

Los Angeles Unified School District
Student Health and Human Services – Restorative Justice

School-Wide Positive Behavior Intervention and Support (SWPBIS) Task Force Meeting

333 South Beaudry Avenue

Location: Board Blue Room

August 23, 2018

3:30 – 5:00 p.m.

AGENDA

- | | | |
|-------|--|--|
| I. | Welcome and Introductions | Deborah D. Brandy, Director
Student Health and Human Services |
| II. | Roll call | Paul Gonzales, Restorative Justice Specialist
Student Health and Human Services |
| III. | Approval of Minutes | Deborah D. Brandy, Director
Student Health and Human Services |
| IV. | 2017-18 Student Discipline and Rubric of Implementation (ROI) Data | Deborah D. Brandy, Director
Student Health and Human Services |
| V. | Group Activity | Deborah D. Brandy, Director
Student Health and Human Services |
| VI. | 2017-18 Student Discipline and Rubric of Implementation (ROI) Data (cont.) | Deborah D. Brandy, Director
Student Health and Human Services |
| VII. | Public Comment
Five Speakers (two minutes each) | Deborah D. Brandy, Director
Student Health and Human Services |
| VIII. | New Business | |
| IX. | Agenda Bin | |
| X. | Adjournment | |

Next Meeting
Thursday, September 20, 2018
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 Support (SWPBIS) Task Force
Thursday, May 17, 2018
Minutes

OPENING

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

ROLL CALL

Paul Gonzales conducted the roll call. Quorum was not established.

MINUTES

Deborah Brandy asked the members to review the April 19, 2018 meeting minutes. A motion to accept the minutes was not made because quorum had not been established.

EDUCATIONAL RESOURCE CONSULTANTS (ERC) INDEPENDENT AUDITOR PRESENTATION

Dr. Steve Price Jr. and Dr. Noelle Banuelos, Educational Resource Consultants (ERC) reported to the Task Force Members. They reported on the Rubric of Implementation ROI fall school site visit findings. The following criteria is used to select schools to be visited. First, schools that have not been previously visited are considered. Secondly, elementary, middle and senior high school feeder patterns are considered. Lastly, schools within all Local Districts (LD) are also considered to ensure all LDs are being represented. Once the list of schools is confirmed, the school operation coordinators schedule a date and time to visit each school.

Dr. Steve Price Jr. and Dr. Banuelos shared their report. Their report assesses the eight key features of the ROI and supporting documentation and evidence must be available for each key feature. As part of the process, teachers and students are interviewed by the independent auditor and supporting documentation is reviewed. The feature where schools scored the lowest was in data based decision making. Implementation of data based decision-making is demonstrated by whether or not a school is using and sharing MiSiS data with stakeholders to make decisions. All schools are expected to upload documentation and evidence for each key feature. The ROI process is ongoing and documentation is uploaded and for the fall and spring site visits.

LOCAL DISTRICT (LD) NORTHWEST PRESENTATION

Debra Bryant, Administrator of Operations (AOO), LD Northwest presented the LDs approach to support schools. Out-of-school suspension data was reported to the Task Force by ethnicity, gender and infraction type. Ms. Bryant also discussed how LD Northwest has addressed the issue of suspensions, days lost to suspensions, expulsions, and shared the various strategies used to support schools. Ms. Bryant also mentioned the LD school operations team has monthly dialogues with principals. During the dialogue sessions, suspensions, suspension reasons, and ROI data are discussed, support and training requested by principals is also addressed. The

school staff also receives training in bully prevention, student discipline, the expulsion process and social adjustment reports. LD Northwest will continue to work with various departments to improve the culture and climate at schools.

HOLMES MIDDLE SCHOOL PRESENTATION

Kim D'Aloisio, Principal Holmes Middle School presented the academic and Positive Behavior Intervention and Support (PBIS) progress at Holmes Middle School. She shared that the biggest challenge at the school is changing the culture and the mindset of teachers. Ms. D'Aloisio also stated prior to her arrival to the school there was a lack of clear behavioral expectations throughout the campus and teachers were not aware of District policies. She also added that teachers' perception on student discipline was to suspend students. The principal addressed the challenges during monthly professional development on PBIS, rewards for students, regularly conducting Restorative Justice circles, requesting students attend Saturday school (Reconnection Room) for students instead of suspension. The school staff is also helping students feel safer on the school campus.

DISCIPLINE MATRIX – “OTHER MEANS OF CORRECTIONS GROUP”

Paul Robak and Brent Anderson presented their work on the Discipline Matrix. Their goal is to reduce redundancy in the document. The matrix was re-edited and re-formatted to make it reader friendly. The small working group will continue working on the Discipline Foundation Policy and update the Task Force members monthly.

ADJOURNMENT

A motion to adjourn the meeting was made by Paul Robak. The motion was seconded by Brent Andersen. All members were in favor. No members opposed. There were no abstentions. The motion carried. The meeting adjourned at 5:09 PM.

Submitted by Kevin Lin, Administrative Staff Aide



Los Angeles Unified School District

Student Health and Human Services - Restorative Justice School-Wide Positive Behavior Intervention Support Task Force



TASK FORCE MEETING



Thursday, August 23, 2018

Presenter: 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

POLICIES

DFP Policy Bulletin



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

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

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.

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.

MAJOR CHANGES: 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.

GUIDELINES: 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

Guiding Principles

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

GUIDING PRINCIPLES FOR THE SCHOOL COMMUNITY

parent teacher school together positive

- 1. RESPECT**
I treat others the way I want to be treated.
I respect, include, and value all diversity.
I treat people fairly and respect their rights.
I respect private and public property.
- 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 to learn.
- 5. SAFETY**
I engage in safe activities.
I keep my body and mind healthy.
I choose only those things that are healthy for me.

When you make the **Guiding Principles** for the School Community, **YOU**...

- Treat others with respect and kindness.
- Listen to each other.
- Use words and actions that are healthy for you.
- Keep your body and mind healthy.
- Respect human and property rights.
- Respect the personal and cultural differences of others.
- Engage in safe activities.

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.

Guide - Alternatives to Suspension

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 behavior, 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 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. DFP) is the explicit teaching of school-wide norms. If breaches of established norms do occur, additional support may be necessary.

<p>TIER I Universal</p> <p>All Students</p> <ul style="list-style-type: none"> • 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-classroom areas. • Effective instruction and classroom management. • Collaboration with families. • Active supervision and monitoring. 	<p>TIER II Selected</p> <p>Targeted/Intensive</p> <ul style="list-style-type: none"> • Highly targeted and individualized alternatives to suspension for students who have been identified as non-responsive to Tier I. • Target social skills instruction. • Restorative justice practices. • Intensive academic support. • Intensive behavior monitoring. • Classroom management support. 	<p>TIER III Targeted/Intensive</p> <ul style="list-style-type: none"> • Highly targeted and individualized alternatives to suspension for students who have been identified as non-responsive to Tier I and Tier II. • Restorative justice practices that are used in conjunction with intensive academic support based on the student's level of need. • Intensive social skills instruction. • Intensive behavior monitoring. • Intensive academic support. • Intensive classroom management support. • Intensive supervision and monitoring.
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In keeping with the goals of AB 1729, other means of correction will be utilized for students in a consistent and age-appropriate manner prior to any suspension, except those offenses under E.C. 49031.5 (Category I offenses) or when safety is at risk. This guide provides tiered alternatives which include Restorative Justice approaches that encourage the use of problem questions that help the parties reflect on any harm that may have been incurred because of the incident and specific actions that could be taken to restore harmony. Successful disciplinary practices should ensure that students have the opportunity to continue to be engaged in their school community and to reflect on and learn from their mistakes. Tier II and Tier III intervention provide students with increasing support by offering students interventions that progress based on the level of the student. This list is intended to provide guidance and is not inclusive of all possible alternatives (refer to RII - 1052's Guidelines for Student Suspension published on August 21, 2012).

School Climate Bill of Rights- Elementary/Secondary

Los Angeles Unified School District

School Climate Bill of Rights

The Los Angeles Unified School District is committed to providing a safe and healthy educational environment for all students. This Bill of Rights outlines the District's commitment to providing a safe and healthy educational environment for all students. It includes the following rights:

- 1. School Climate Bill of Rights: Safe and healthy learning environment.
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DFP Complaint Form

SCHOOL-WIDE POSITIVE BEHAVIOR INTERVENTION AND SUPPORT

COMPLAINT FORM

Please complete all information requested on this form. You may contact the office to request a copy of this form. The complaint also can be filed electronically, but you are not required to do so.

CONTACT INFORMATION I request a response (I will check if forwarding information)

Name: _____
Address: _____
City: _____ State: _____ Zip/Code: _____
Home/Fax: _____ Work or Cell: _____
E-mail: _____

COMPLAINANT
Complainant Name: _____ Title: _____

COMPLAINANT REQUESTS THAT:

Please do not post this information unless it is shared with District Personnel.
 I request an investigation.
 I request that the complaint be resolved through mediation.
 I request that the complaint be resolved through restorative justice.
 I request that the complaint be resolved through other means.
 I request that the complaint be resolved through other means.
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TO SUBMIT A COMPLAINT:
This form may be submitted to the Education Services Center (ESC), Administration of Operations, either online at www.lausd.net/ops/esc or by mail to the address below. Please allow 10-15 business days for processing.

ESC
1000 Wilshire Blvd., Suite 1000
Los Angeles, CA 90017
Tel: 213-241-2400 Fax: 213-241-2401
TDD: 213-241-2400
Relay Texas: 800-877-8339
Relay California: 800-877-8339
Relay New York: 800-877-8339
Relay Florida: 800-877-8339
Relay Hawaii: 800-877-8339
Relay Alaska: 800-877-8339
Relay Puerto Rico: 800-877-8339

Please call the Help Line for the District to review and request copies when the complaint is processed.



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

SCHOOL SAFETY	Actual	Annual Targets		
	2016-17	2017-18	2018-19	2019-20
NEW 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%
NEW Percentage of children whose eligibility for special education services were determined within 60 days of guidelines		NEW	88%	89%
NEW Students with disabilities receive services specified in their Individualized Education Programs (IEPs).		NEW	90%	91%

SUSPENSIONS DEFINED

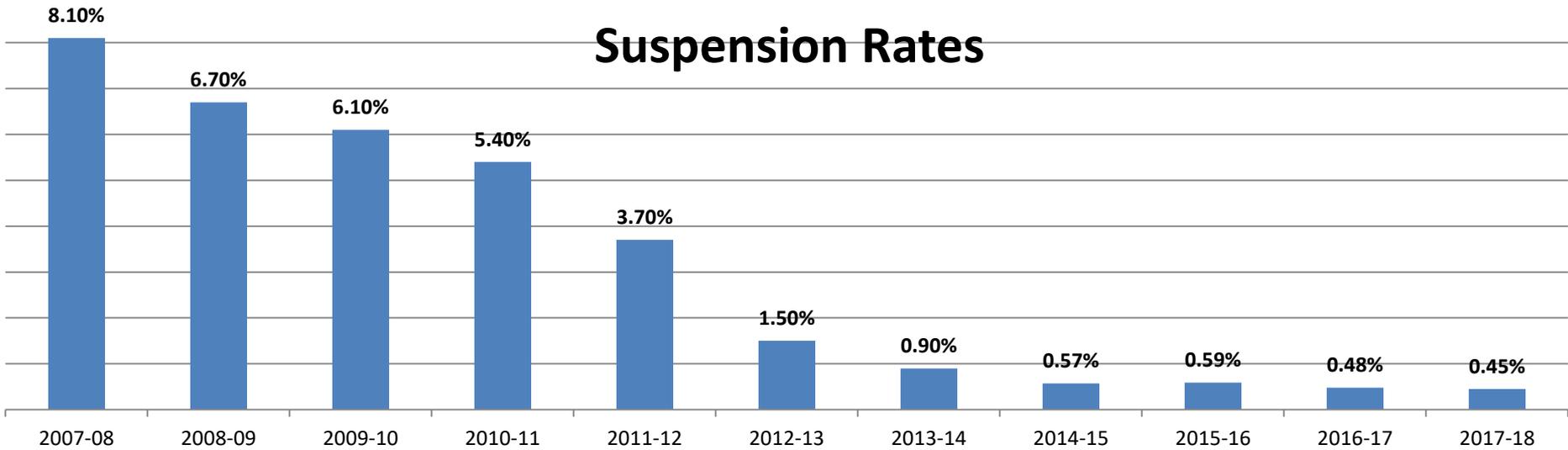


- **Out-of-School Suspension** is when a suspended student is not allowed to return to campus until the suspension is over.
- **Single Student Suspension Rate** is the percentage of students in grades TK-12 enrolled in LAUSD who received one or more suspensions (day or out-of-school suspensions) during the school year. A student with multiple suspensions is counted only once.
- **Event Rate** is the rate at which the identified demographic is being suspended. It is calculated by dividing the number of suspensions for that demographic by the demographic population. (e.g. African-American suspensions/ number of African-Americans)



STUDENT DISCIPLINE DATA

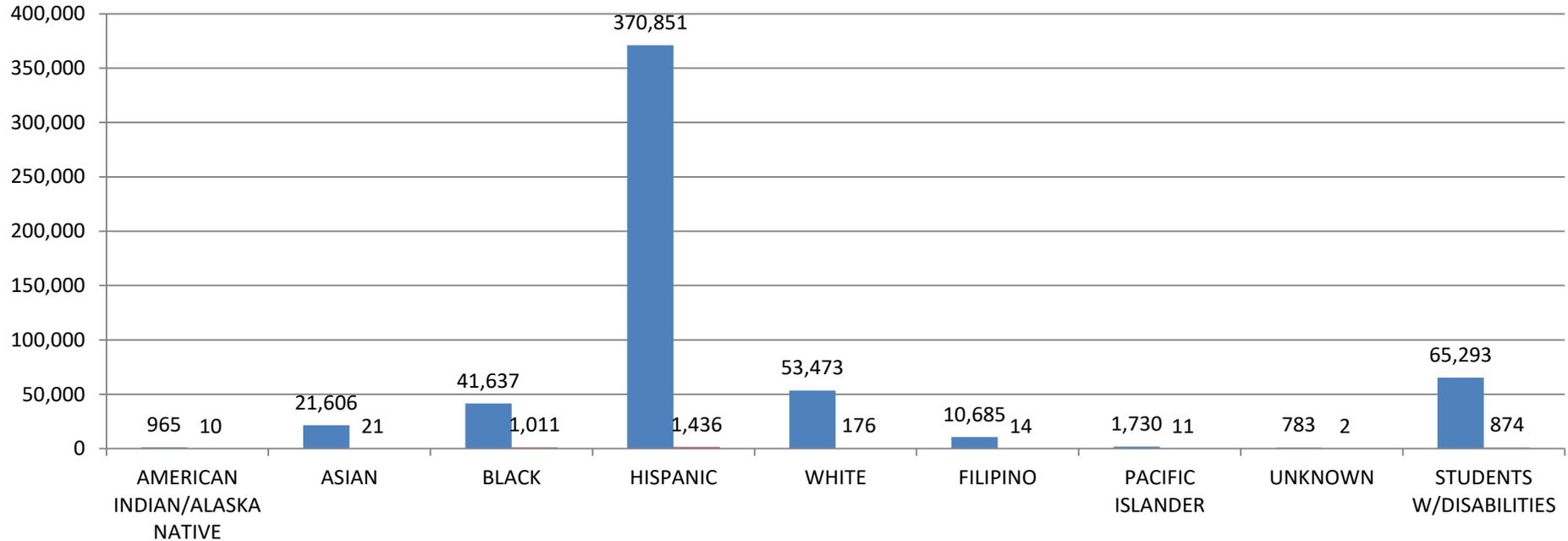
Suspension Rates



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%

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

SUSPENSION REPORT FOR 2017-2018 SY



ETHNICITY	# Students	# OUT OF SCHOOL SUSPENSION EVENTS
AMERICAN INDIAN/ALASKA NATIVE	965	10
ASIAN	21,606	21
BLACK	41,637	1,011
HISPANIC	370,851	1,436
WHITE	53,473	176
FILIPINO	10,685	14
PACIFIC ISLANDER	1,730	11
UNKNOWN	783	2
OVERALL	501,730	2,681
STUDENTS W/DISABILITIES	65,293	874

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

SUSPENSION REPORT FOR 2016-2017 SY

Ethnicity	# Students	# of Out-of-School Suspension Events	% of Enrollment	Event Rate	% of total Suspension Events	# of Days Suspended
AMERICAN INDIAN/ALASKA NATIVE	1,062	9	0.2%	0.8%	0.24%	15
ASIAN	21,854	18	4%	0.1%	0.47%	29
BLACK	43,050	981	8%	2.3%	25.84%	1,695
FILIPINO	10,845	16	2%	0.1%	0.42%	28
HISPANIC	380,762	1688	74%	0.4%	44.47%	3,105
PACIFIC ISLANDER	1,829	5	0.4%	0.3%	0.13%	6
UNKNOWN	569	3	0.1%	0.5%	0.08%	7
WHITE	53,827	172	10%	0.3%	4.53%	275
Grand Total	578,279	3,796	100%	0.7%	100%	5,160

Ethnicity	# Students	# of Out-of-School Suspension Events	% of Enrollment	Event Rate	% of total Suspension Events	# of Days Suspended
Students w/ Disabilities	64,481	904	13%	1.4%	23.81%	1,679

- Data is as of June 30, 2017.
- Student with Disability (SWD) data is included within the subgroups in the graph above.

SUSPENSION REPORT FOR 2017-2018 SY

Ethnicity	# Students	# of Out-of-school suspension Events	% of Enrollment	Event Rate	% of total Suspension Events	# of Days Suspended
AMERICAN INDIAN/ALASKA NATIVE	965	10	0.2%	1.0%	0.4%	17
ASIAN	21,606	21	4.3%	0.1%	0.8%	28
BLACK	41,637	1,011	8.3%	2.4%	37.7%	1,706
HISPANIC	370,651	1,436	73.9%	0.4%	53.6%	2,534
WHITE	53,473	176	10.7%	0.3%	6.6%	300
FILIPINO	10,685	14	2.1%	0.1%	0.5%	28
PACIFIC ISLANDER	1,730	11	0.3%	0.6%	0.4%	22
UNKNOWN	783	2	0.2%	0.3%	0.1%	3
GRAND TOTAL	501,530	2,681	100.0%	0.5%	100.0%	4,638

4,638	# Students	# of Out-of-school suspension Events	% of Enrollment	Event Rate	% of total Suspension Events	# of Days Suspended
Students w/ Disabilities	65,293	874	13.0%	1.3%	32.6%	1,512

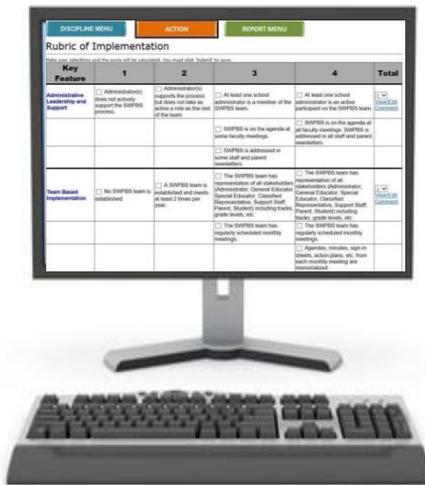
- Data is as of June 30, 2018. Data may change after it is finalized by the Office of Data and Accountability.
- Student with Disability (SWD) data is included within the subgroups in the graph above.

GROUP ACTIVITY



RUBRIC OF IMPLEMENTATION (ROI)

EIGHT KEY FEATURES



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

RUBRIC OF IMPLEMENTATION (ROI)

SCORING SYSTEM

Schools can score a 1, 2, 3, or 4 for each of the key features:

- A score of 3 or 4 indicates implementation of a key feature.
- A score of 1 or 2 indicates that support is needed in a key feature.

 Implementing the Discipline Foundation Policy - score a minimum of “28” and receive at a minimum a score of “3” for each area.

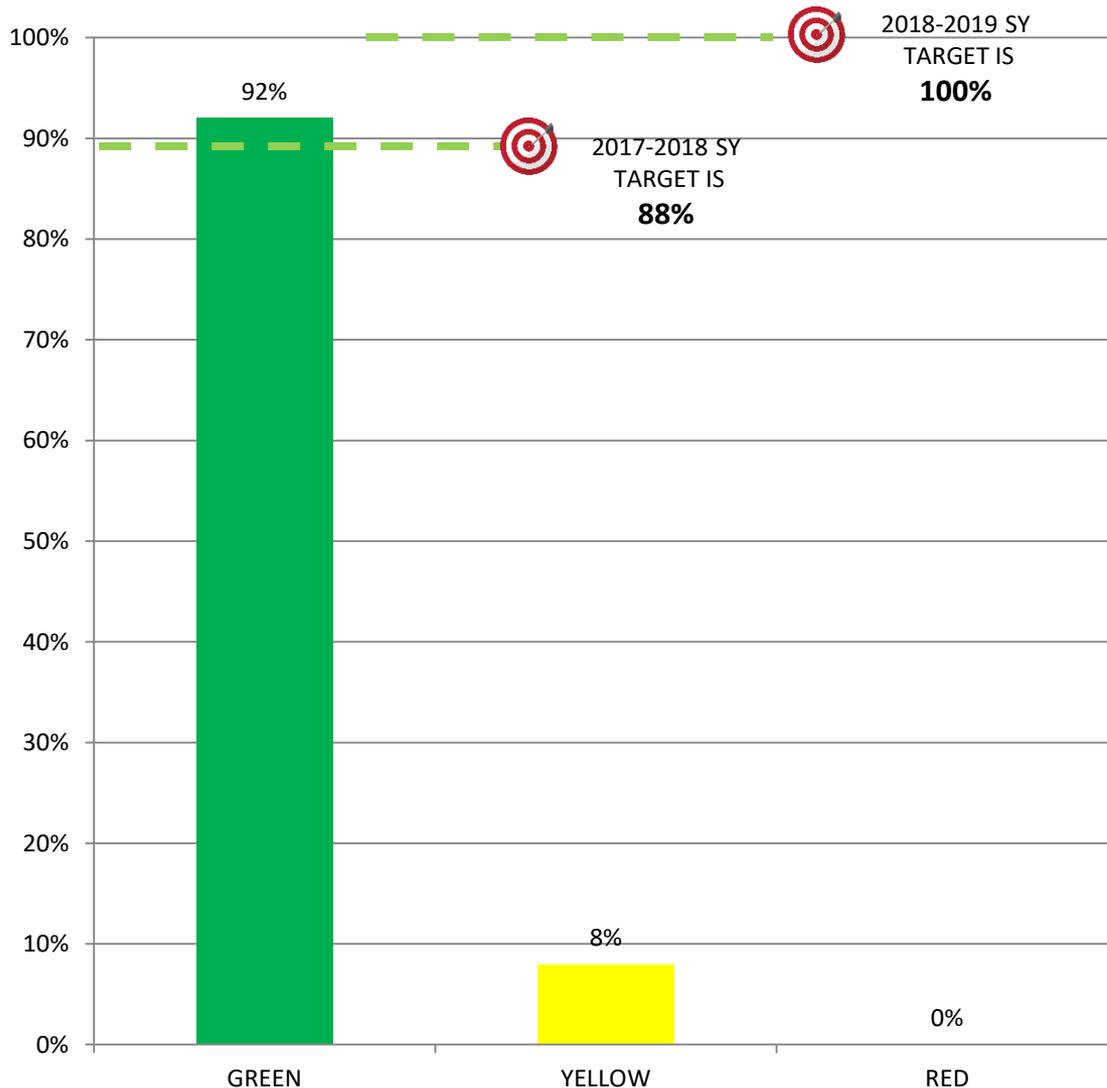
 Partially implementing the Discipline Foundation Policy- score 27 or less, a minimum score of 2 for each area

 School needs targeted assistance to implement one or more of the areas of the Discipline Foundation Policy- score a “1” in any of the eight areas, regardless of their total score.



SPRING 2018 ROI SUMMARY

SPRING 2018 ROI STATUS



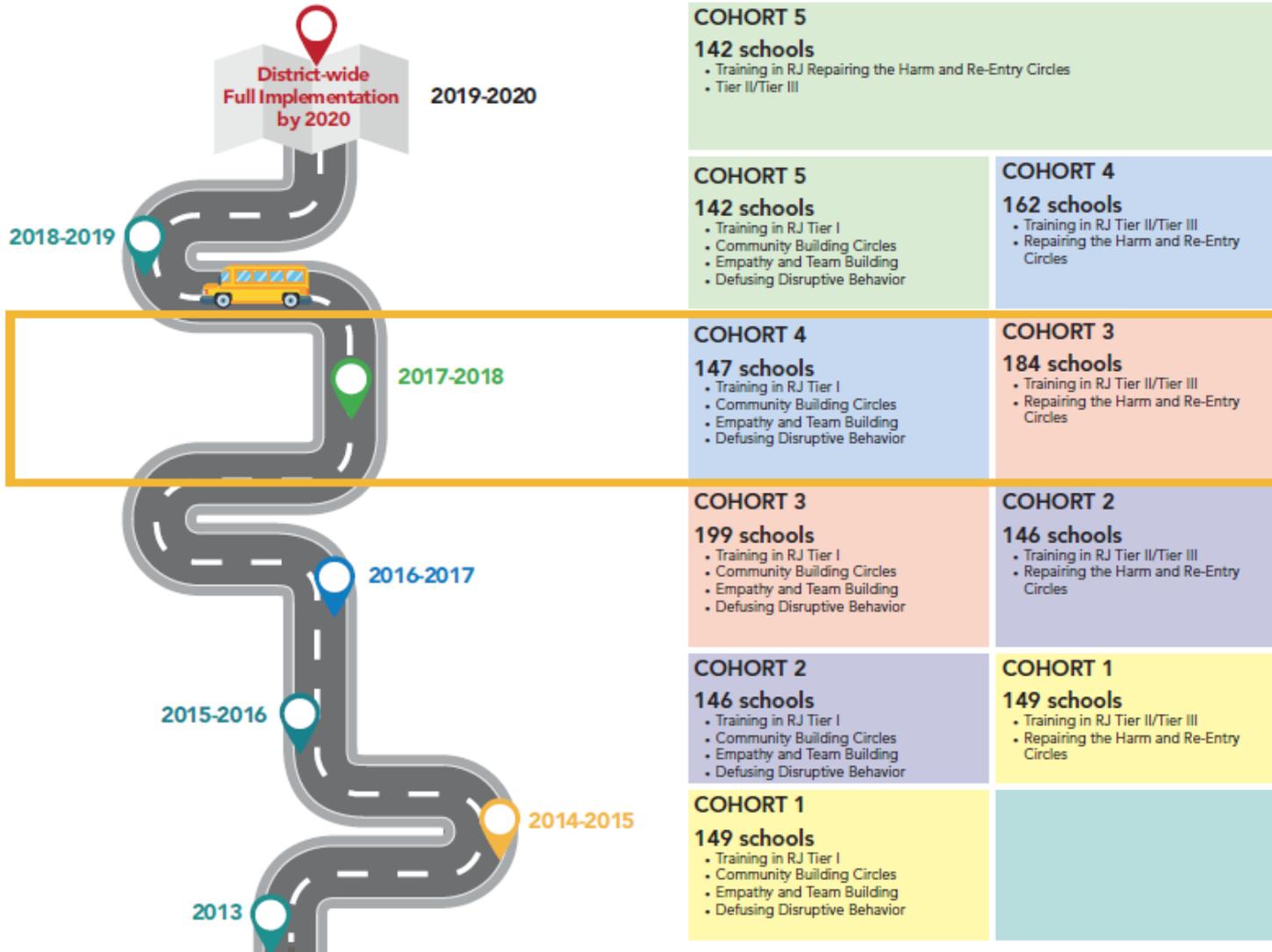
- Successful Implementation means the school has reached a ranking of **Green** (a score greater than 28 with no ones (1) or twos (2) in any of the 8 Key Features).
- The goal for the 2017-2018 SY was **88%** implementation (83% of schools in green).
- As of Spring 2018, the rate of successful implementation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

RESTORATIVE JUSTICE IN LAUSD

ROLLOUT

RESTORATIVE JUSTICE TRAINING PLAN



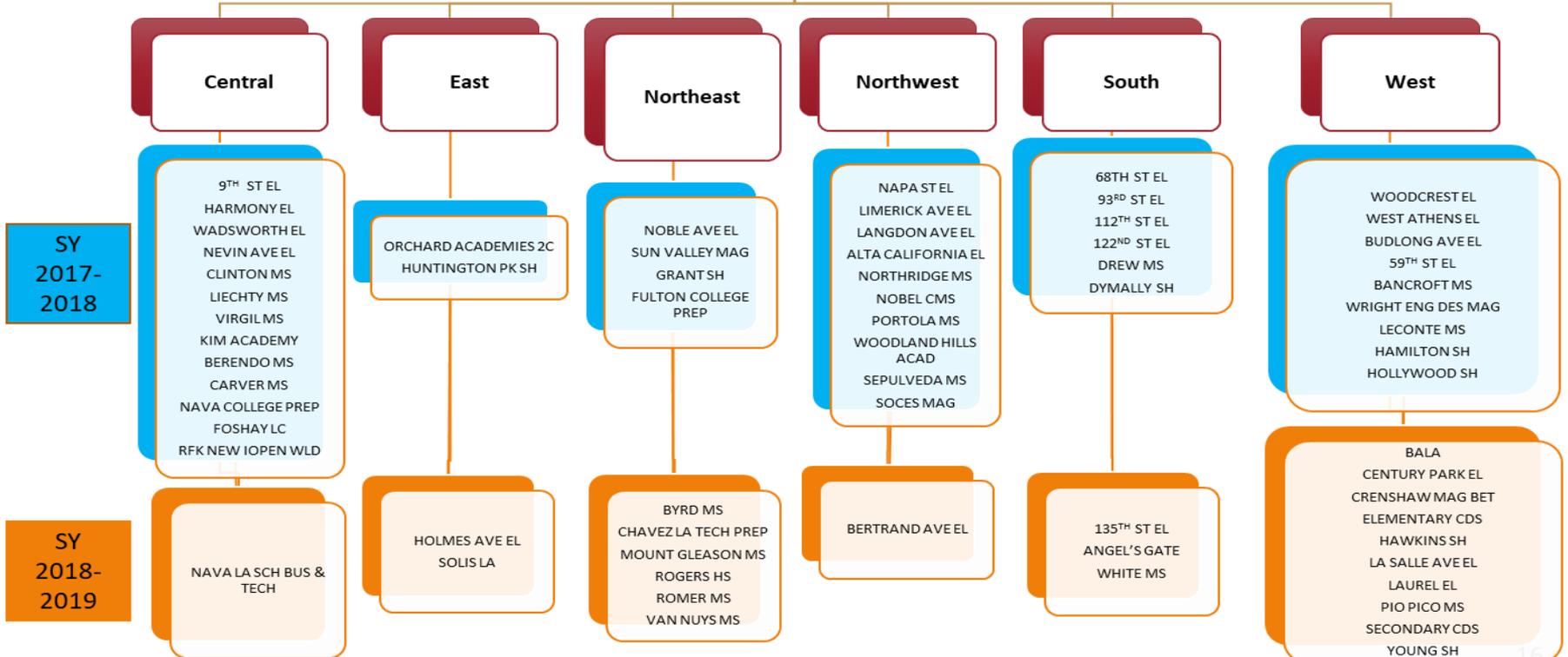
67 RJ SCHOOLS IN LAUSD



Student Health and Human Services - Restorative Justice

Rowena Lagrosa, Interim Executive Director
Deborah D. Brandy, Director

67 Identified Schools with RJ Teacher Advisers by Organization of Local Districts



THANK YOU!

Q&A



**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;*

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

Whereas, *Discipline and policy procedures such as* Expulsion of Students (BUL- 4655.2) *clearly stipulate that expulsion should be regarded as a last resort of intervention* and should be considered only for those offenses that the principals are mandated to recommend expulsion, other means of correction have failed to bring about proper conduct, or when the misbehavior poses a serious safety risk to others;

Whereas, Studies by EdSource indicate that a large number of suspensions are commonly attributed to willful defiance (E.C. 48900), which account for nearly 42% of suspensions in California and 36% in the District;

Whereas, Attachment G, Top Ten Alternatives to Suspension, and Attachment I, Consequences/School Reference Guide, in the Discipline Foundation Policy (BUL- 3638.0) as well as the Matrix for Student Suspensions and Expulsion Recommendations provide guidance on when suspension and expulsion are considered an appropriate response to misconduct;

Whereas, District data from the 2011-2012 Performance Meter indicates that the number of instruction days lost to suspension has impressively decreased since the inception of the Discipline Foundation Policy from 74,765 in 2006-07 to 26,286 in 2011-12;

Whereas, Studies indicate that suspension does not often result in positive behavior conditioning and furthermore, can instead intensify misbehavior by increasing shame, alienation, and rejection amongst students, and a study from Texas found that students are five times more likely to dropout, six times more likely to repeat a grade, and three times more likely to have contact with the juvenile justice system if suspended;

Whereas, A disproportionate number of African American students and students with disabilities are suspended relative to their counterparts; and

Whereas, The California Education Code and the California Penal Code clearly define the role of law enforcement agencies related to student safety and school based policing roles, so that the use of law enforcement is minimized when possible; now, therefore, be it

Resolved, That the Superintendent shall amend the Discipline Foundation Policy and any related discipline or other policies to be in accordance with state law, as of January 1, 2013, as reflected in, AB 2616, AB 2537, AB 1729, SB 1088 and AB 1909;

Resolved further, That the Superintendent shall, in keeping with the goals of AB 1729, develop an objective Discipline Matrix with the input of the SWPBIS Task Force, as discussed further below, that shall establish which interventions (a.k.a. “other means of correction”), at a minimum, shall be utilized for all students and in a consistent and age appropriate manner prior to any suspensions, except those limited offenses where suspension is required under California Education Code §48915(c). The superintendent shall take steps to reinforce the legal process for issuing suspensions in the Los Angeles Unified School District.

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

Resolved further, That the Superintendent shall establish a School Discipline Bill of Rights as follows:

Alternative to School Suspension: Unless suspension is required under category 1 (also known as Ed. Code §48915(c)), no student shall be suspended until a school demonstrates that it has exhausted all alternatives to suspension, as outlined in the Discipline Matrix. All students shall have the right to in and out of school alternatives to suspensions.

Willful Defiance: Beginning Fall 2013, no student shall be suspended or expelled for a “willful defiance” (48900(k) offense.

Restorative Justice: By 2020, as an alternative to traditional school discipline, all Schools shall develop and implement restorative justice defined as:

Practices that resolve school disciplinary incidents by having personnel trained in restorative approaches and all parties involved come together, identify the harm that was caused, and determine who was responsible. The group, generally through a circle conferencing process, then develops a shared process for repairing harm and addressing root causes to prevent future harm. Restorative Justice will be used as an intervention consistent with the SWPBIS policy for all school disciplinary incidents unless a recommendation for expulsion is required as under California Education Code Section 48915.

Beginning Fall 2015 and every year thereafter, the District shall provide training to school sites, identified by the Superintendent based on suspension data, in restorative justice as defined above within 60 days of:

- Finding that any school has more than 15% of a particular subgroup or 10% of overall students suspended, or 10% of a particular subgroup or 10% of overall students, arrested or given citations, from the prior school year. Such finding shall be made each October based on data collected from the prior year.
- Such training shall ensure that any student who requests this as an alternative to be utilized in the school shall have the right to have restorative justice utilized to address the harm to the school community and reintegrate the student.

Data: Every student and parent shall have a right to obtain the following aggregate data on discipline in the District on a monthly basis using website publishing by service area centers:

- In and out-of-school suspension, involuntary transfer, opportunity transfer, expulsion, citation, police complaints, arrests and school-based arrest data for the school-site or the District for three months to a year preceding the request and the number of instructional days and amount of Average Daily Attendance funding lost to suspension, transfer, expulsion and arrest.
- Such data shall be disaggregated by all subgroups, including race, ethnicity, English Language Learner status, disability and gender, by socioeconomic status and by offense, but shall be provided in a way to maintain the privacy of individual students.

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

School Wide Positive Behavior Intervention and Support:

- All students shall have the right to School-Wide Positive Behavior Interventions and Supports (SWPBIS) that reduce suspensions, increase attendance, improve test scores and has buy in and support from all school personnel.
- All students and parents have the right to file formal complaints if SWPBIS is not implemented in 60 days of student's request on campus. A finding of the failure to fully implement shall be redressed through an on-site process involving parents and students to develop a school-site implementation plan and the training and other tools necessary to resolve the failure to fully implement within 130 days. The failure to fully implement can be identified by the failure to among other things:
 - a. Include parents in the implementation efforts and provide training to parents on SWPBIS
 - b. Set publicly measurable outcomes and benchmarks for decreasing the number of students for each race and ethnic subgroup that are referred to the office, suspended, involuntarily transferred, or expelled from school;
 - c. Have a school-based team, which includes a parent, to guide the implementation efforts;
 - d. Have a clear set of positive behavior rewards and a positive behavior system that is evident and used by all staff and known to all students;
 - e. Have objective and simple behavior expectations that are defined and taught;
 - f. Have a three tiered intervention system with clear interventions available at each level and a system for identifying student in need and objectively and consistently providing such interventions;
 - g. Regularly collect and analyze discipline data and share it with the school community to inform their disciplinary practices and procedures.

Defining the role of police on campus and limiting involvement in non-threatening school discipline actions:

- The District recognizes the serious potential consequences for youth of law enforcement and juvenile court involvement and wishes to prevent unnecessary criminalization of student behaviors at school. Students have the right to safe school environments that minimize the involvement of law enforcement, probation and the juvenile and criminal justice system, to the greatest extent possible.
- The District shall review and evaluate all current school police policies, practices and training relating to the equitable treatment of students.
- The District shall furthermore review the data on the use of school-based citations and arrests and identify and remedy frequent use at individual school sites.
- The District is committed to a non-criminal enforcement model that supports strategic problem-solving models rather than citation and arrest-driven enforcement.
- The majority of student conduct shall be handled administratively utilizing school-based interventions that are intended to maximize student engagement in the classroom and school setting.

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

- To the greatest extent possible, and in lieu of the use of citations and arrests, schools shall implement school-wide positive behavior interventions and supports and restorative justice programs that improve school safety and academic performance.
- Clear guidelines regarding the roles and responsibilities of police officers on campus shall be established and shall contain criteria to properly distinguish administrative responses to student conduct pursuant to school district policies and state law, from criminal responses.
- District policy regarding school police shall be updated and each year school safety plans shall be reviewed consistent with district policy to include clear guidelines regarding the roles and responsibilities of campus police officers and contain criteria to properly distinguish administrative responses to student conduct pursuant to school district policies and state law, from criminal responses.

Appeals to Suspensions and Grievance Process:

- To ensure that students and parents understand and have notice of their existing right pursuant to suspension policy (BUL-5655.0, pg. 13) and state and federal law, to appeal their suspensions, when suspension notifications are issued to parents/guardians, this notification will include clear information on the steps and timeline to initiate a suspension appeal.

Healthy, Holistic School Environments: All students have the right to holistic, healthy school environments that support students in all aspects of their health and well-being. The Superintendent shall work with community, business, and philanthropic partners to ensure schools have access to full service community schools.

Resolved further, That the role of the SWPBIS Task Force established under the SWPBIS Policy shall be augmented to provide a stronger oversight role to achieve “full implementation” as follows, the SWPBIS Task Force shall:

- a. Make meeting times accessible to students during non-school hours;
- b. Within 60 days of this resolution, develop the objective criteria by which full implementation of the SWPBIS Policy shall be measured, which shall include measurements for determining whether key elements have been met and to establish outcomes and benchmarks for reductions in office discipline referrals, suspensions, involuntary transfers, and expulsions in the District and from individual schools;
- c. Meet monthly at a regularly set time and with the appropriate notice required by the Brown Act and shall have the authority to request access to all necessary documents and materials to be able to assess full implementation of the SWPBIS Policy;
- d. At each meeting, hear from individuals who have concerns about implementation and provide a forum to bring information or complaints to the attention of the SWPBIS Task Force;
- e. Report on its finding related to full implementation at least once per year at a School Board meeting at which the item shall be agendaized;

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

- f. Have the authority to review and make recommendations regarding the Discipline Matrix developed by the Superintendent and shall recommend to approve such matrix prior to its implementation;
- g. The independent auditor required by the Policy (BUL-3638, pgs 7, 10-11), shall provide an annual report to the Board regarding findings of individual complaints and broader recommendations regarding implementation and monitoring.

Resolved further, That moving forward, charter schools shall comply with the District’s Discipline Foundation Policy (BUL-3638) and the terms of the School Discipline Policy and School Climate Bill of Rights resolution; and, be it finally

Resolved, That the Superintendent shall:

1. Present a report to the Governing Board of Los Angeles Unified School District regarding how and when he will implement all of the above, including implications for staffing and support for school sites and update the Discipline Policy to include these requirements within 120 days from passage of this resolution;
2. Make available the final resolution to the public, principals and necessary personnel 30 days after;
3. Develop and implement a training plan for school leadership and personnel, parents and students that shall be fully implemented in the 2013-2014 school year.
4. The Superintendent shall give quarterly updates on progress of the implementation of the Student Bill of Rights to the Board and SWPBIS Taskforce.
5. The Superintendent will do a yearly review and adjust for trends and outcomes as well as recommendations by community including but not limited to the SWPBIS Task Force.

AYES **NOES** **ABSTAIN** **ABSENT**

Ms. Galatzan		X		
Mr. Kayser	X			
Ms. LaMotte		X		
Ms. Martinez	X			
Dr. Vladovic	X			
Mr. Zimmer	X			
Ms. Garcia	X			
TOTAL	5	2		

ACTION: ADOPTED AS AMENDED



School Climate Bill of Rights

The Los Angeles Unified School District (LAUSD) is committed to providing safe and healthy school environments that support all students in every aspect of their well-being. LAUSD students, staff and parents/guardians value fair and consistent guidelines for implementing and developing a culture of discipline based on positive behavior interventions and away from punitive approaches that infringe on instructional time.

The Los Angeles Unified School District is committed to providing students a vigorous education that promotes opportunities to select college or career paths that will lead them to becoming productive members of society. All Los Angeles Unified School District students will attend schools with climates that focus on safety, teaching and learning, interpersonal relationships, and the institutional environment that influence student learning and well-being. These positive school climates will offer:

- **School-Wide Positive Behavior Intervention and Support (SWPBIS)**
Interventions that reduce suspensions, increase attendance, improve test scores and have support from all school personnel.
- **Alternatives to suspension and positive behavior interventions and supports**
Alternatives to suspension strategies will be used for all students in a consistent and age-appropriate manner prior to any suspensions, except those limited offenses where suspension is required under California Education Code §48915(c). As of 2013, no student shall be suspended or expelled for a “willful defiance” (48900(k) offense).
- **School discipline and school-based arrest and citation data available for viewing**
Every student and parent/guardian has a right to obtain school-wide monthly data on discipline via the District website including: suspension, involuntary transfer, opportunity transfer, expulsion, school-based arrests and citations. Such data will be provided in a manner designed to maintain the privacy of individual students.
- **Restorative Justice (RJ) approaches that resolve student interpersonal conflict**
Beginning in the 2015-2016 school year all schools will have developed and begun using RJ approaches as an alternative to traditional school discipline, when

appropriate, as an intervention consistent with the School-Wide Positive Behavior Intervention and Support strategies.

- **A District SWPBIS Task Force**
The SWPBIS Task Force shall include a teacher, student, administrator and parent representatives from each Educational Service Center as well as members from community organizations to make recommendations for full implementation of SWPBIS.
- **Guidelines regarding the roles and responsibilities of School Police Officers on campus**
Students have the right to safe and healthy school environments that minimize the involvement of law enforcement, probation and the juvenile and criminal justice system, to the greatest extent possible and when legally feasible.
- **A system to file a formal complaint if School-Wide Positive Behavior Intervention and Support is not implemented**
Students and parents/guardians have the right to file a formal complaint if SWPBIS is not implemented within 60 days of a request.





School Climate Bill of Rights

The Los Angeles Unified School District (LAUSD) is committed to providing safe and healthy school environments that support all students in every aspect of their well-being. LAUSD students, staff and parents/guardians value fair and consistent guidelines for implementing and developing a culture of discipline based on positive behavior interventions and away from punitive approaches that infringe on instructional time.

The Los Angeles Unified School District is committed to providing students a vigorous education that promotes opportunities to select college or career paths that will lead them to becoming productive members of society. All Los Angeles Unified School District students will attend schools with climates that focus on safety, teaching and learning, interpersonal relationships, and the institutional environment that influence student learning and well-being. These positive school climates will offer:

- **School-Wide Positive Behavior Intervention and Support (SWPBIS)**

LAUSD will implement alternatives to suspension along with the positive behavior interventions in the Discipline Foundation Policy. Appropriate prevention and intervention approaches provide accountability and reconciliation through understanding the impact of the discipline incident and repairing the harm caused through a shared decision-making process.

- **Alternatives to suspension and positive behavior interventions and supports**

Alternatives to suspension strategies will be utilized for all students and in a consistent and age-appropriate manner prior to any suspensions except those limited offenses where suspension is required under California Education Code §48915(c). As of 2013, no student will be suspended or expelled for a “willful defiance” (48900(k) offense.

- **School discipline and school-based arrest and citation data available for viewing**

LAUSD will publish monthly in and out-of-school suspension, opportunity transfer, expulsion, citation, and school-based arrest data for the school-site or the District. Such data, when applicable and available, will be disaggregated by subgroups, including race, ethnicity, English Learner status, disability, gender, socioeconomic status and offense, but provided in a way to maintain the privacy of individual students.

- **Restorative Justice (RJ) approaches that resolve student interpersonal conflict**

Beginning in 2015-2016 schools will have developed and begun implementation of Restorative Justice (RJ) approaches, when appropriate, that resolve school disciplinary incidents by having personnel trained in restorative strategies and all parties involved willingly come together, identify the harm

that was caused, and develop an agreement on how to restore

harmony. Through the restorative process, the group develops a shared agreement for repairing harm and addressing root causes to prevent future harm. Restorative Justice (RJ) approaches may be used as an intervention consistent with the School-Wide Positive Behavior Intervention and Support (SWPBIS) policy for all school disciplinary incidents unless a recommendation for expulsion is required as under California Education Code Section 48915 or when safety is at risk.

- **A District SWPBIS Task Force**

The SWPBIS Task Force shall include a teacher, student, administrator and parent representatives from each Educational Service Center as well as members from community organizations to make recommendations, and will make recommendations for implementing a District-wide culture of positive and Restorative Justice (RJ) approaches to working with students, staff and parents/guardians.

- **Guidelines regarding the roles and responsibilities of School Police Officers on campus**

Students have the right to safe and healthy school environments that minimize the involvement of law enforcement, probation and the juvenile and criminal justice system, to the greatest extent possible and when legally feasible.

- **A system to file a formal complaint if School-Wide Positive Behavior Intervention and Support is not implemented**

Students and parents/guardians have the right to file a formal complaint if SWPBIS is not implemented within 60 days of a request.





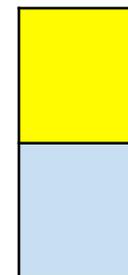
LCAP SCORECARD

CURRENT LCAP GOALS

100% GRADUATION	Actual		Annual Targets		
	2016-17		2017-18	2018-19	2019-20
Four-Year Cohort Graduation Rate	80%*		81%	83%	85%
Cohort Dropout Rate	High School	N/A	6%	5%	4%
	Middle School	.16%	.1%	.05%	0.01%
Percentage of High School Students On Track for A-G with a "C"	43%		50%	52%	54%
Percentage of AP Exam Takers with a Qualifying Score of "3" or Higher	40%		42%	44%	46%
Percentage of 11 th Grade Students demonstrating College Readiness in English Language Arts	21%		23%	25%	27%
Percentage of 11 th Grade Students demonstrating College Readiness in Math	7%		11%	13%	15%
Percentage of Students with an Annual Individual Graduation Plan meeting	High School	99%	100%	100%	100%
	Middle School	99%	100%	100%	100%
Percentage of 12th Grade Students Who Have Completed a Free Application for Federal Student Aid (FAFSA)	69%		72%	76%	

NEW REVISIONS FOR THE 2018-19 LCAP

100% GRADUATION	Actual		Annual Targets		
	2016-17		2017-18	2018-19	2019-20
Four-Year Cohort Graduation Rate	80%*		81%	87%	89%
Cohort Dropout Rate	High School	N/A	12%	10%	8%
	Middle School	.16%	.1%	.05%	0.01%
Percentage of Graduating Cohort Completing the A-G with a "C" or better	41%		NEW	46%	48%
Percentage of graduation cohort receiving a score a Qualifying Score of "3" or higher on at least 2 AP exams	15%		NEW	17%	18%
Percentage of 11 th Grade Students demonstrating College Readiness in English Language Arts	21%		25%	28%	32%
Percentage of 11 th Grade Students demonstrating College Readiness in Math	7%		10%	12%	15%



New Accountability Measure

Updated Accountability Target

* Previous estimated Graduation rate, awaiting revised state methodology



LCAP SCORECARD

CURRENT LCAP GOALS

PROFICIENCY FOR ALL	Actual	Annual Targets		
	2016-17	2017-18	2018-19	2019-20
Percentage of Students Who Met or Exceeded Standards in 3rd – 8th, 11th Grade ELA	40%	46%	49%	52%
Percentage of Students Who Met or Exceeded Standards in 3rd – 8th, 11th Grade Math	30%	36%	39%	42%
Percentage of Students Meeting Early Literacy Benchmarks (End of Year DIBELS assessment)	70%	74%	79%	83%
Percentage of English Learners Who Reclassify as Fluent English Proficient (RFEP)	17%	22%	24%	24%
Percentage of English Learners that did not reclassify within 5 years	26%	17%	15%	13%
Percentage of English Learners Making Annual Progress on the CELDT	56%	57%	59%	60%
Percentage of Students with Disabilities Participating in General Education 80% or more of their instructional time	66%	69%	71%	73%
Percentage of Students with Disabilities Who Attended Nonpublic Schools	3.7%	3.2%	3.1%	3.0%

NEW REVISIONS FOR THE 2018-19 LCAP

PROFICIENCY FOR ALL	Actual		Annual Targets		
	2016-17	2017-18	2018-19	2019-20	
Average Distance from “3” on the Smarter Balanced Assessment for English Language Arts	Grades 3-5	-32.2	NEW	-18.6	-11.8
	Grades 6-8	-37.1	NEW	-23.1	-16.1
	Grade 11	4.2	NEW	8	10
Average Distance from “3” on the Smarter Balanced Assessment for Math	Grades 3-5	-41	NEW	-33	-29
	Grades 6-8	-73.5	NEW	-55.5	-46.5
	Grade 11	-85.1	NEW	-71.1	-64.1
Percentage of Students Meeting Early Literacy Benchmarks (End of Year DIBELS assessment)	Grade 2	70%	74%	76%	79%
	Kinder	66%	NEW	75%	79%
Percentage of English Learners Who Reclassify as Fluent English Proficient (RFEP)	EL	17%	20%	22%	22%
Percentage of English Learners that did not reclassify within 5 years	P-LTEL	19%	17%	15%	13%
English Learner Progress demonstrated on the ELPAC Assessment	CELDT		UPDATE	ESTABLISH BENCHMARK	BENCHMARK +2%
	56%				
Percentage of Students with Disabilities Participating in General Education 80% or more of their instructional time		66%	69%	71%	73%



LCAP SCORECARD

CURRENT LCAP GOALS

100% ATTENDANCE	Actual	Annual Targets		
	2016-17	2017-18	2018-19	2019-20
Percentage of Students attending school 96% or more (172-180 school days)	68%	75%	77%	79%
Percentage of Students with Chronic Absence (Missing 16 Days or 91% or Lower)	15%	9%	7%	5%
Percentage of All Staff attending 96% or Above	76%	78%	80%	82%
PARENT, COMMUNITY AND STUDENT ENGAGEMENT	Actual	Annual Targets		
	2016-17	2017-18	2018-19	2019-20
Percentage of Students Who Feel a Part of Their School (Question on School Experience Survey)	67%	87%	89%	91%
Parent/Caregiver Participation on School Experience Survey	58%	62%	64%	66%
Percentage of Schools Training Parents on Academic Initiatives by Providing a Minimum of Four Workshops Annually	92%	94%	98%	100%
Percentage of Parents Who State "My school provides resources to help me support my child's education."	84%	93%	95%	97%



NEW REVISIONS FOR THE 2018-19 LCAP

100% ATTENDANCE	Actual	Annual Targets		
	2016-17	2017-18	2018-19	2019-20
Percentage of Students attending school 96% or more (172-180 school days)	62.5%	UPDATED	63%	64%
Percentage of Students with Chronic Absence (Missing 18 days or 90% or lower)	11.1%	UPDATED	11%	10%
Percentage of All Staff attending 96% or Above	76%	78%	80%	82%
PARENT, COMMUNITY AND STUDENT ENGAGEMENT	Actual	Annual Targets		
	2016-17	2017-18	2018-19	2019-20
Percentage of Students Who Feel a Part of Their School (Question on School Experience Survey)	67%	87%	89%	91%
Parent/Caregiver Participation on School Experience Survey	58%	62%	64%	66%
Percentage of Schools Training Parents on Academic Initiatives by Providing a Minimum of Four Workshops Annually	92%	94%	98%	100%
Percentage of Parents Who State "My school provides resources to help me support my child's education."	84%	93%	95%	97%



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

SCHOOL SAFETY	Actual	Annual Targets		
	2016-17	2017-18	2018-19	2019-20
NEW 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%
NEW Percentage of children whose eligibility for special education services were determined within 60 days of guidelines		NEW	88%	89%
NEW Students with disabilities receive services specified in their Individualized Education Programs (IEPs).		NEW	90%	91%

Restorative Justice Training Plan



COHORT 5	COHORT 4
142 Schools	162 Schools
<ul style="list-style-type: none"> Restorative Justice Training Tier 1 Community Building Circles Empathy and Team Building Defusing Disruptive Behavior 	<ul style="list-style-type: none"> Restorative Justice Training Tier II/III Repairing the Harm and Re-Entry Circles



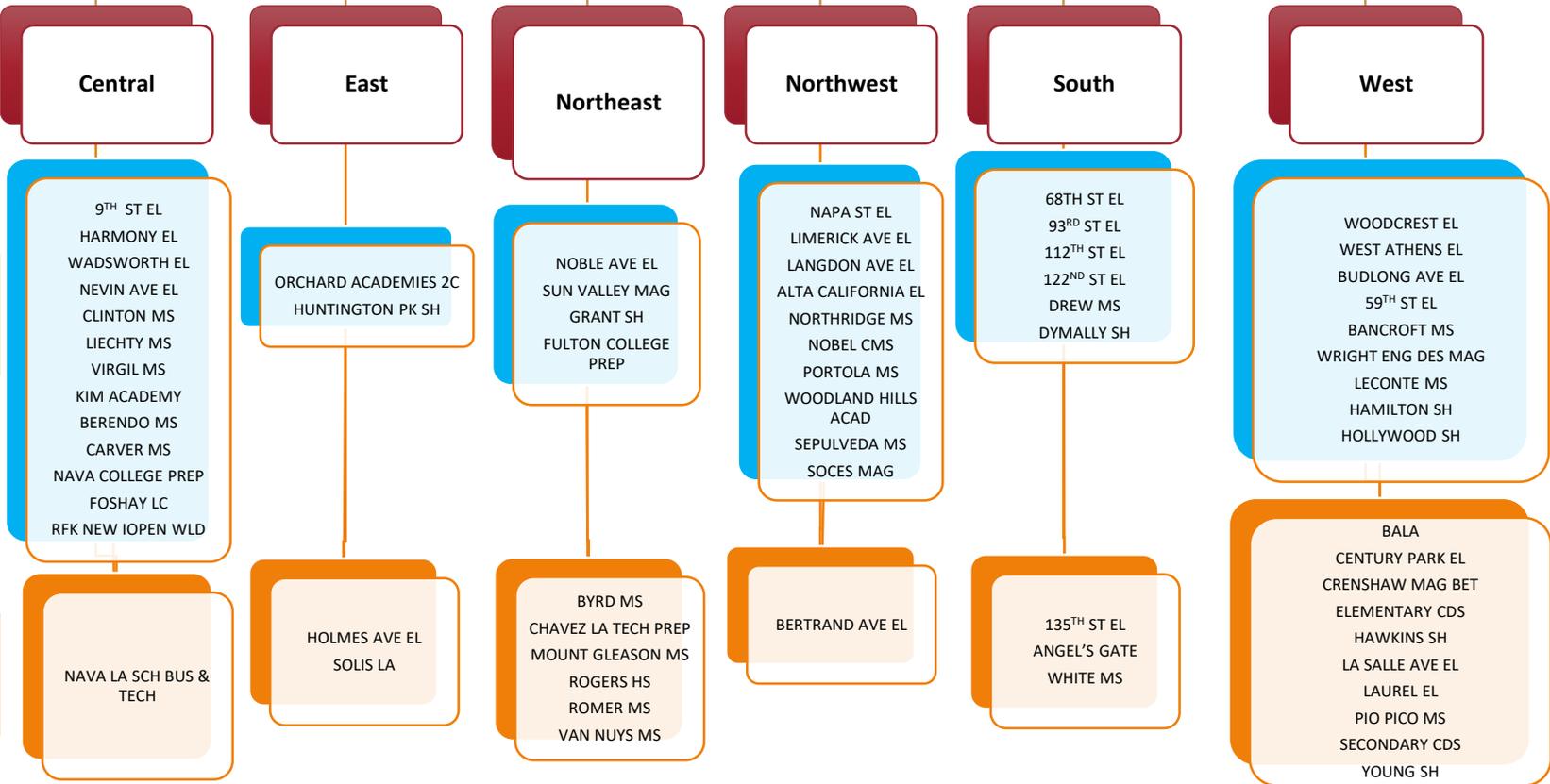
Student Health and Human Services - Restorative Justice

Rowena Lagrosa, Interim Executive Director
Deborah D. Brandy, Director

67 Identified Schools with RJ Teacher Advisers by Organization of Local Districts

SY
2017-
2018

SY
2018-
2019



Student Health and Human Services - Restorative Justice

Deborah D. Brandy, Director

RJ Teacher Adviser Roster

2018-2019

(As of 8-15-18)

School Name	LD	Location Code	RJ Teacher Adviser
9th St El	C	5505	Lexus Lee
Berendo MS	C	8057	Roger Negroe
Carver MS	C	8094	Tarik Smith
Clinton MS	C	8062	Keith Gage
Foshay LC	C	8132	Cydne Hinton-Pollard
Harmony El	C	4681	Tiffanee Brown
Kim Academy	C	8064	Raphael Lieberman
Liechty MS	C	8058	William Hamm
Nava College Prep	C	7614	Charles Ford
Nava LA Sch Bus&Tech	C	5173	Karla Spivey
Nevin Ave El	C	5466	Steven Contreras
RFK New Open Wld	C	7783	Jill Manning
Virgil MS	C	8462	Monty Moy
Wadsworth Ave El	C	7589	Lataska Pittman
Holmes Ave El	E	4562	Vacant
Huntington Pk SH	E	8700	Yvette Fraga
Orchard Academies 2C	E	5154	Patrick Sanders
Solis LA	E	7752	Vacant
Byrd MS	NE	8080	Cindy Harris
Chavez LA Tech Prep	NE	8901	Elizabeth Imaa
Fulton College Prep	NE	8142	Roman Meneses
Grant SH	NE	8683	Oni Adebimpe
Mount Gleason MS	NE	8240	Kecia Ravard
Noble Ave El	NE	5603	Carmen Camacho
Rogers HS	NE	8895	Sue Edward
Romer MS	NE	8116	Katrina Antonelli
Sun Valley Mag BSEL	NE	8396	Jenny Lee
Van Nuys MS	NE	8434	Scot Matsuda (VACANT)
Alta California El	NW	7398	Conrado Ulpindo
Bertrand Ave El	NW	2438	James McGroarty
Langdon Ave El	NW	4775	Christopher Serrano
Limerick Ave El	NW	4881	Sylvia Bell
Napa St El	NW	5446	Veronica Bolanos
Nobel CMS	NW	8272	Sandra Alvarez
Northridge MS	NW	8283	Brigit Diaz
Portola Acad of IA&T	NW	8107	Nina Jackson
Sepulveda MS	NW	8363	VJ Hirsh
SOCES Mag	NW	8842	Kimberly Hall
Woodland Hills Acad	NW	8344	Robert Goldstein

Student Health and Human Services - Restorative Justice

Deborah D. Brandy, Director

Innovation School Roster

2018-2019

(As of 8-15-18)

School Name	LD	Location Code	RJ Teacher
Santee Education Complex	C	8716	Trisha Farris
Foshay Learning Center	C	8132	Cydne Hinton Pollard
Manual Arts SH	C	8743	Unfilled
Edward R. Roybal LC	C	8544	Fredrick David
Dr. Maya Angelou	C	7722	Antonio Guzman
Thomas Jefferson SH	C	8714	Unfilled
RFK Community School-Global Leadership	C	7771	Unfilled
Nave College Prep	C	7614	Charles Ford
Los Angeles River at Sotomayor Learning Acad.	C	8577	Unfilled
Los Angeles Academy MS	C	8200	Jessica Samayoa
Liechty MS	C	8058	William Hamm
Carver MS	C	8094	Tarik Smith
Clinton MS	C	8062	Keith Gage
Berendo MS	C	8057	Unfilled
Barack Obama Global	C	6868	Unfilled
Nava Learning Academy-School of Arts and Culture	C	8070	Unfilled
Nava Learning Academy-School of business	C	5173	Karla Spivey
Castro MS	C	8045	Unfilled
Roosevelt SH	E	7749	Unfilled
Humanitas Academy of Art and Tech at Torres SH	E	7775	Unfilled
Engineering and Tech at Torres SH	E	7773	Unfilled
Fulton College Prep	NE	8142	Roman Meneses
Panorama SH	NE	8610	Leslie Hayden
East Valley SH	NE	8607	Unfilled
Sun Valley SH	NE	8396	Tania Tapia
Sylmar Biotech Health Acad.	NE	7658	Julio Rodriguez
Vista MS	NE	8117	Unfilled
Charles Maclay MS	NE	8228	Nancy Reyes
Gardena SH	S	4041	Garrett Lee
Academy for Multilingual Arts and Science at Dymally	S	7667	Diana Newton
Communications And Tech at Rivera Learning Complex	S	7718	Unfilled
Jordan SH	S	8721	Unfilled
Performing Arts Community at Rivera Complex	S	7721	Unfilled
Public Service Community at Rivera Complex	S	8867	Francisco Talavera
Bethune MS	S	8060	Kenneth Keys
Drew MS	S	8112	Unfilled
Markham MS	S	8237	Thomas Monk
Gompers MS	S	8160	Malikah Nu'Man

Los Angeles Unified School District
Student Health and Human Services-Restorative Justice Department
SCHOOL-WIDE POSITIVE BEHAVIOR INTERVENTION AND SUPPORT (SWPBIS)
2018-19 TASK FORCE MEETING SCHEDULE

Meeting Location: Board Blue Room (First Floor Beaudry Building) - Tentative
333 South Beaudry Avenue
Los Angeles, CA 90017

Thursday, August 23, 2018

3:30 p.m. - 5:00 p.m.

Thursday, September 20, 2018

3:30 p.m. - 5:00 p.m.

Thursday, October 18, 2018

3:30 p.m. - 5:00 p.m.

Thursday, November 15, 2018

3:30 p.m. - 5:00 p.m.

Thursday, December 13, 2018

3:30 p.m. - 5:00 p.m.

Thursday, January 24, 2019

3:30 p.m. - 5:00 p.m.

Thursday, February 21, 2019

3:30 p.m. - 5:00 p.m.

Thursday, March 21, 2019

3:30 p.m. - 5:00 p.m.

Thursday, April 25, 2019

3:30 p.m. - 5:00 p.m.

Thursday, May 23, 2019

3:30 p.m. - 5:00 p.m.

Contact: Deborah D. Brandy, Director, Restorative Justice Department at 213-241-0394