletin 3638.0 – Discipline Foundation Policy: School-Wide Positive Behavior Support, dated March 27, 2007. It reflects the District's reorganization and the implementation of the 2013 School Discipline Policy and School Climate Bill of Rights Board Resolution.

I. BACKGROUND

In 2007, the District adopted the Discipline Foundation Policy that resulted from a Board Resolution directive. The Discipline Foundation Policy served as the framework under which all District practices relating to discipline and school safety were to be applied.

On May 14, 2013, the Board of Education adopted the Board Resolution-2013 School Discipline Policy and School Climate Bill of Rights. This resolution requested that staff review current policies related to discipline, utilize alternatives to school suspension to correct student misconduct, and by 2020, develop and implement Restorative Justice practices as an alternative to traditional school discipline. This bulletin, in accordance to

School Climate Bill of Rights Elementary/Secondary

LOS ANGELES UNIFIED SCHOOL DISTRICT
School Climate Bill of Rights

The Los Angeles Unified School District (LAUSD) is committed to providing all students with a rigorous educational program, which prepares them to be college or career ready and productive members of society. All LAUSD students will attend schools with climates that focus on safety, teaching, learning and interpersonal relationships that enhance student learning and well-being. Every student, preschooler through adult, has the right to be educated in a safe, respectful, and welcoming environment. Every educator has the right to teach in an atmosphere free from disruption and obstacles that impede learning.

School Climate Bill of Rights

- 1. School-Wide Positive Behavior Intervention and Support (SWPBS) is a research-based, highly-effective approach to creating, teaching, and reinforcing students' social, emotional, and academic learning skills that improve and sustain academic achievement as well as the mental and emotional well-being of all students.
- 2. School-Wide Positive Behavior Intervention and Support (SWPBS) is a research-based, highly-effective approach to creating, teaching, and reinforcing students' social, emotional, and academic learning skills that improve and sustain academic achievement as well as the mental and emotional well-being of all students.
- 3. School-Wide Positive Behavior Intervention and Support (SWPBS) is a research-based, highly-effective approach to creating, teaching, and reinforcing students' social, emotional, and academic learning skills that improve and sustain academic achievement as well as the mental and emotional well-being of all students.
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LOS ANGELES UNIFIED SCHOOL DISTRICT
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DFP Complaint Form

SCHOOL-WIDE POSITIVE BEHAVIOR INTERVENTION AND SUPPORT
COMPLAINT FORM

Please complete all information requested on this form. Do not select the option to request a complaint unless you are certain that a complaint is warranted. The complaint can be filed anonymously, but there is no way to ensure confidentiality.

CONTACT INFORMATION

Name: _____
Address: _____
City: _____ State: _____ Zip Code: _____
Home No: _____ Work or Cell No: _____
Email: _____

COMPLAINT

School Name: _____
Principal Name: _____
Complainant Name: _____
Complainant Address: _____
Complainant City: _____ State: _____ Zip Code: _____
Complainant Home No: _____ Work or Cell No: _____
Complainant Email: _____

COMPLAINT DETAILS

1. Please describe the incident(s) that led to this complaint. (Do not check if necessary, otherwise)

2. Please describe the incident(s) that led to this complaint. (Do not check if necessary, otherwise)

3. Please describe the incident(s) that led to this complaint. (Do not check if necessary, otherwise)

4. Please describe the incident(s) that led to this complaint. (Do not check if necessary, otherwise)

5. Please describe the incident(s) that led to this complaint. (Do not check if necessary, otherwise)

6. Please describe the incident(s) that led to this complaint. (Do not check if necessary, otherwise)

7. Please describe the incident(s) that led to this complaint. (Do not check if necessary, otherwise)

8. Please describe the incident(s) that led to this complaint. (Do not check if necessary, otherwise)

9. Please describe the incident(s) that led to this complaint. (Do not check if necessary, otherwise)

10. Please describe the incident(s) that led to this complaint. (Do not check if necessary, otherwise)

TO SUBMIT A COMPLAINT:

This form may be submitted to the Educational Services Center (ESC), Department of Compliance, Office of the Superintendent, 1200 S. Western Avenue, Los Angeles, CA 90007. Please return your completed form to the ESC.

PLEASE PRINT OR TYPE (Do not check if necessary, otherwise)

Printed name: _____
Printed address: _____
Printed city: _____ State: _____ Zip Code: _____
Printed home no: _____ Work or cell no: _____
Printed email: _____

LCAP SCORECARD

2018-19 LCAP GOALS



Believe. Achieve. L.A. Unified.

JUNE 2018

LCAP SCORECARD

CURRENT LCAP GOALS

| SCHOOL SAFETY | Actual | Annual Targets | | | |
|---|---------|----------------|---------|---------|--|
| | 2016-17 | 2017-18 | 2018-19 | 2019-20 | |
| Single Student Suspension Rate (Out of School) | 0.5% | .35% | 0.3% | 0.25% | |
| Instructional Days Lost to Suspension | 5,160 | 5,667 | 5,036 | 4,331 | |
| Expulsion Rate | 0.02% | 0.01% | 0.01% | 0.01% | |
| Implementation of the Discipline Foundation Policy | 77% | 88% | 92% | REMOVED | |
| Percentage of Students Who Feel Safe at School | 85% | 80% | 84% | 88% | |
| BASIC SERVICES | Actual | Annual Targets | | | |
| | 2016-17 | 2017-18 | 2018-19 | 2019-20 | |
| Percentage of Teachers that are Appropriately Credentialed for the Students They are Assigned to Teach | 99% | 100% | 100% | 100% | |
| Percentage of Teachers who have a final Educator Development and Support: Teacher (EDST) performance evaluation by the end of the school year. ³ | 27% | 25% | 25% | 25% | |
| Percentage of Schools Providing Students with Standards-Based Instructional Materials | 100% | 100% | 100% | 100% | |
| Percentage of Facilities that are in Good Repair | 99% | 100% | 100% | 100% | |

NEW REVISIONS FOR THE 2018-19 LCAP

NEW

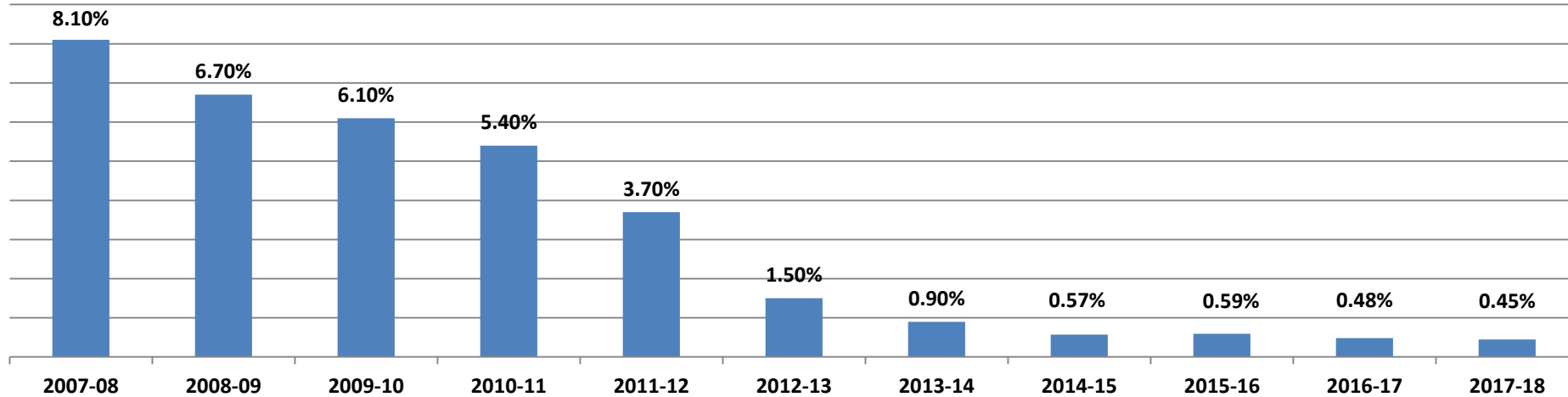
| SCHOOL SAFETY | Actual | Annual Targets | | | |
|--|---------|----------------|---------|---------|--|
| | 2016-17 | 2017-18 | 2018-19 | 2019-20 | |
| Single Student Suspension Rate (in and Out of School) | 0.54% | UPDATED | 0.4% | 0.35% | |
| Instructional Days Lost to Suspension | 5,160 | 5,667 | 4,656 | 4,423 | |
| Expulsion Rate | 0.02% | 0.01% | 0.01% | 0.01% | |
| Percentage of Students Who Feel Safe at School | 85% | 80% | 87% | 88% | |
| BASIC SERVICES | Actual | Annual Targets | | | |
| | 2016-17 | 2017-18 | 2018-19 | 2019-20 | |
| Percentage of Teachers that are Appropriately Credentialed | 99% | 100% | 100% | 100% | |
| Percentage of Teachers who have a final performance evaluation by the end of the school year. ³ | 27% | 25% | 25% | 25% | |
| Percentage of Schools Providing Students with Standards-Based Instructional Materials | 100% | 100% | 100% | 100% | |
| Percentage of Facilities that are in Good Repair | 99% | 100% | 100% | 100% | |
| Percentage of children whose eligibility for special education services were determined within 60 days of guidelines | | NEW | 88% | 89% | |
| Students with disabilities receive services specified in their Individualized Education Programs (IEPs). | | NEW | 90% | 91% | |

NEW

NEW

STUDENT DISCIPLINE DATA

OVER TIME



| DESCRIPTION | 2007-08 | 2008-09 | 2009-10 | 2010-11 | 2011-12 | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 |
|---------------------------------------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| Instructional days lost to suspension | 74,765 | 59,783 | 53,725 | 46,006 | 26,286 | 12,353 | 8,351 | 6,221 | 3,574 | 5,160 | 4,639 |
| Suspension rate (out-of-school) | 8.10% | 6.70% | 6.10% | 5.40% | 3.70% | 1.50% | 0.90% | 0.57% | 0.59% | 0.48% | 0.45% |

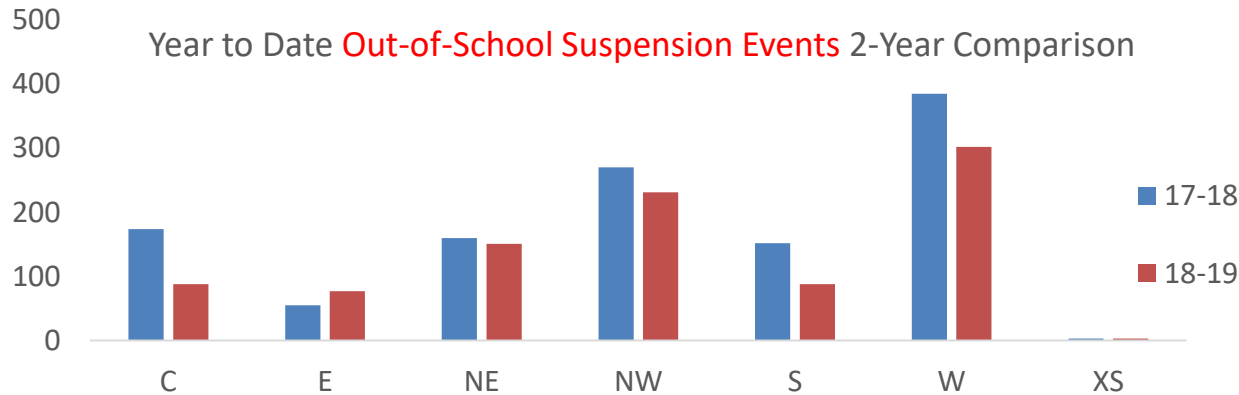
Instructional days lost to suspension have decreased by 70,126 days from 74,765 during the 2007-08 SY to 4,639 during the 2017-18 SY.

Out of school suspension rates have decreased by 7.65% from 8.10% during the 2007-08 SY to 0.45% during the 2017-18 SY.

* Data is as of June 30, 2018. Data may change after it is finalized by the Office of Data and Accountability.

SUSPENSION REPORT FOR 2018-2019 SY

OUT-OF-SCHOOL SUSPENSION EVENTS

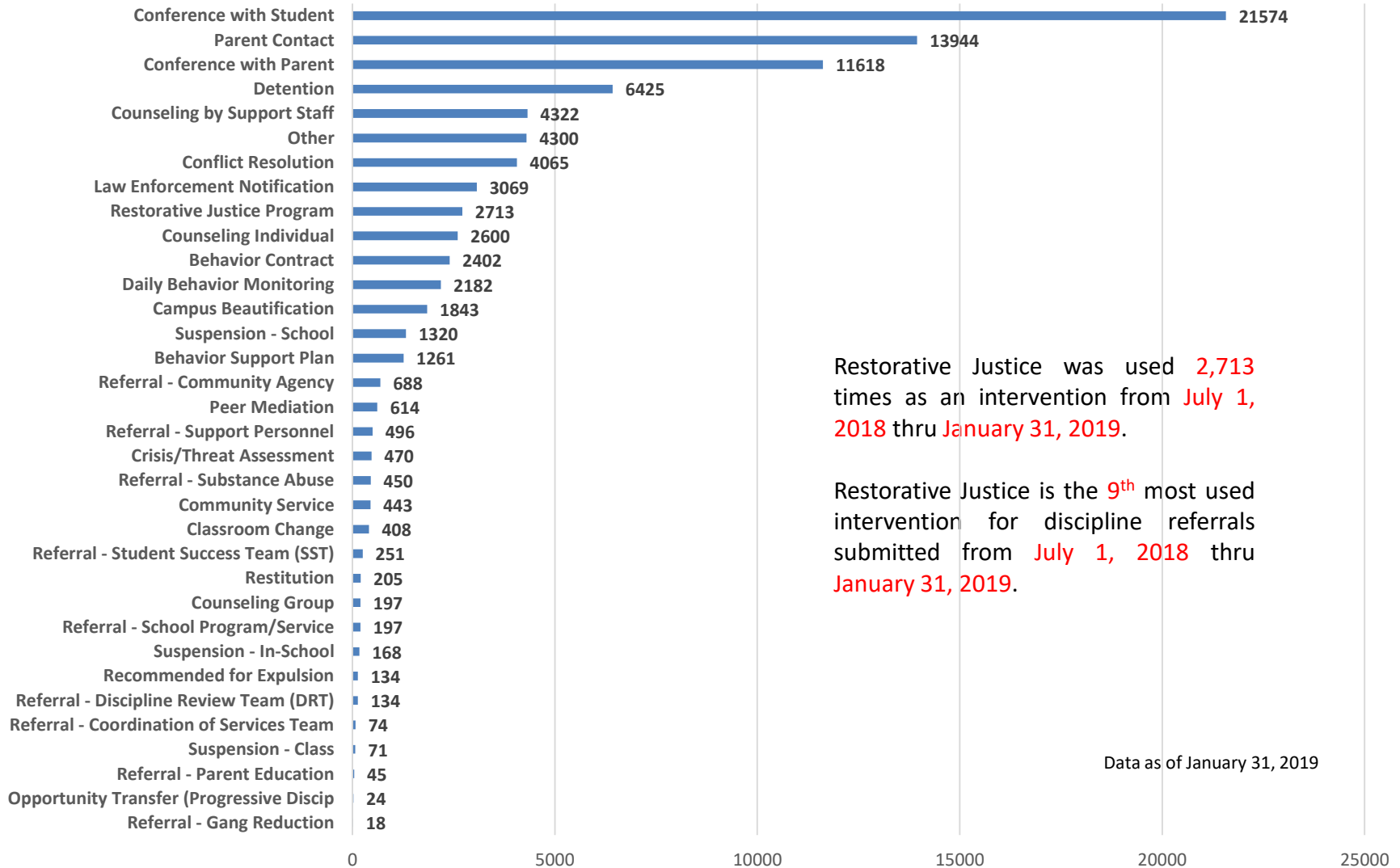


| Local District | SY 17-18 | SY 18-19 |
|--------------------|--------------|------------|
| Central | 174 | 88 |
| East | 55 | 77 |
| Northeast | 160 | 151 |
| Northwest | 270 | 231 |
| South | 152 | 88 |
| West | 385 | 302 |
| Options | 3 | 3 |
| Grand Total | 1,199 | 940 |

The total number of Out-of-School suspension events decreased by **259** from **1,199** in **January** of SY **2017-18** to **940** in **January** of SY **2018-19**.

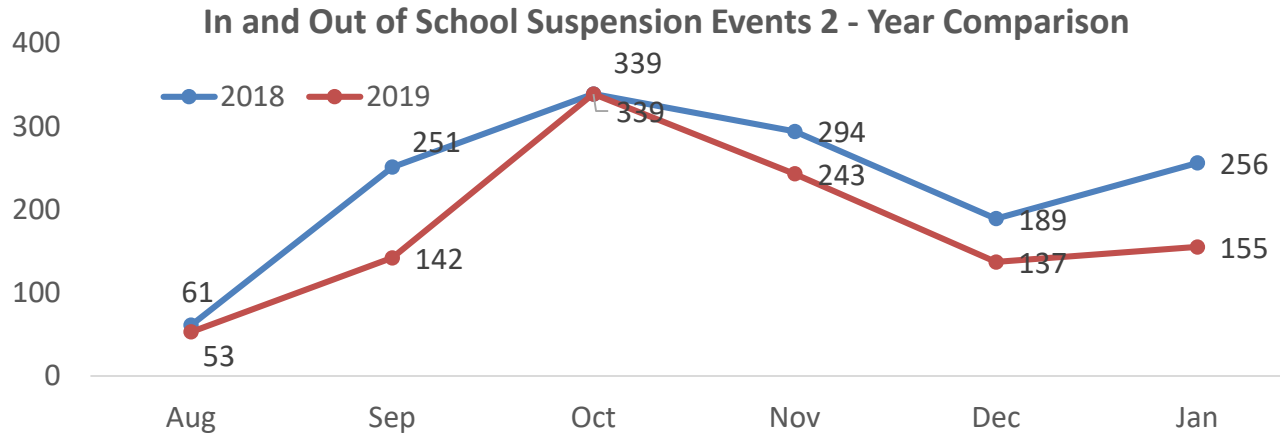
INTERVENTION DATA

RESTORATIVE JUSTICE AS AN INTERVENTION



IN-AND-OUT OF SCHOOL SUSPENSION EVENTS

2 YEAR COMPARISON – DISTRICT WIDE



When comparing two years of suspension data, there is a decrease of **101** suspension events from **256** in **January** of SY **2017-18** to **155** in **January** of SY **2018-19**.

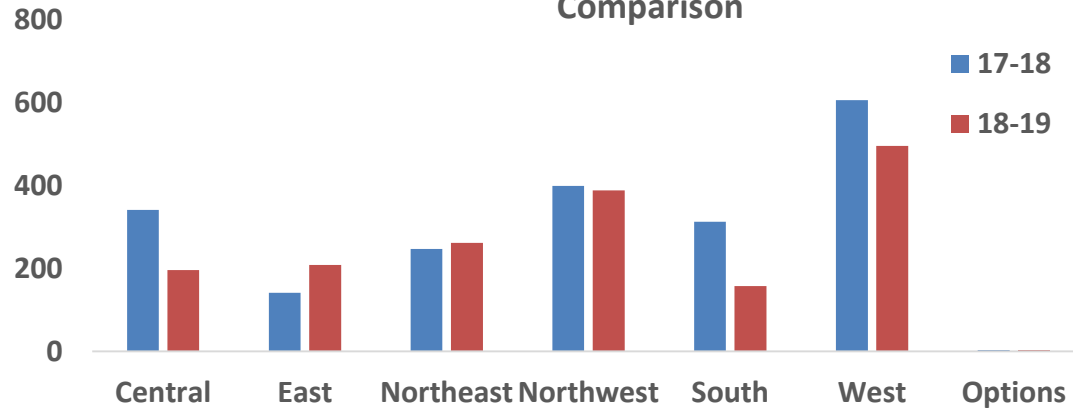
| Month | SY 17 - 18 | SY 18 - 19 |
|-------|------------|------------|
| Aug | 61 | 53 |
| Sep | 251 | 142 |
| Oct | 339 | 339 |
| Nov | 294 | 243 |
| Dec | 189 | 137 |
| Jan | 256 | 155 |



INSTRUCTIONAL DAYS LOST TO SUSPENSION

2-YEAR COMPARISONS – DISTRICT WIDE

Year to date **Instructional Days** Lost to Suspensions 2-Year Comparison

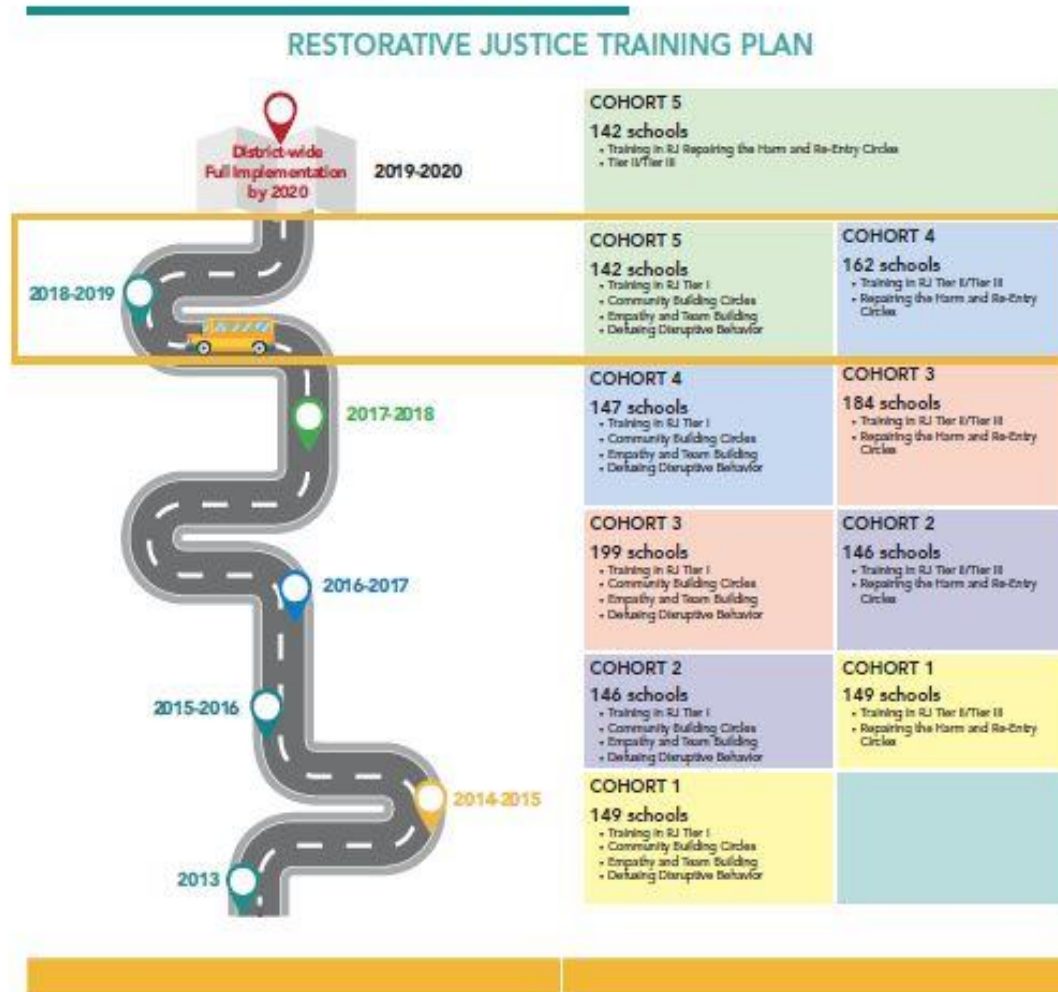


When comparing two years of instructional days lost to suspensions, there is a decrease of **304** instructional days lost to suspensions from **2,048** in January of SY 2017-18 to **1,708** in January of SY 2018-19.

| Local District | SY 17-18 | | SY 18-19 | |
|----------------|---------------------------------|---------------------------------------|---------------------------------|---------------------------------------|
| | Out-of-School Suspension Events | Instructional Days lost to Suspension | Out-of-School Suspension Events | Instructional Days lost to Suspension |
| Central | 174 | 341 | 88 | 196 |
| East | 55 | 141 | 77 | 208 |
| Northeast | 160 | 247 | 151 | 261 |
| Northwest | 270 | 399 | 231 | 388 |
| South | 152 | 312 | 88 | 157 |
| West | 385 | 605 | 302 | 495 |
| Options | 3 | 3 | 3 | 3 |
| Grand Total | 1,199 | 2,048 | 940 | 1,708 |

RESTORATIVE JUSTICE TRAINING PLAN

DISTRICT WIDE



Approximately 641 schools have been trained in Community Building (year 1) and Harm and Re-entry (year 2).

An additional 142 schools are scheduled to be trained in Harm and Re-entry for the 2019-20 school year.



RESTORATIVE JUSTICE STAFF

2018-19 SCHOOL YEAR

| SCHOOL NAME | LD | BOARD | BM | LOC CODE | RJ TEACHER ADVISER | SY | TYPE |
|-----------------------|----|-------|-------------------|----------|------------------------------|---------|-------------------|
| 9th St El | C | 2 | Monica Garcia | | 5505 Jennifer Hornback | 2017-18 | ELEMENTARY SCHOOL |
| Angelou Community SH* | C | 7 | Richard Vladovic | | 7722 Antonio Guzman | 2017-18 | SENIOR HIGH |
| Belmont SH | C | 2 | Monica Garcia | | 8543 Nora Artine | 2016-17 | SENIOR HIGH |
| Berendo MS** | C | 2 | Monica Garcia | | 8057 Roger Negroe | 2017-18 | MIDDLE SCHOOL |
| Carver MS** | C | 5 | Ref Rodriguez | | 8094 Tarik Smith | 2017-18 | MIDDLE SCHOOL |
| Castro MS* | C | 2 | Monica Garcia | | 8045 VACANT | 2017-18 | MIDDLE SCHOOL |
| Clinton MS** | C | 2 | Monica Garcia | | 8062 Keith Gage | 2017-18 | MIDDLE SCHOOL |
| Foshay LC** | C | 1 | George McKenna | | 8132 Cydne Hinton-Pollard | 2017-18 | SPAN |
| Harmony El | C | 5 | Ref Rodriguez | | 4681 Tiffanee Brown | 2017-18 | ELEMENTARY SCHOOL |
| Jefferson SH* | C | 5 | Ref Rodriguez | | 8714 VACANT | 2017-18 | SENIOR HIGH |
| Kim Academy | C | 2 | Monica Garcia | | 8064 Raphael Lieberman | 2017-18 | MIDDLE SCHOOL |
| Liechty MS** | C | 2 | Monica Garcia | | 8058 William Hamm | 2017-18 | MIDDLE SCHOOL |
| Los Angeles Ac STEAM* | C | 7 | Richard Vladovic | | 8200 Jessica Samayoa | 2016-17 | MIDDLE SCHOOL |
| Manual Arts SH* | C | 1 | George McKenna | | 8743 VACANT | 2017-18 | SENIOR HIGH |
| Nava College Prep** | C | 5 | Ref Rodriguez | | 7614 Charles Ford | 2017-18 | SENIOR HIGH |
| Nava LA Sch Bus&Tech* | C | 2 | Monica Garcia | | 5173 Karla Spivey | 2018-19 | MIDDLE SCHOOL |
| Nevin Ave El | C | 5 | Ref Rodriguez | | 5466 Steven Contreras | 2017-18 | ELEMENTARY SCHOOL |
| Obama Gbl Prep Acad* | C | 1 | George McKenna | | 6868 Jared Roberts | 2017-18 | MIDDLE SCHOOL |
| RFK Ambsdr Gbl Ed Ko* | C | 2 | Monica Garcia | | 2369 Jeffrey Ponferrada | 2017-18 | ELEMENTARY SCHOOL |
| RFK New Open Wld | C | 2 | Monica Garcia | | 7783 Jill Manning | 2017-18 | SPAN |
| Roybal LC* | C | 2 | Monica Garcia | | 8544 Fredrick David | 2017-18 | SENIOR HIGH |
| Santee EC* | C | 2 | Monica Garcia | | 8716 VACANT | 2016-17 | SENIOR HIGH |
| Sotomayor LA LARS* | C | 5 | Ref Rodriguez | | 8577 Claudia Rojas | 2017-18 | SENIOR HIGH |
| Virgil MS | C | 2 | Monica Garcia | | 8462 Monty Moy | 2017-18 | MIDDLE SCHOOL |
| Wadsworth Ave El | C | 5 | Ref Rodriguez | | 7589 Lataska Pittman | 2017-18 | ELEMENTARY SCHOOL |
| Holmes Ave EL | E | 5 | Ref Rodriguez | | 4562 Allison Boyce | 2018-19 | ELEMENTARY SCHOOL |
| Huntington Pk SH | E | 5 | Ref Rodriguez | | 8700 Yvette Fraga | 2017-18 | SENIOR HIGH |
| Orchard Academies 2C | E | 5 | Ref Rodriguez | | 5154 Patrick Sanders | 2017-18 | MIDDLE SCHOOL |
| Roosevelt SH* | E | 2 | Monica Garcia | | 7749 VACANT | 2017-18 | SENIOR HIGH |
| Solis LA SH | E | 2 | Monica Garcia | | 7752 Angelica Gamboa | 2018-19 | SENIOR HIGH |
| Torres Eng & Tech* | E | 2 | Monica Garcia | | 7773 VACANT | 2017-18 | SENIOR HIGH |
| Torres Hum/Art/Tech* | E | 2 | Monica Garcia | | 7775 VACANT | 2017-18 | SENIOR HIGH |
| Byrd MS | NE | 6 | Kelly Gonez | | 8080 Cindy Harris | 2018-19 | MIDDLE SCHOOL |
| Chavez LA Tech Prep | NE | 6 | Kelly Gonez | | 8901 Elizabeth Imaa | 2018-19 | SENIOR HIGH |
| East Valley SH* | NE | 6 | Kelly Gonez | | 8607 Jose Rivera | 2017-18 | SENIOR HIGH |
| Fulton College Prep** | NE | 6 | Kelly Gonez | | 8142 Roman Meneses | 2017-18 | SPAN |
| Grant SH | NE | 3 | Scott Schmerelson | | 8683 VACANT | 2017-18 | SENIOR HIGH |
| Maclay MS* | NE | 6 | Kelly Gonez | | 8228 Nancy Reyes | 2017-18 | MIDDLE SCHOOL |
| Mount Gleason | NE | 6 | Kelly Gonez | | 8240 Kecia Ravard | 2018-19 | MIDDLE SCHOOL |
| Noble Ave El | NE | 6 | Kelly Gonez | | 5603 Carmen Camacho | 2017-18 | ELEMENTARY SCHOOL |
| Panorama SH* | NE | 6 | Kelly Gonez | | 8610 Angela Hyland-Fernandez | 2017-18 | SENIOR HIGH |
| Rogers SH | NE | 6 | Kelly Gonez | | 8895 Sue Edward | 2018-19 | SENIOR HIGH |
| Romer MS | NE | 6 | Kelly Gonez | | 8116 Katrina Antonelli | 2018-19 | OPTION |
| Sun Valley Mag BSEL | NE | 6 | Kelly Gonez | | 8396 Jenny Lee | 2017-18 | MIDDLE SCHOOL |
| Sun Valley SH* | NE | 6 | Kelly Gonez | | 8093 Tania Tapia | 2017-18 | SENIOR HIGH |
| Sylmar Biotech Acad* | NE | 6 | Kelly Gonez | | 7658 Julio Rodriguez | 2017-18 | SENIOR HIGH |
| Van Nuys MS | NE | 3 | Scott Schmerelson | | 8434 Narine Daldumyan | 2018-19 | MIDDLE SCHOOL |
| Vista MS* | NE | 6 | Kelly Gonez | | 8117 Esmeralda Juarez | 2017-18 | MIDDLE SCHOOL |
| Alta California El | NW | 6 | Kelly Gonez | | 7398 Conrado Ulpindo | 2017-18 | ELEMENTARY SCHOOL |
| Bertrand Ave EL | NW | 6 | Kelly Gonez | | 2438 James McGroaty | 2018-19 | ELEMENTARY SCHOOL |
| Langdon Ave El | NW | 6 | Kelly Gonez | | 4775 Christopher Serrano | 2017-18 | ELEMENTARY SCHOOL |
| Limerick Ave El | NW | 3 | Scott Schmerelson | | 4881 Sylvia Bell | 2017-18 | ELEMENTARY SCHOOL |
| Napa St El | NW | 3 | Scott Schmerelson | | 5446 Veronica Bolanos | 2017-18 | ELEMENTARY SCHOOL |
| Nobel CMS | NW | 3 | Scott Schmerelson | | 8272 Sandra Alvarez | 2017-18 | MIDDLE SCHOOL |

RESTORATIVE JUSTICE STAFF (CONT.)

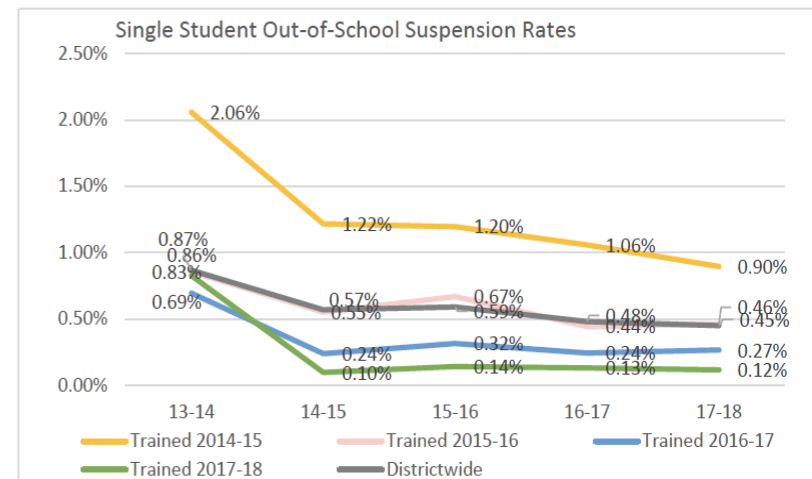
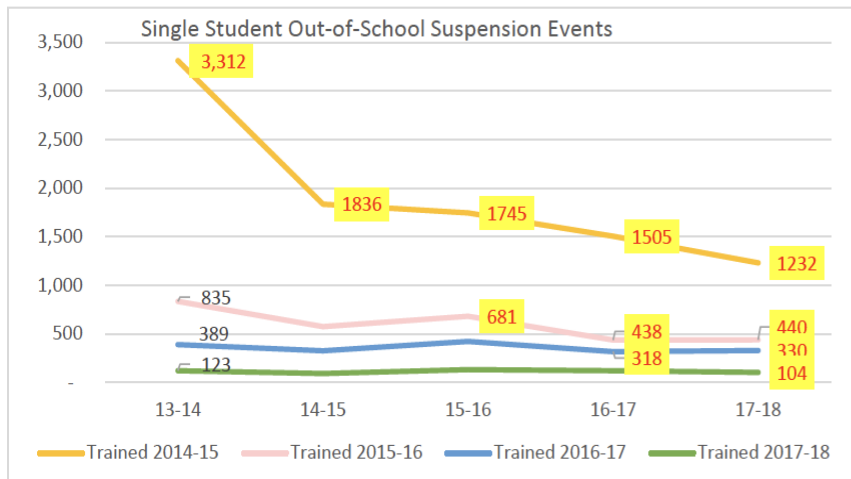
2018-19 SCHOOL YEAR

| | | | | | | |
|-----------------------------|----|---|-------------------|---------------------------------------|---------|-------------------|
| Northridge MS | NW | 3 | Scott Schmerelson | 8283 Brigit Diaz | 2017-18 | MIDDLE SCHOOL |
| Portola Acad of IA&T | NW | 4 | Nick Melvoin | 8107 Nina Jackson | 2017-18 | MIDDLE SCHOOL |
| Sepulveda MS | NW | 6 | Kelly Gonez | 8363 VJ Hirsh | 2017-18 | MIDDLE SCHOOL |
| SOCES Mag | NW | 3 | Scott Schmerelson | 8842 Kimberly Hall | 2017-18 | SPAN |
| Woodland Hills Acad | NW | 4 | Nick Melvoin | 8344 Robert Goldstein | 2017-18 | MIDDLE SCHOOL |
| Angel's Gate SH | S | 7 | Richard Vladovic | 8852 VACANT | 2018-19 | SENIOR HIGH |
| 93rd St El | S | 7 | Richard Vladovic | 5582 Raymond Boutney | 2017-18 | ELEMENTARY SCHOOL |
| 112th St El | S | 7 | Richard Vladovic | 5884 Martha McLellan | 2017-18 | ELEMENTARY SCHOOL |
| 122nd St El | S | 7 | Richard Vladovic | 5887 Isaiah Sago | 2017-18 | ELEMENTARY SCHOOL |
| 135th St El | S | 1 | George McKenna | 5877 Della Wright | 2018-19 | ELEMENTARY SCHOOL |
| Garcetti Learning Academy | S | 7 | Richard Vladovic | 6795 April Pernell | 2017-18 | ELEMENTARY SCHOOL |
| Bethune MS* | S | 7 | Richard Vladovic | 8060 Kenneth Keys | 2016-17 | MIDDLE SCHOOL |
| Drew MS** | S | 7 | Richard Vladovic | 8112 Michael Soto | 2017-18 | MIDDLE SCHOOL |
| Dymally SH** | S | 7 | Richard Vladovic | 7667 Diana Newton | 2017-18 | SENIOR HIGH |
| Gardena SH* | S | 7 | Richard Vladovic | 8664 Garrett Lee | 2017-18 | SENIOR HIGH |
| Gompers MS* | S | 7 | Richard Vladovic | 8160 Malikah Nu'Man | 2017-18 | MIDDLE SCHOOL |
| Jordan SH* | S | 7 | Richard Vladovic | 8721 VACANT | 2017-18 | SENIOR HIGH |
| Rivera LC Com & Tech* | S | 7 | Richard Vladovic | 7718 VACANT | 2017-18 | SENIOR HIGH |
| Rivera LC Perf Arts* | S | 7 | Richard Vladovic | 7721 VACANT | 2017-18 | SENIOR HIGH |
| Rivera LC Pub Srv* | S | 7 | Richard Vladovic | 8867 Francisco Talavera | 2017-18 | SENIOR HIGH |
| White MS | S | 7 | Richard Vladovic | 8487 LaToya Jackson | 2018-19 | MIDDLE SCHOOL |
| 59th St El | W | 1 | George McKenna | 3795 Lorna Palmer | 2017-18 | ELEMENTARY SCHOOL |
| Audubon MS* | W | 1 | George McKenna | 8028 Kevin Dailey | 2017-18 | MIDDLE SCHOOL |
| BALA | W | 1 | George McKenna | 7569 Raquel Williams /SHARE YOUNG SH | 2018-19 | SPAN |
| Bancroft MS | W | 4 | Nick Melvoin | 8038 VACANT | 2017-18 | MIDDLE SCHOOL |
| Bernstein SH* | W | 4 | Nick Melvoin | 8696 Willie Crump | 2017-18 | SENIOR HIGH |
| Budlong Ave El | W | 1 | George McKenna | 2616 Anita Manson | 2017-18 | ELEMENTARY SCHOOL |
| Century Park | W | 1 | George McKenna | 2945 Lauren Sahara | 2018-19 | ELEMENTARY SCHOOL |
| Cochran MS* | W | 1 | George McKenna | 8245 Jakell Bell | 2016-17 | MIDDLE SCHOOL |
| Crenshaw Mag BET* | W | 1 | George McKenna | 8596 Tiffanie Griffin | 2018-19 | SENIOR HIGH |
| Crenshaw SH | W | 1 | George McKenna | 18596 Norris Milton | 2017-18 | SENIOR HIGH |
| Dorsey SH* | W | 1 | George McKenna | 8600 Barbara Jefferson | 2017-18 | SENIOR HIGH |
| Hamilton SH | W | 1 | George McKenna | 8686 Kenneth Turner | 2017-18 | SENIOR HIGH |
| Harte Prep MS* | W | 1 | George McKenna | 8170 VACANT | 2017-18 | MIDDLE SCHOOL |
| Hawkins SH C/DAGS* | W | 1 | George McKenna | 8713 Alvaro Medina | 2017-18 | SENIOR HIGH |
| Hawkins SH CHAS* | W | 1 | George McKenna | 7665 Daniel Baird | 2017-18 | SENIOR HIGH |
| Hawkins SH RISE* | W | 1 | George McKenna | 7666 Cynthia Castillo | 2017-18 | SENIOR HIGH |
| Hawkins SH RISE* | W | 1 | George McKenna | 17666 Sharon Lee | 2018-19 | SENIOR HIGH |
| Hollywood SH | W | 4 | Nick Melvoin | 8693 Evelyn Diaz | 2017-18 | SENIOR HIGH |
| La Salle Ave EL | W | 1 | George McKenna | 4786 Holly Norris | 2018-19 | ELEMENTARY SCHOOL |
| Laurel EL | W | 4 | Nick Melvoin | 4808 Connie Little | 2018-19 | SPAN |
| Le Conte MS | W | 4 | Nick Melvoin | 8226 Michelle Moore | 2017-18 | MIDDLE SCHOOL |
| Mann UCLA Comm Sch* | W | 1 | George McKenna | 7574 Shirl Foster | 2016-17 | SPAN |
| Muir MS* | W | 1 | George McKenna | 8255 Yavelle Bell | 2017-18 | MIDDLE SCHOOL |
| Pio Pico MS | W | 1 | George McKenna | 4980 Gloria Livas | 2018-19 | MIDDLE SCHOOL |
| Washington Prep SH* | W | 1 | George McKenna | 8928 Yavonka Hairston | 2017-18 | SENIOR HIGH |
| West Athens El | W | 1 | George McKenna | 7644 Stephanie Harlow | 2017-18 | ELEMENTARY SCHOOL |
| Woodcrest El | W | 1 | George McKenna | 7863 Bernadette Sutton | 2017-18 | ELEMENTARY SCHOOL |
| Wright Eng Des Mag | W | 4 | Nick Melvoin | 8493 Malika Morris | 2017-18 | MIDDLE SCHOOL |
| Young SH | W | 1 | George McKenna | 8598 Raquel Williams /SHARE BALA | 2018-19 | OPTION |
| Secondary CDS | XS | 2 | Monica Garcia | 8497 Raquel Williams/SHARE ELEMENTARY | 2018-19 | OPTION |
| Elementary CDS | XS | 3 | Scott Schmerelson | 2680 Raquel Williams/SHARE SECONDARY | 2018-19 | OPTION |
| Cimarron El (School Funded) | W | 1 | George McKenna | 3082 Heather Gesualdo | 2017-18 | ELEMENTARY SCHOOL |

IMPACT OF RESTORATIVE JUSTICE IMPLEMENTATION

4-YEAR COMPARISONS – SCHOOLS TRAINED IN RJ

| RJ Training | | | | | | | | | | | | | | | | |
|-----------------|------------|---------|---------|---------|---------|----------------------------------|-------|-------|-------|-------|---------------------------------|-------|-------|-------|-------|-------|
| | Enrollment | | | | | Single Student Out-School Events | | | | | Single Student Out-School Rates | | | | | Trend |
| Year Trained | 13-14 | 14-15 | 15-16 | 16-17 | 17-18 | 13-14 | 14-15 | 15-16 | 16-17 | 17-18 | 13-14 | 14-15 | 15-16 | 16-17 | 17-18 | |
| Trained 2014-15 | 161,022 | 150,871 | 145,912 | 142,284 | 137,523 | 3,312 | 1836 | 1745 | 1505 | 1232 | 2.06% | 1.22% | 1.20% | 1.06% | 0.90% | |
| Trained 2015-16 | | 104,059 | 101,787 | 98,750 | 95,258 | | 575 | 681 | 438 | 440 | | 0.55% | 0.67% | 0.44% | 0.46% | |
| Trained 2016-17 | | | 133,825 | 130,502 | 124,230 | | | 423 | 318 | 330 | | | 0.32% | 0.24% | 0.27% | |
| Trained 2017-18 | | | | 91,626 | 89,014 | | | | 121 | 104 | | | | 0.13% | 0.12% | |
| Districtwide | 548,278 | 528,387 | 521,191 | 513,798 | 497,269 | 4,753 | 3,012 | 3,075 | 2,466 | 2,238 | 0.87% | 0.57% | 0.59% | 0.48% | 0.45% | |



When comparing four years of out of school suspension data for schools trained in RJ, there was a decrease of **2,080** from **3,312** in **2013-14** SY to **1,232** in **2017-18** SY.

When comparing four years of out of school suspension rate data for schools trained in RJ, there was a decrease of **1.16%** from **2.06%** in **2013-14** SY to **0.90%** in **2017-18** SY.

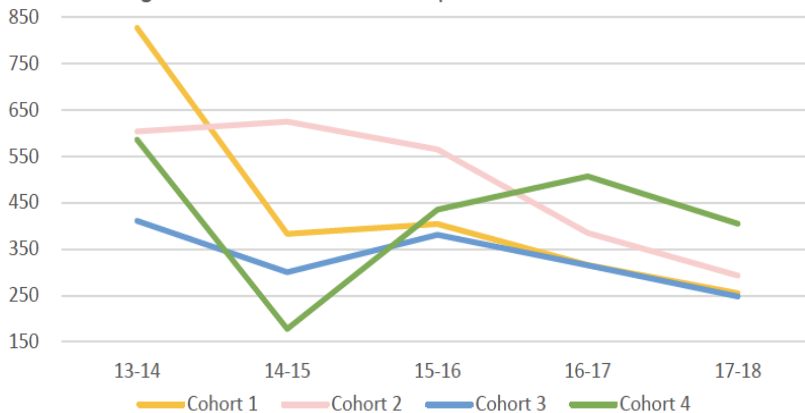


IMPACT OF RESTORATIVE JUSTICE IMPLEMENTATION

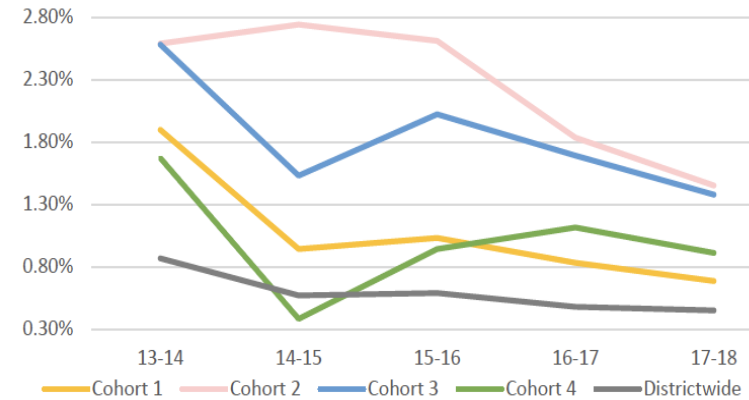
4-YEAR COMPARISONS – SCHOOLS ASSIGNED AN RJ TEACHER ADVISER

| RJ Teacher Adviser | | | | | | | | | | | | | | | |
|--------------------|------------|---------|---------|---------|---------|----------------------------------|-------|-------|-------|-------|---------------------------------|-------|-------|-------|-------|
| | Enrollment | | | | | Single Student Out-School Events | | | | | Single Student Out-School Rates | | | | |
| Cohort | 13-14 | 14-15 | 15-16 | 16-17 | 17-18 | 13-14 | 14-15 | 15-16 | 16-17 | 17-18 | 13-14 | 14-15 | 15-16 | 16-17 | 17-18 |
| Cohort 1 | 43,605 | 40,650 | 39,183 | 38,041 | 37,193 | 827 | 383 | 404 | 316 | 255 | 1.90% | 0.94% | 1.03% | 0.83% | 0.69% |
| Cohort 2 | | 22,808 | 21,654 | 20,998 | 20,195 | | 625 | 565 | 385 | 293 | | 2.74% | 2.61% | 1.83% | 1.45% |
| Cohort 3 | | | 18,843 | 18,645 | 18,002 | | | 381 | 315 | 248 | | | 2.02% | 1.69% | 1.38% |
| Cohort 4 | | | | 45,531 | 44,424 | | | | 507 | 405 | | | | 1.11% | 0.91% |
| Districtwide | 548,278 | 528,387 | 521,191 | 513,798 | 497,269 | 4,753 | 3,012 | 3,075 | 2,466 | 2,238 | 0.87% | 0.57% | 0.59% | 0.48% | 0.45% |

Single Student Out-of-School Suspension Events



Single Student Out-of-School Suspension Rates



When comparing four years of out of school suspension events where an RJ Teacher Adviser was assigned, there was an overall decrease of **572** from **827** in 2013-14 SY to **255** in 2017-18 SY.

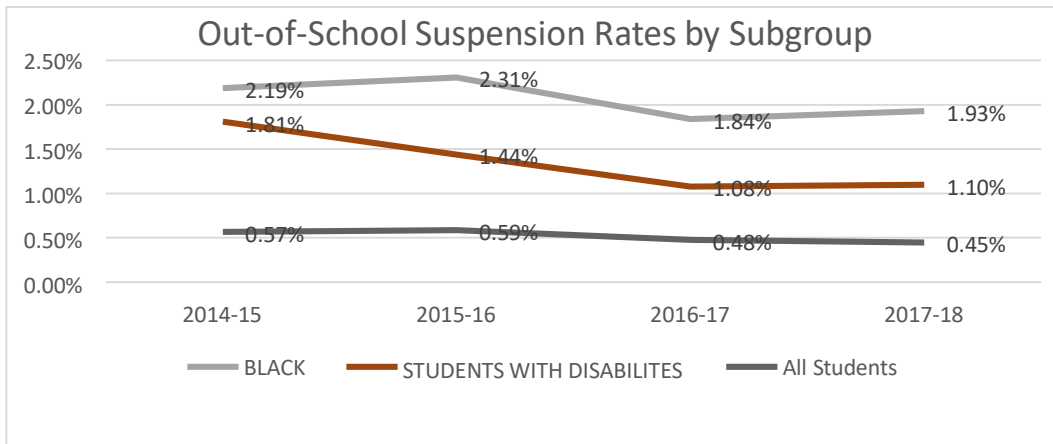
When comparing four years of out of school suspension rate where an RJ Teacher Adviser was assigned, there was an overall decrease of **0.99%** from **1.90%** in 2013-14 SY to **0.91%** in 2017-18 SY.



STUDENT OUT-OF-SCHOOL SUSPENSION RATES

4-YEAR COMPARISONS – BY SUBGROUP

| Ethnicity | 2014-15 | 2015-16 | 2016-17 | 2017-18 | TREND |
|-----------------------------------|--------------|--------------|--------------|--------------|-------|
| AMERICAN INDIAN/ALASKA NATIVE | 0.35% | 0.49% | 0.66% | 0.73% | |
| ASIAN | 0.12% | 0.14% | 0.08% | 0.08% | |
| BLACK | 2.19% | 2.31% | 1.84% | 1.93% | |
| FILIPINO | 0.13% | 0.12% | 0.13% | 0.12% | |
| HISPANIC | 0.44% | 0.47% | 0.38% | 0.33% | |
| PACIFIC ISLANDER | 0.15% | 0.45% | 0.27% | 0.64% | |
| WHITE | 0.38% | 0.34% | 0.27% | 0.29% | |
| STUDENTS WITH DISABILITIES | 1.81% | 1.44% | 1.08% | 1.10% | |
| All Students | 0.57% | 0.59% | 0.48% | 0.45% | |

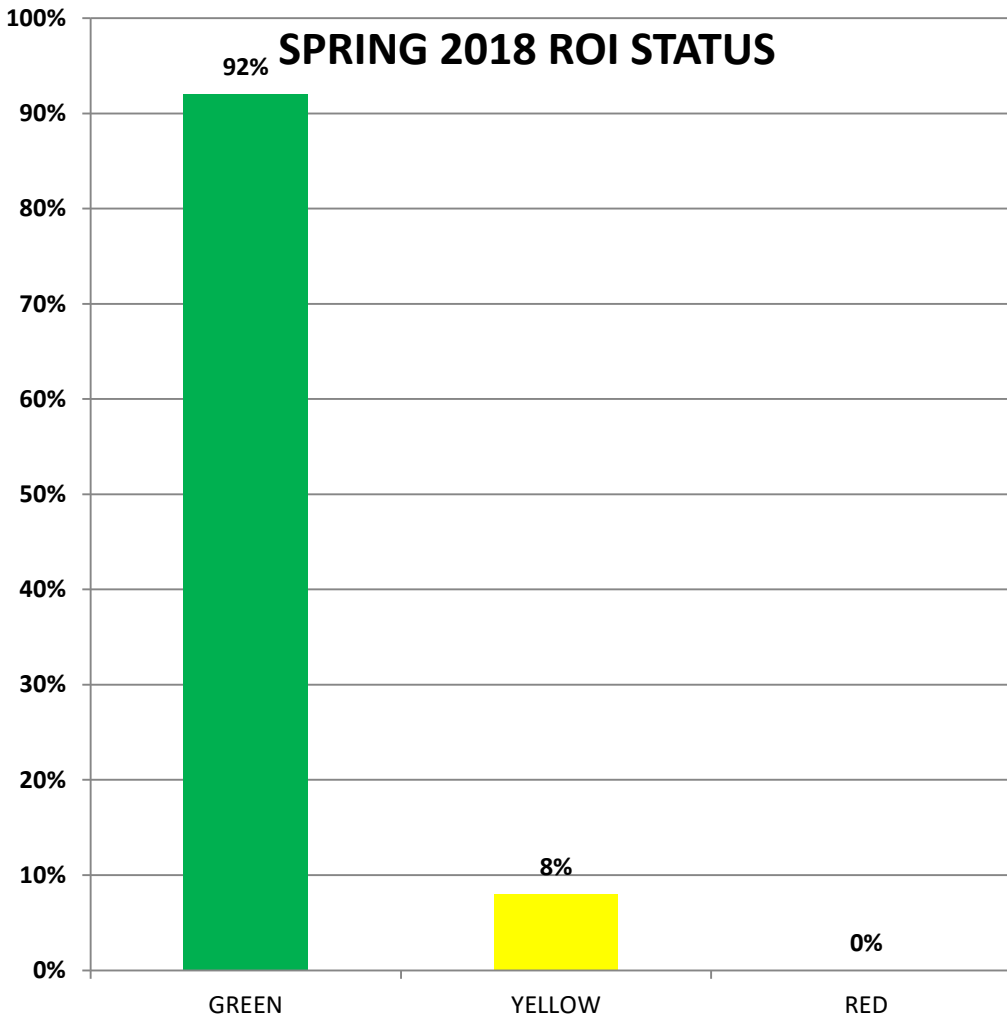


Suspension Rates of the African American subgroup have decreased over the four year period by **0.26%** from **2.19%** in **2014-15 SY** to **1.93%** in **2017-18 SY**



SPRING 2018 ROI SUMMARY

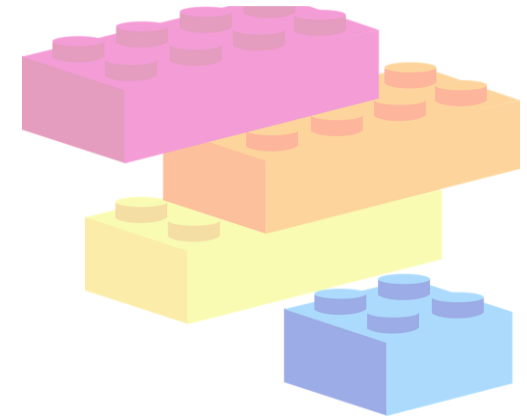
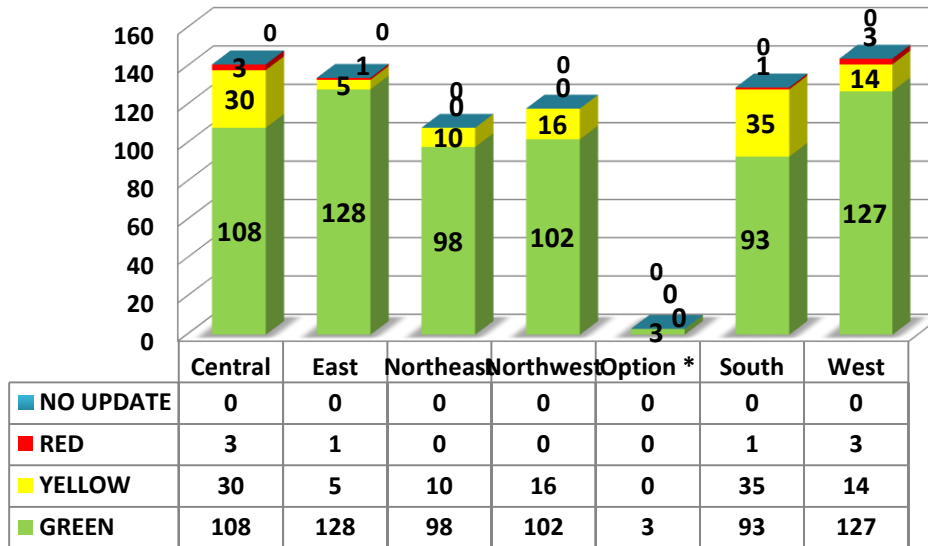
SPRING 2018 ROI STATUS



- Successful Implementation means the school has reached a ranking of **Green** (a score greater than **28** with no ones (1) or twos (2) in any of the 8 Key Features).
- The goal for the **2017-2018** SY was **88%** implementation (**83%** of schools in green).
- As of Spring **2018**, the rate of successful implementation was **92%**, **4%** higher than the **2017-18** SY LCAP target.
- The target for the **2018-2019** SY implementation rate is **100%**.

| LOCAL DISTRICT | GREEN | YELLOW | RED | GRAND TOTAL |
|-------------------|------------|-----------|-----------|-------------|
| CENRTAL | 108 | 34 | 2 | 144 |
| EAST | 129 | 6 | 0 | 135 |
| NORTEAST | 104 | 4 | 0 | 108 |
| NORTHWEST | 105 | 13 | 0 | 118 |
| OPTION* | 3 | 0 | 0 | 3 |
| SOUTH | 124 | 4 | 0 | 128 |
| WEST | 139 | 3 | 0 | 142 |
| TOTAL | 712 | 64 | 2 | 778 |
| TOTAL IN % | 92% | 8% | 0% | 100% |

FALL 2018 ROI SUMMARY



85% of schools were considered fully implanting the Discipline Foundation Policy as measured by the ROI.

To meet the 92% goal, a total of 715 schools District-Wide need to score "Green."

Approximately 57 additional schools District-Wide need to increase to "Green" status in order to meet the year-end District accountability.

| LOCALDISTRICT | GREEN | YELLOW | RED | NO UPDATE | Grand Total |
|---------------|-------|--------|-----|-----------|-------------|
| Central | 108 | 30 | 3 | 0 | 141 |
| East | 128 | 5 | 1 | 0 | 134 |
| Northeast | 98 | 10 | 0 | 0 | 108 |
| Northwest | 102 | 16 | 0 | 0 | 118 |
| Option * | 3 | 0 | 0 | 0 | 3 |
| South | 93 | 35 | 1 | 0 | 129 |
| West | 127 | 14 | 3 | 0 | 144 |
| Grand Total | 659 | 110 | 8 | 0 | 777 |

Deborah D. Brandy

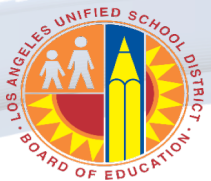
Director



Deborah D. Brandy

Director





School-Wide Positive Behavior Intervention and Support Task Force Meeting

March 21, 2019

**Peter Hastings,
Administrator of Operations**



Michael Romero, Local District Superintendent

Pedro Garcia, Administrator of Instruction

Theresa Arreguin, Administrator, Parent and Community Engagement Unit

School Operations Team



Peter Hastings, Administrator of Operations

Martha Contreras, Lead Operations Coordinator

Luis Valdez, Operations Coordinator

Mira Pranata, Operations Coordinator

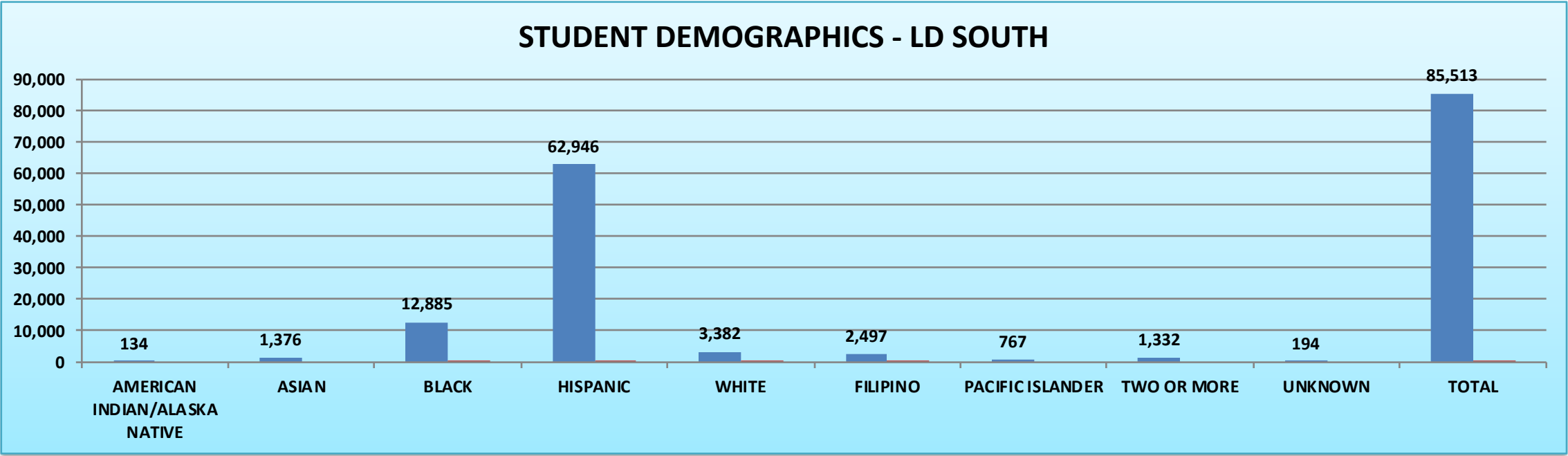
Christina Rico, Operations Coordinator

Stephanie Holloway, Restorative Justice Adviser



2018-19 Student Demographics (As of December, 2018)

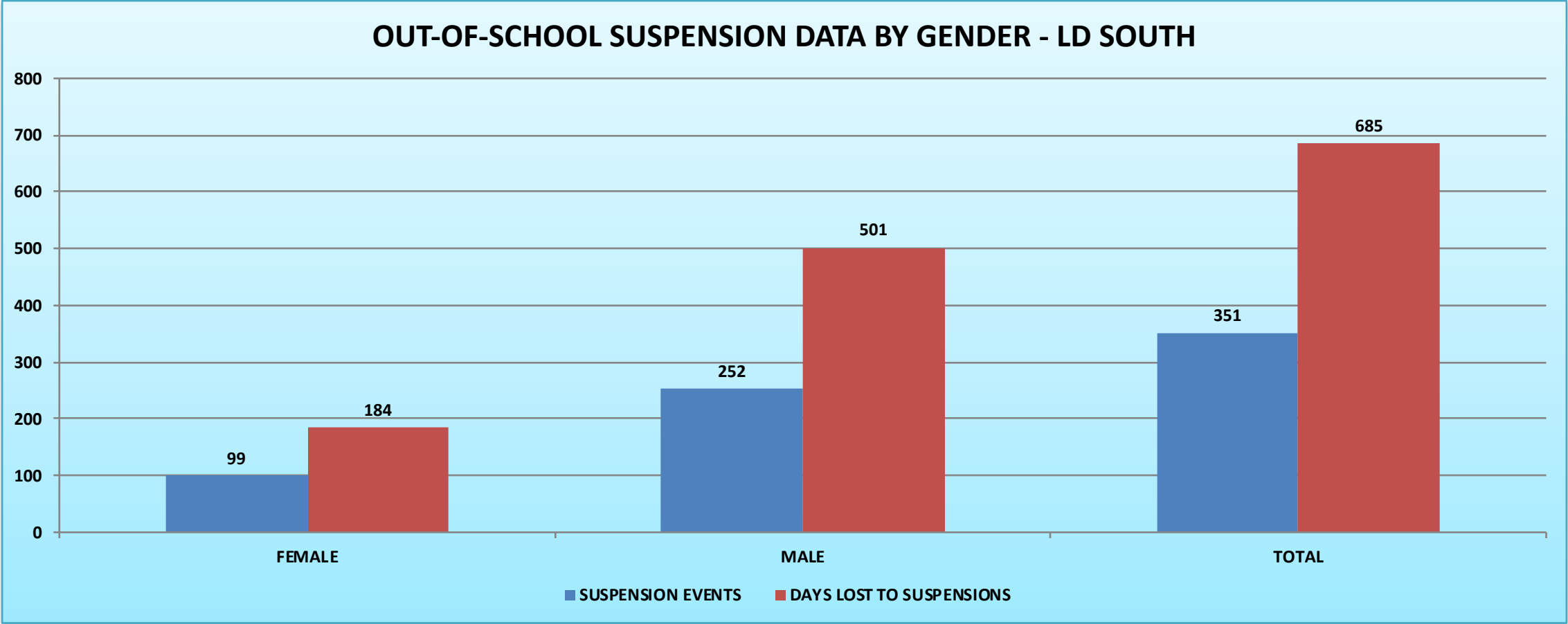
| ETHNICITY | COUNT | PERCENTAGE |
|-------------------------------|--------|------------|
| AMERICAN INDIAN/ALASKA NATIVE | 134 | 0.2% |
| ASIAN | 1,376 | 1.6% |
| BLACK | 12,885 | 15.1% |
| HISPANIC | 62,946 | 73.6% |
| WHITE | 3,382 | 4.0% |
| FILIPINO | 2,497 | 2.9% |
| PACIFIC ISLANDER | 767 | 0.9% |
| TWO OR MORE | 1,332 | 1.6% |
| UNKNOWN | 194 | 0.2% |
| TOTAL | 85,513 | 100.0% |



2017-18 Out-of-School Suspension Data by Gender

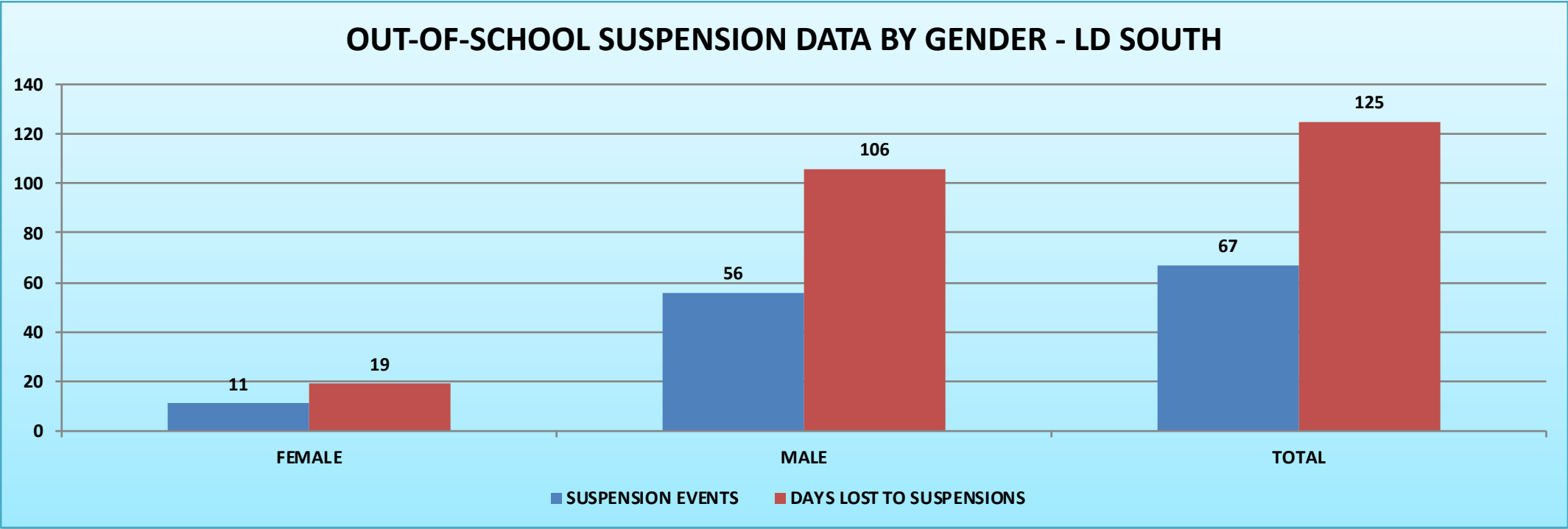


| GENDER | SUSPENSION EVENTS | DAYS LOST TO SUSPENSIONS |
|--------|----------------------|-----------------------------|
| FEMALE | 99 | 184 |
| MALE | 252 | 501 |
| TOTAL | 351 | 685 |



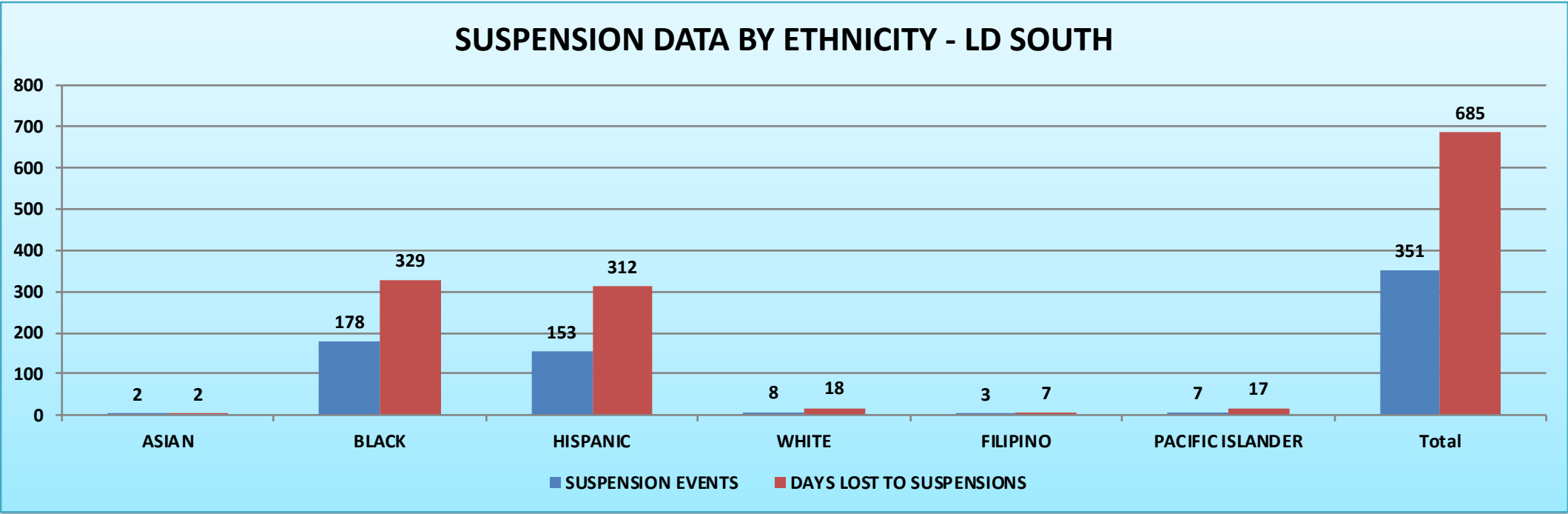
2018-19 Out of School Suspension Data by Gender (as of 12-31-18)

| GENDER | SUSPENSION EVENTS | DAYS LOST TO SUSPENSIONS |
|--------|----------------------|-----------------------------|
| FEMALE | 11 | 19 |
| MALE | 56 | 106 |
| TOTAL | 67 | 125 |



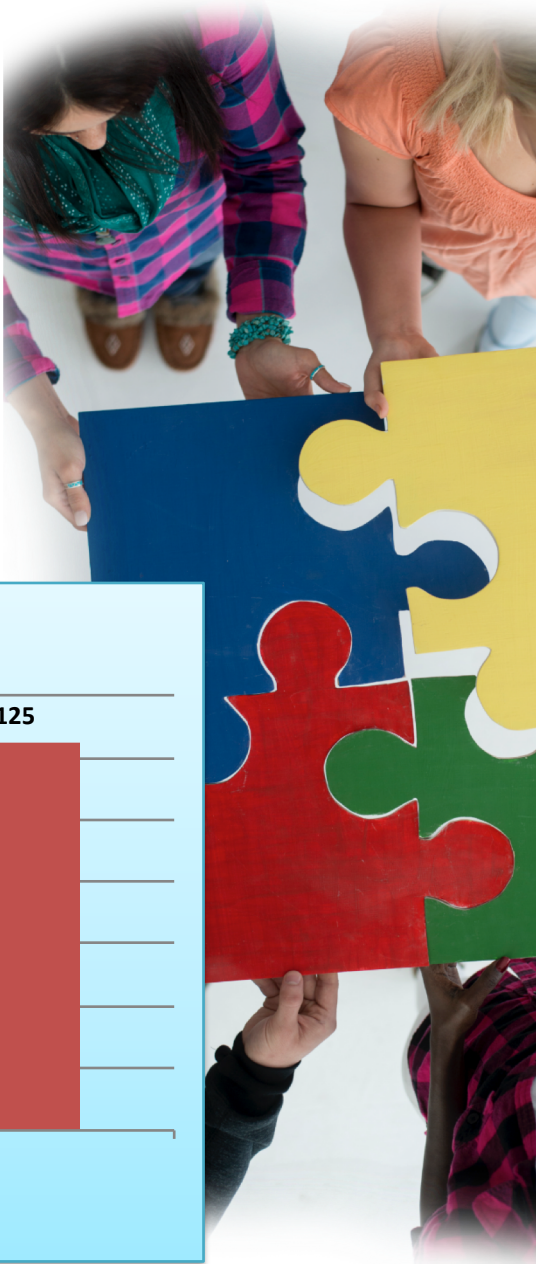
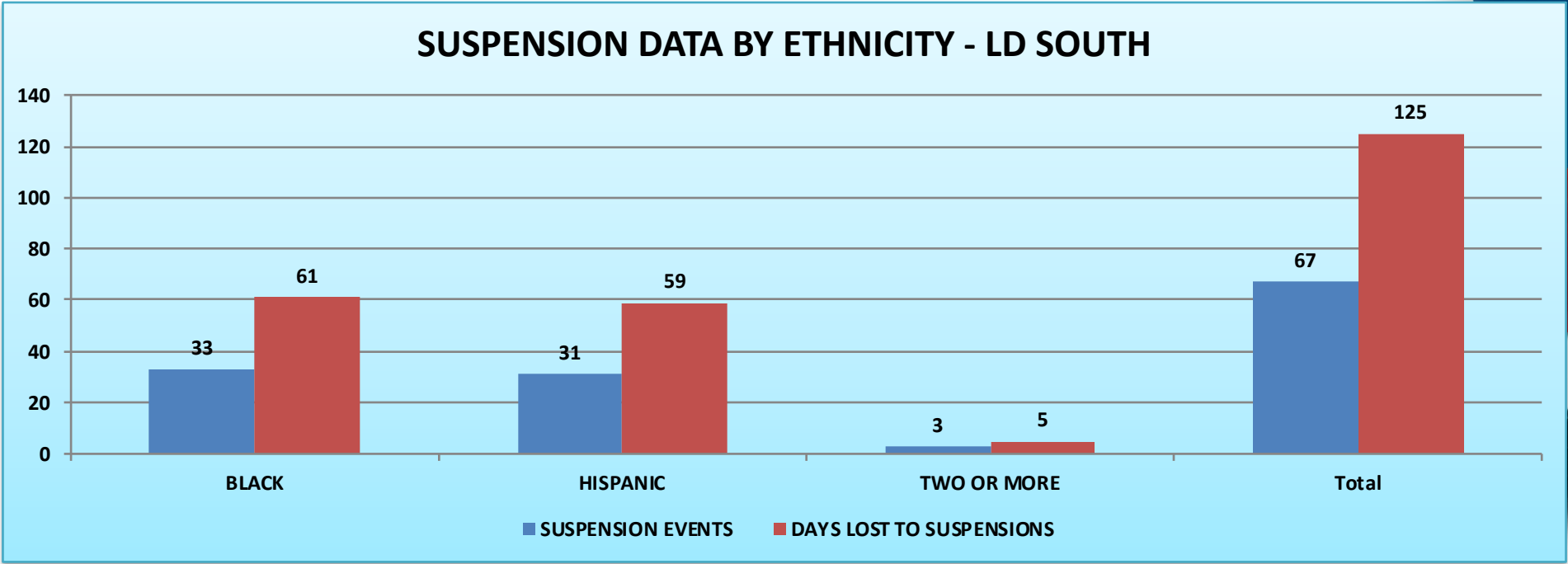
2017-18 Out-of-School Suspension Data by Ethnicity

| ETHNICITY | SUSPENSION EVENTS | DAYS LOST TO SUSPENSIONS |
|------------------|----------------------|-----------------------------|
| ASIAN | 2 | 2 |
| BLACK | 178 | 329 |
| HISPANIC | 153 | 312 |
| WHITE | 8 | 18 |
| FILIPINO | 3 | 7 |
| PACIFIC ISLANDER | 7 | 17 |
| Total | 351 | 685 |



2018-19 Out-of-School Suspension Data by Ethnicity (as of 12-31-18)

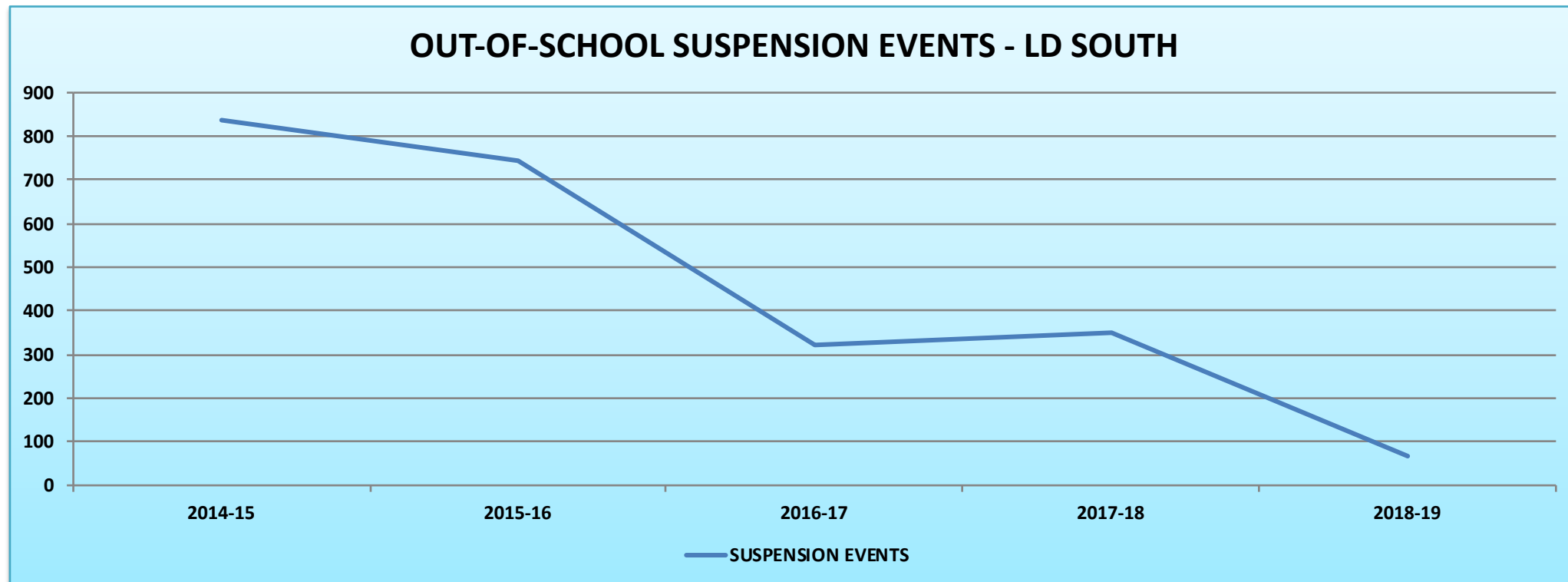
| ETHNICITY | SUSPENSION EVENTS | DAYS LOST TO SUSPENSIONS |
|-------------|----------------------|-----------------------------|
| BLACK | 33 | 61 |
| HISPANIC | 31 | 59 |
| TWO OR MORE | 3 | 5 |
| Total | 67 | 125 |




2014-15, 2015-16, 2016-17, 2017-18, and 2018-19 (as of 12-31-18)

Out-of-School Suspension Events

| SCHOOL YEAR | SUSPENSION EVENTS |
|-------------|-------------------|
| 2014-15 | 837 |
| 2015-16 | 746 |
| 2016-17 | 321 |
| 2017-18 | 351 |
| 2018-19 | 67 |



2017-18 Expulsion Data - By Infraction Type



| | |
|--|----------|
| Possessing, selling, or furnishing a firearm. E.C. 48915(c)(1),48900(b) – 1.1 | 0 |
| Brandishing a knife at another person. E.C. 48915(c)(2),48900(b) – 1.2 | 4 |
| Unlawfully selling a controlled substance. E.C. 48915(c)(3), 48900© - 1.3 | 2 |
| Committing or attempting to commit a sexual assault or committing a sexual battery (as defined in 48900(n)). E.C. 48915(c)(4), 48900(n) – 1.4 | 1 |
| Possession of an explosive. E.C. 48915(c)(5), 48900(b) – 1.5 | 0 |
| Total Non-Mandatory Recommendations to Expel | 2 |

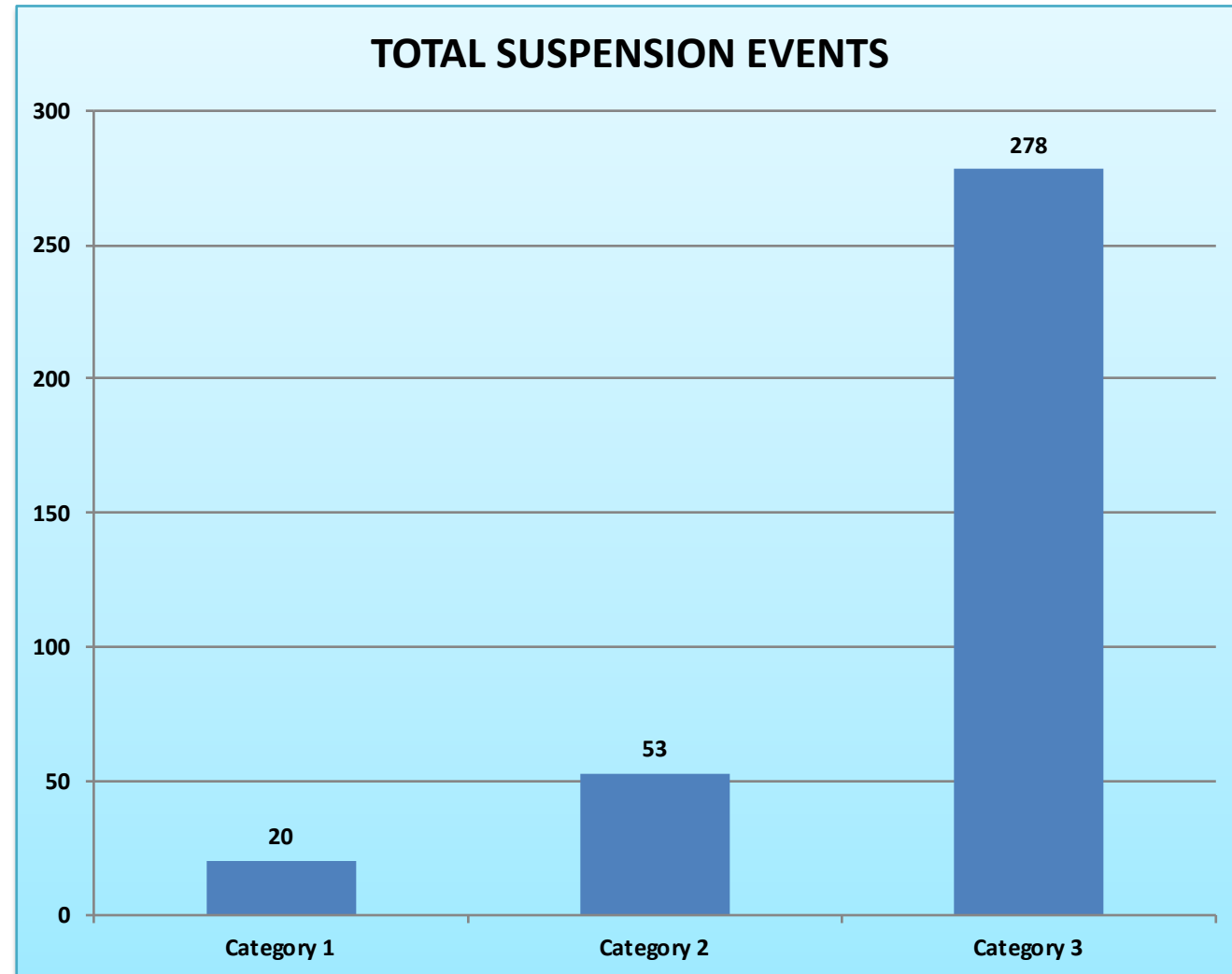
2018-19 Expulsion Data - By Infraction Type (12-31-18)

| | |
|--|----------|
| Possessing, selling, or furnishing a firearm. E.C. 48915(c)(1),48900(b) – 1.1 | 0 |
| Brandishing a knife at another person. E.C. 48915(c)(2),48900(b) – 1.2 | 0 |
| Unlawfully selling a controlled substance. E.C. 48915(c)(3), 48900© - 1.3 | 0 |
| Committing or attempting to commit a sexual assault or committing a sexual battery (as defined in 48900(n)). E.C. 48915(c)(4), 48900(n) – 1.4 | 0 |
| Possession of an explosive. E.C. 48915(c)(5), 48900(b) – 1.5 | 0 |
| Total Non-Mandatory Recommendations to Expel | 1 |



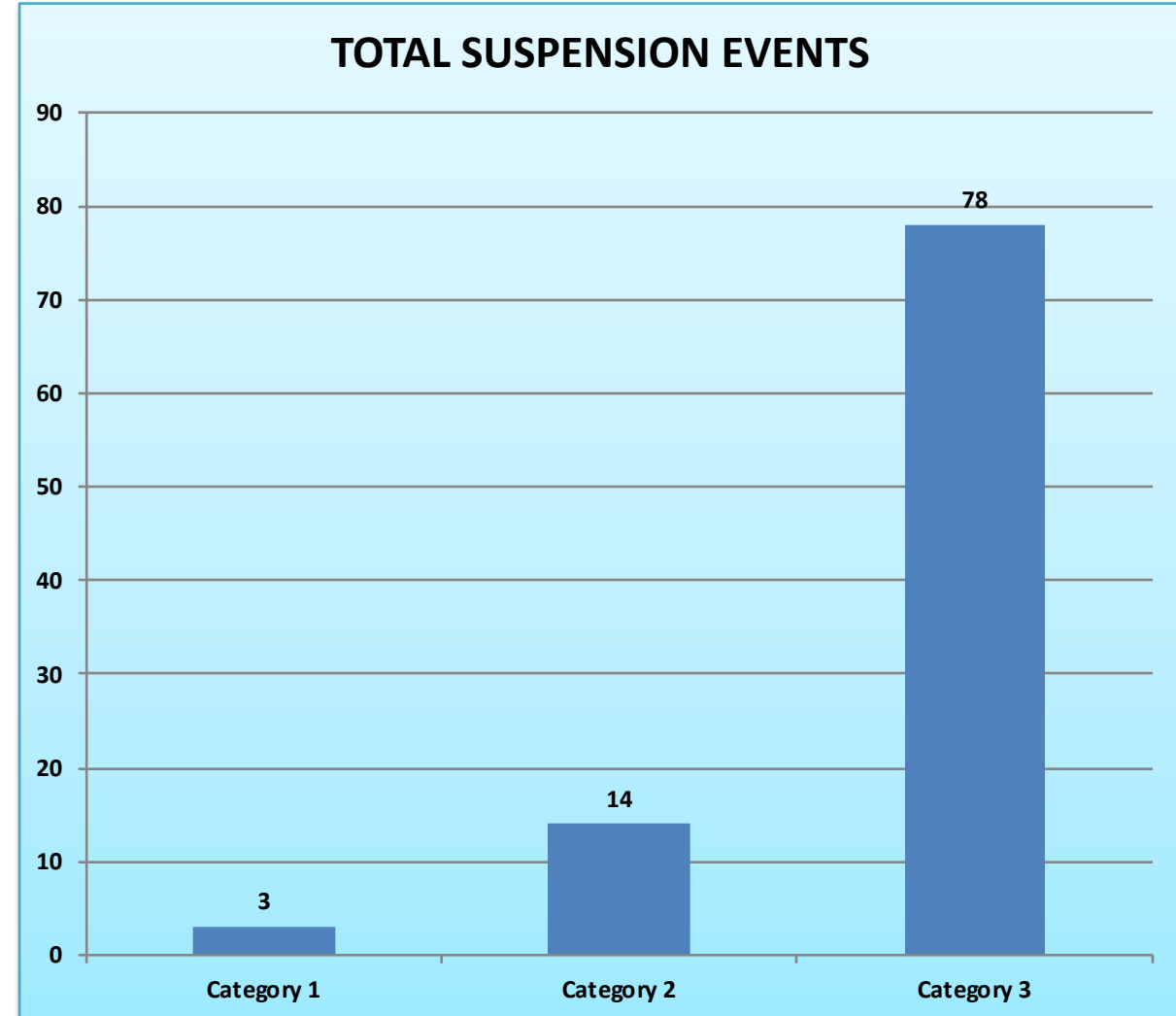
2017-18 Out-of-School Suspension Data - By Infraction Type

| Suspension Reason | # of Susp Events |
|---|---------------------|
| 1.2 - BRANDISHED KNIFE AT ANOTHER PERSON* | 8 |
| 1.3 - SOLD CONTROLLED SUBSTANCE* | 6 |
| 1.4b - SEXUAL BATTERY* | 6 |
| 2.1 - SERIOUS PHYSICAL INJURY/NOT SELF-DEFENSE | 1 |
| 2.2 - KNIFE OR OTHER DANGEROUS OBJECT | 38 |
| 2.3 - CONTROLLED SUBS (EXCEPT 1ST MARIJ <1 OZ), COUNTER/PRESCRIBED MEDS | 1 |
| 2.4 - ROBBERY/EXTORTION | 1 |
| 2.5 - ASSAULTED/BATTERED SCHOOL EMPLOYEE | 12 |
| 3.1a - CAUSED PHYSICAL INJURY | 94 |
| 3.1b - ATTEMPTED TO CAUSE PHYSICAL INJURY | 61 |
| 3.1c - THREATENED TO CAUSE PHYSICAL INJURY | 17 |
| 3.2 - POSSESSION MARIJUANA 1ST OFFENSE < 1 OZ or ALCOHOL | 15 |
| 3.3 - SUBSTITUTE OF A CONTROLLED SUBSTANCE | 1 |
| 3.4 - DAMAGED/ATTEMPTED TO DAMAGE SCHOOL OR PRIVATE PROPERTY | 8 |
| 3.5 - STOLE OR ATTEMPTED TO STEAL SCHOOL OR PRIVATE PROPERTY | 3 |
| 3.7 - OBSCENITY/PROFANITY/VULGARITY | 7 |
| 3.8 - DRUG PARAPHERNALIA | 3 |
| 3.95 - DISRUPTED SCHOOL- WIDE ACTIVITIES (ISSUED BY AN ADMIN.) (GR. 4-12) | 10 |
| 3.11 - IMITATION FIREARM | 1 |
| 3.12c - HARASSED/THREATENED PUPIL OTHER FACTORS (GR. 4-12) | 3 |
| 3.12d - HARASSED/THREATENED SCHOOL DISTRICT PERSONNEL (GR. 4-12) | 8 |
| 3.13 - SEXUAL HARASSMENT (GR. 4-12) | 16 |
| 3.15 - TERRORIST THREAT (THREAT TO CAUSE DEATH, GREAT BODILY INJURY) | 7 |
| 3.16 - WILLFUL USE OF FORCE/VIOLENCE NOT SELF-DEFENSE | 17 |
| 3.20 - HAZING | 1 |
| 3.21c - BULLYING/CYBER A PUPIL BASED ON DISABILITY | 1 |
| 3.21d - BULLYING/CYBER A PUPIL BASED ON OTHER FACTORS | 3 |
| 3.21e - BULLYING/CYBER SCHOOL PERSONNEL | 2 |



2018-19 Out-of-School Suspension Data - By Infraction Type (as of 2-21-19)

| Suspension Reason | # of Susp Events |
|---|------------------|
| 1.2 - BRANDISHED KNIFE AT ANOTHER PERSON* | 1 |
| 1.4a - SEXUAL ASSAULT* | 2 |
| 2.1 - SERIOUS PHYSICAL INJURY/NOT SELF-DEFENSE | 1 |
| 2.2 - KNIFE OR OTHER DANGEROUS OBJECT | 7 |
| 2.3 - CONTROLLED SUBS (EXCEPT 1ST MARIJ <1 OZ), COUNTER/PRESCRIBED MEDS | 4 |
| 2.5 - ASSAULTED/BATTERED SCHOOL EMPLOYEE | 2 |
| 3.1a - CAUSED PHYSICAL INJURY | 32 |
| 3.1b - ATTEMPTED TO CAUSE PHYSICAL INJURY | 12 |
| 3.1c - THREATENED TO CAUSE PHYSICAL INJURY | 5 |
| 3.2 - POSSESSION MARIJUANA 1ST OFFENSE < 1 OZ or ALCOHOL | 9 |
| 3.3 - SUBSTITUTE OF A CONTROLLED SUBSTANCE | 1 |
| 3.4 - DAMAGED/ATTEMPTED TO DAMAGE SCHOOL OR PRIVATE PROPERTY | 1 |
| 3.5 - STOLE OR ATTEMPTED TO STEAL SCHOOL OR PRIVATE PROPERTY | 1 |
| 3.7 - OBSCENITY/PROFANITY/VULGARITY | 2 |
| 3.95 - DISRUPTED SCHOOL- WIDE ACTIVITIES (ISSUED BY AN ADMIN.) (GR. 4-12) | 4 |
| 3.12d - HARASSED/THREATENED SCHOOL DISTRICT PERSONNEL (GR. 4-12) | 3 |
| 3.13 - SEXUAL HARASSMENT (GR. 4-12) | 3 |
| 3.16 - WILLFUL USE OF FORCE/VIOLENCE NOT SELF-DEFENSE | 2 |
| 3.21c - BULLYING/CYBER A PUPIL BASED ON DISABILITY | 2 |
| 3.21d - BULLYING/CYBER A PUPIL BASED ON OTHER FACTORS | 1 |



3 Year Local District South ROI Data

LOS ANGELES UNIFIED SCHOOL DISTRICT
 Discipline Foundation Policy: School-Wide Positive Behavior Support (SWPBS)
 Rubric of Implementation
<http://Disciplinepolicy.lausd.net>

School Name:

| Key Feature | 1 | 2 | 3 | 4 | Score |
|--|--|--|---|--|-------|
| Administrative Leadership and Support | <input type="checkbox"/> Administrator(s) does not actively support the SWPBS process. | <input type="checkbox"/> Administrator(s) supports the process but does not take as active a role as the rest of the team. | <input type="checkbox"/> At least one school administrator is a member of the SWPBS team. <input type="checkbox"/> SWPBS is on the agenda at some faculty meetings. SWPBS is addressed in some staff and parent newsletters. | <input type="checkbox"/> At least one school administrator is an active participant on the SWPBS team. <input type="checkbox"/> SWPBS is on the agenda at all faculty meetings. SWPBS is addressed in all staff and parent newsletters. | |
| Team Based Implementation | <input type="checkbox"/> No SWPBS team is established. | <input type="checkbox"/> A SWPBS team is established and meets at least 2 times per school year. | <input type="checkbox"/> The SWPBS team has representation of all stakeholders (Administrator, General Educator, Special Educator, Classified Representative, Support Staff, Parent, Student) including tracks, grade levels, etc. <input type="checkbox"/> The SWPBS team has regularly scheduled monthly meetings. | <input type="checkbox"/> The SWPBS team has representation of all stakeholders (Administrator, General Educator, Special Educator, Classified Representative, Support Staff, Parent, Student) including tracks, grade levels, etc. <input type="checkbox"/> The SWPBS team has regularly scheduled monthly meetings. <input type="checkbox"/> Agendas, minutes, sign-in sheets, action plans, etc. from each monthly meeting are memorialized. <input type="checkbox"/> Each team member knows their role and responsibility as part of the team. | |
| Behavioral Expectations Defined | <input type="checkbox"/> The school has more than six behavioral expectations. <input type="checkbox"/> The expectations are negatively stated. | <input type="checkbox"/> 3 – 6 positively stated expectations are established and defined for some of the common areas. | <input type="checkbox"/> 3 – 6 positively stated expectations are established and defined for all of the common areas. <input type="checkbox"/> These expectations are clearly visible (posted) in most of the common areas. <input type="checkbox"/> When asked, students, staff and families know the 3 – 6 expectations. | <input type="checkbox"/> 3 – 6 positively stated expectations are established, defined and clearly visible (posted) in all of the common areas. <input type="checkbox"/> When asked, students, staff and families know the 3 – 6 expectations. | |



| Local District | Rank 2016 Spring | | | | Rank 2017 Spring | | | | Rank 2018 Spring | | | |
|----------------|------------------|-------|--------|-----|------------------|-------|--------|-----|------------------|-------|--------|-----|
| | Not Applicable | Green | Yellow | Red | Not Applicable | Green | Yellow | Red | Not Applicable | Green | Yellow | Red |
| South | 0 | 106 | 23 | 0 | 0 | 115 | 14 | 0 | 0 | 124 | 4 | 0 |

How is Local District South addressing the issue of suspensions, days lost to suspensions, and expulsions?

The following actions are taken prior to a suspension or expulsion:

- LD South sponsored Professional Development for site administrators around suspensions
- Participate in Foundations for Safe and Civil with select Middle Schools
- One to One consultation with Administrators on Alternatives to Suspension
- Monthly monitoring of student suspensions
- When issues arise, students participate in restorative conferences. During the conferences, agreements are made to address the behavioral concerns.
- RJ conferences, conversations and other intervention to defuse tension when a potential fight might occur.
- Multi-tiered system of support is provided for student, dependent on need(s).
- Diversion programs are encouraged in cases where students need additional personal support (drug use, anger management).



How is Local District South addressing the issue of suspensions, days lost to suspensions, and expulsions?

The following actions are taken after a suspension or expulsion occurs:

- Students participate in re-entry circles to address the issues that caused the need for a suspension
- Since many of the suspensions are drug/fight related, the Principal, AP and Dean meet to discuss the use of community resources to support the student (counseling, drug support)
- Students participate in harm circles to discuss how to make things “as right as possible”



Local District South Challenges

Challenges

- Societal challenges of the students and communities we service.
- Limited access to wrap-around services in high need areas
- Academically struggling students often exhibit behavioral challenges
- Parents face challenges in addressing the needs of academically, socially and emotionally challenged students
- Additional training needed for teachers and adults on campus to address the needs of vulnerable populations



LD South Successes

- Decrease in suspensions.
- Increase in instructional opportunities for students
- Increased instructional engagement in instruction for African American students due to the decrease in the rate of suspension.
- Participation in Foundations for Safe and Civil Schools has helped teachers and staff to mitigate various barriers to a positive school culture and climate.
- Improved culture and climate on campuses, as noted in the student experience surveys.
- Parents are being trained on Restorative Practices and are using them with their children.



LD South Successes

- Restorative Justice is being used as a way to improve relationships between members of the school community.
- Peer Mediation Program is being implemented on various campuses.
- Numerous schools have incorporated Restorative Practices into their programs, and this has been useful in WASC accreditation.
- Various clubs (girls, boys to men, kindness) are being introduced on campuses to provide support for students.
- Schools having been supported by Restorative Justice Advisors in the past are aligning their budgets to purchase these services from their local funds.



Local District South Next Steps

We will continue to

- Train students to lead circles for their peers who are struggling with relationships.
- Implement Restorative Practices among leadership groups and other student groups.
- Encourage school-wide use of community building circles with all stakeholders (administrators, staff, parents and students).
- Train parents on Restorative Practices to utilize with their children.









Ruth Cusick, Senior Supervising Attorney
State-Wide Education Rights

Maisie Chin, Executive Director
Co-Founder CADRE

DEFERRED DIGNITY AND UNREALIZED PROMISES: MOBILIZING FOR A SCHOOL CLIMATE BILL OF RIGHTS

Five years after SWPBIS was adopted, CADRE parent leaders found that the District still had more to do to live up to its commitment to institutionalize systemic changes in discipline policies and practices in South LA Schools.

In spite of initial decreases in suspensions, expulsions, and opportunity transfers, parents still found evidence of illegal classroom removals and "off-the-book" suspensions (particularly for Black students) and noted that nearly half (46%) of schools had no

parent involvement on the SWPBIS Team. CADRE parent leaders and allies from the Brothers, Sons, Selves (BSS) Coalition mobilized to demand more District accountability for eradicating the on-campus criminalization of students and eliminating racial disparities in discipline -- and crafted the School Climate Bill of Rights to outline stronger measures for achieving those goals. Passed by the Board of Education in May 2013, the School Climate Bill of Rights established a set of rights for all LAUSD students, summarized below:

SCHOOL CLIMATE BILL OF RIGHTS



Alternatives to Suspensions: Schools should come up with discipline practices that don't remove students from the classroom and learning environment. Removing students from school should be an action of last resort.

Disruption/Willful Defiance: Students cannot be removed from school for willful defiance. This includes minor things like wearing a hat or forgetting a notebook.

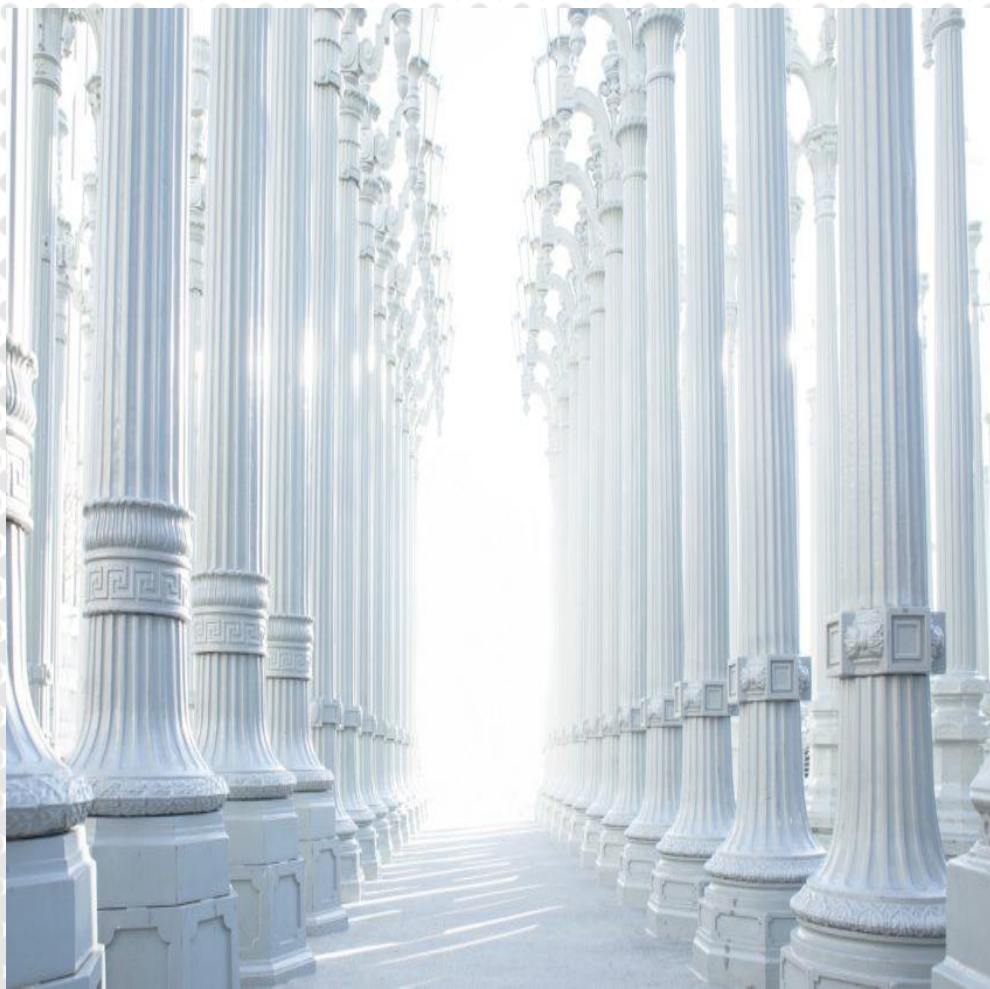
Restorative Justice: Restorative justice approaches will be used in all schools as an alternative to traditional school discipline and as an intervention consistent with School-Wide Positive Behavior Intervention and Support strategies.

Reduce The Presence and Involvement of Law Enforcement In School Disciplinary Matters: All students have the right to have school disciplinary issues handled by school administrators. In South LA schools in particular, police are called to get involved in minor issues--like showing up late or disrupting class. Involving the police unnecessarily results in students getting tickets, records, and having to go to court. Disciplinary issues on campus should be initially handled by administrators and campus personnel --not the police.

Appeals To Suspensions and Grievance Process: Parents and students have the right to disagree with and appeal a suspension, as well as the right to file a formal complaint if SWPBIS is not implemented within 60 days of a request.

Free Access To Data on School Discipline: Although it is widely known that students of color are being unfairly impacted by school discipline policies--the data is not always easy to access. Every student and parent has a right to obtain school-wide monthly discipline, arrest, and citation data. The data should be made available to the public on a regular basis on the District website.

7 FUNDAMENTAL PILLARS OF SWPBIS MONITORING



1. Administrative and Leadership Support
2. Team Based Implementation
3. Behavioral Expectations Defined
4. Acknowledge and Reinforce Appropriate Behavior
5. Monitor and Correct Behavioral Errors
6. Data Based Decision Making
7. Family and Community Collaboration

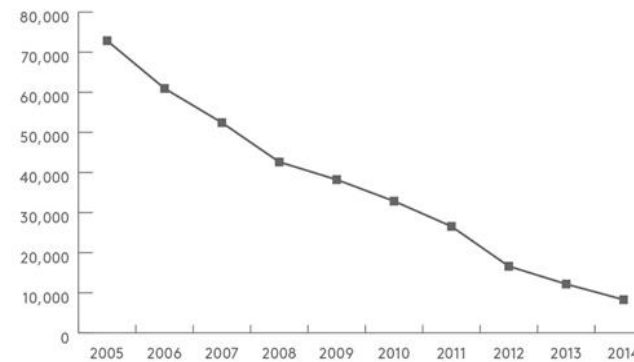
FROM PROMISE TO PERIL: A PARENT-LED INVESTIGATION OF
SWPBIS IMPLEMENTATION IN SOUTH LA SCHOOLS

FINDINGS

Q: Has LAUSD reduced its reliance on harsh discipline practices?

#1 One Fulfilled Promise: Since the implementation of SWPBIS, there has been a significant decrease in suspensions both District-Wide and in South LA Schools

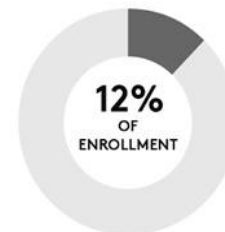
If you look at the whole district, **suspensions** have declined dramatically, from a high of nearly **73,000** in 2005 to just **8,000** in 2014.



Q: Have racial, gendered and other discipline disparities been eliminated in South LA schools?

#2 Black students continue to be disproportionately suspended at higher rates than their peers

At CADRE 20 schools, while **Black** students make up just **12%** of student enrollment, they represent **50%** of the students suspended.



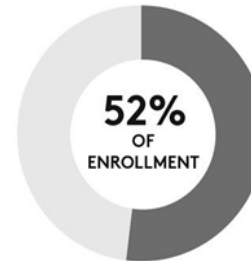
At CADRE 20 schools, **Black** students are suspended at a rate that is **7.5** times that of their white or latino peers.

7.5



#3 Boys also continue to be disproportionately suspended at higher rates

At CADRE 20 schools, **Boys** make up just **52%** of school enrollment but **69%** of students suspended.



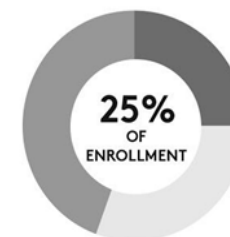
At CADRE 20 schools, **Boys** are suspended at a rate that is **2.1** times that of girls.

2.1



#4 The full force and acceleration of school pushout happens in middle school

At CADRE 20 schools, **Middle school students** make up just **25%** of school enrollment but make up **77%** of suspensions.



At CADRE 20 schools, **Middle schoolers** are suspended at a rate that is **9.7** times higher than elementary school and high school students.

9.7



Q: Has SWPBIS been implemented with rigor and fidelity in South LA schools?

#5 SWPBIS has not been implemented with rigor and fidelity in South LA schools

Rigor and Fidelity to SWPBIS Implementation: CADRE Parent Legend

EXCELLENT Implementation

The Evidence Binder included overwhelming evidence/documentation demonstrating that the full range of SWPBIS practices, strategies and activities systematically implemented with active, meaningful, and consistent participation from parents

PROMISING Implementation

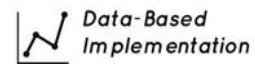
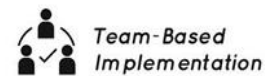
The Evidence Binder provided substantial evidence or documentation demonstrating that some or many SWPBIS practices, strategies, and activities are implemented with active, meaningful, and consistent participation and input from parents

LIMITED Implementation

The Evidence Binder provided limited or inconsistent evidence or documentation to validate that SWPBIS practices, strategies, or activities are implemented, either with or without participation and input from parents

INSUFFICIENT Implementation

The Evidence Binder provided virtually no evidence or documentation to verify that SWPBIS practices, strategies, or activities are implemented, either with or without participation and input from parents



SOUTH LA SCHOOLS

75%

Limited or Insufficient



93%

Limited or Insufficient



94%

Limited or Insufficient



CADRE SCHOOLS

63%

Limited or Insufficient



73%

Limited or Insufficient



62%

Limited or Insufficient



THE THREE TIERS OF SWPBIS: AN ALTERNATIVE VIEW OF PARENT PARTICIPATION



TIER 3 Intensive

- Scale up RJ process if there are ongoing challenges of relationships on campus and ensure those impacted create resolution agreements (no pre-determined consequences).
- In lieu of traditional expulsion recommendations/referral to law enforcement, collaborative team plans created with families to address root causes of behavior.
- Parent prevention of law enforcement involvement in school discipline.
- Parents evaluate wraparound services referrals and threat assessments.

TIER 2 Targeted

- Parents are trained to help facilitate/lead Restorative Justice circles when there are conflicts on campus. Parent leaders are utilized in informal mediation/conflict resolution opportunities. Parents able to identify staff who need support and implement parent-to-parent and parent-to-teacher coaching.
- In SWPBIS team meetings, parents are able to prevent/interrupt harm.
- Parents are able to access/analyze data with training.
- Parents monitor and review school disciplinary incidents, especially those where law enforcement is involved in incident.
- Restorative Justice harm circles used to repair any harm in community: between staff and students, staff/staff, staff/parents, parents/parents. The entire school community understands that the RJ process is accessible to them.

TIER 1 Universal/ Prevention

- Parents co-facilitate/lead school climate and culture work through the SWPBIS team. In schools with Black and Latino student populations, all SWPBIS teams have both Black and Latino parents on teams.
- SWPBIS team reviews Equity and Health indicators.
- Any parents whose students experience disciplinary consequences (ODRs, suspensions, any law enforcement referral) invited to participate in team.
- Simultaneous interpretation at all SWPBIS team meetings and related trainings.
- Parent trainings in implicit bias, SWPBIS, Restorative Justice, Social-Emotional Learning, trauma-informed practices.
- Parent volunteer/service opportunities on campus offer meaningful opportunities for leadership, development of expertise, and opportunity to inform school practices.
- Parent-to-Parent dialogues and Parent-Staff dialogues part of everyday practice at schools.
- Parents can opt-in to universal testing for special needs and gifted and talented programs.

A CULTURE OF DIGNITY IN SOUTH LA SCHOOLS

CADRE parent leaders monitor SWPBIS implementation in South LA schools because we are interested in systemic change and improving schools' relationship to and understanding of families. This means: 1) POWER DYNAMICS are equalized in South LA school climates so that SWPBIS is

the baseline operating norm of all schools regardless of who is principal and 2) ACCOUNTABILITY is based on data over time that shows where improvements must be made so that discrimination does not happen, families are respected and served, and equity has a chance.

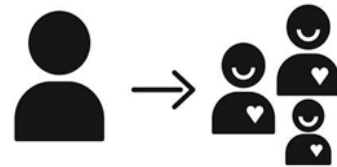


LOVING THE PARENTS

RECOMMENDATIONS FOR DIGNITY AND JUSTICE IN SOUTH LA SCHOOLS

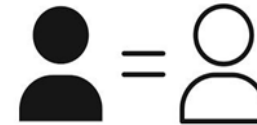
South LA parents envision schools that demonstrate dignity and respect for all parents and students; schools that love their students by also loving the parents of those students; schools that recognize parents as community assets, leaders for social change, and the true owners of public education; schools that understand that true reform cannot begin until parents are invited and allowed to

have a seat at the decision-making table—and that truly transforming schools requires equal power sharing with parents who hold schools accountable for stemming social and racial injustice at every turn. From the living room to the boardroom, South LA parents continue to push for the human right to dignity, education, inclusion, and participation and challenge LAUSD to:



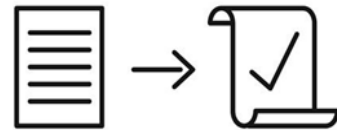
Humanize Parents & Parenting

Reject the historical negative bias of Black and Latino parents at the root of negative perceptions of our children



End Discipline Disparities

Go beyond and leverage the SWPBIS mandate to create system-changing responses to eradicate: Race Based Discipline Disparities, Gender Based Discipline Disparities and Grade Level Based Discipline Disparities



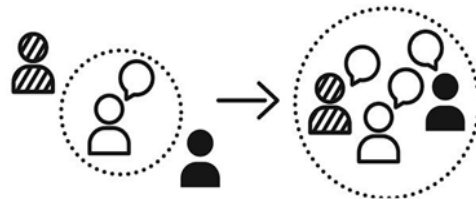
Make Basic Parent Rights Real

Overcome the race-based and cultural biases preventing Black and Latino parents' knowledge and experience from being central to South LA schools' problem-solving



Redesign South LA School Culture

Parent participation is centered in the implementation of SWPBIS in order to drive the transformative, humanizing, and racial justice potential of SWPBIS



Live Up to the Parent Inclusion Mandate

Change practices of all SWPBIS Teams at all South LA schools so that Black and Latino parents are respectfully and culturally part of implementation

TO SUPPORT THE KIDS

DEMAND IMMEDIATE INVESTMENT IN POWERFUL PARENT PARTICIPATION



SCHOOL-SITE LEVEL

Monthly SWPBIS Team Meetings at all South LA schools transformed into data-based oversight, accountability, and restorative justice-based solution taskforces with both Black and Latino parent leadership that is trained and inclusive of families who have experienced harsh and discriminatory discipline despite SWPBIS and the School Climate Bill of Rights being LAUSD policy



LOCAL DISTRICT LEVEL

Quarterly Local District data-based community hearings and restorative circles on SWPBIS implementation, discipline disparities, and school climate that are accessible to parents and students experiencing harsh and discriminatory discipline, and the community advocates who are supporting them



DISTRICT LEVEL

Semi-annual District-wide data-based hearing on SWPBIS implementation, discipline disparities, and school climate that is accessible to parents and students and the community advocates who support them

Training and coaching for all stakeholder groups listed with roles and responsibilities in the SWPBIS Discipline Foundation Policy on reducing race, gender, and grade-level based discipline disparities comprehensively across the entire learning environment and by applying practice, evaluation, and course correction throughout the academic year



Thank you!





Los Angeles Unified School District
Division of Student Health and Human Services – Restorative Justice
School-Wide Positive Behavior Intervention and Support Task Force Meeting
Thursday, March 21, 2019



Please take notes during the presentations. All questions and comments will be addressed at the conclusion of each presentation.

Presentation 1. _____

Presentation 2. _____

Presentation 3. _____

Presentation 4. _____

Thank you!

