

BOARD OF EDUCATION OF THE CITY OF LOS ANGELES
Governing Board of the Los Angeles Unified School District

SCHOOL SAFETY & CLIMATE COMMITTEE
333 South Beaudry Avenue, Board Room, Los Angeles, CA 90017
3:00 p.m., Thursday February 27, 2025

Committee Members

Ms. Tanya Ortiz Franklin, Chairperson
Ms. Karla Griego, Board Member
Ms. Sherlett Hendy Newbill, Board Member

District Members

Andres Chait, Chief of School Operations
Joel Cisneros, Executive Director of Student
Mental Health & Wellness Services

Community Representatives

Karren Lane, Deputy Mayor of Community Safety
Office of Mayor Karen Bass
Aarti Harper, Trauma Prevention Initiative Co-Lead
Office of Violence Prevention, Los Angeles County of
Public Health
Carlos Valle, Co-Executive Director of Operations and
Sustainability, Community Asset Development
Redefining Education (CADRE)

Board Secretariat Contact

Ebony Wilson
Tel: (213) 241-7002
Email: ebony.wilson@lausd.net

Method for Accessing the Meeting and Providing Public Comment

There are three ways members of the public may access this Committee Meeting: (1) online ([Granicus stream](#) or join the [zoom webinar](#)), (2) by telephone by calling 1-888-475-4499 (Toll Free) and entering the Meeting ID: **880 9013 4820**, or (3) in person.

The Board of Education encourages public comment on the items on this agenda and all other items related to the District. Any individual wishing to address the Board must register to speak using the Speaker Sign Up website: <https://boardmeeting.lausd.net/speakers>, and indicate whether comments will be provided over the phone or in person. Registration will open 24 hours before the meeting. **10** speakers may sign up for general Public Comment, and each speaker will have **two** minutes to present. Each speaker will be allowed a single opportunity to provide comments to the Committee.

Speakers who do not register online to provide comments may use the following alternative methods to provide comments to Board Members:

- Email all Board Members at boardmembers@lausd.net;
- Mail comments via US Mail to 333 S. Beaudry Ave., Los Angeles, CA 90017; and
- Leave a voicemail message at (213) 443-4472, or fax (213) 241-8953. Communications received by 5 p.m. the day before the meeting will be distributed to all Board Members.

Speakers registered to provide public comments over the phone need to follow these instructions:

1. Call 1-888-475-4499 (Toll Free) and enter Meeting ID: **880 9013 4820** at the beginning of the meeting.
2. Press #, and then # again when prompted for the Participant ID.
3. Remain on hold until it is your turn to speak.
4. Call in from the same phone number entered on the Speaker Sign Up website. If you call in from a private or blocked phone number, we will be unable to identify you.
5. When you receive the signal that your phone has been removed from hold and/or unmuted, please press *6 (Star 6) to be brought into the meeting.

The Office of the Inspector General would like to remind you that they investigate the misuse of LAUSD funds and resources as well as retaliation for reporting any misconduct. Anyone can make a report via the OIG hotline on their website (<https://www.lausd.org/oig>), by telephone at 213-241-7778, or by emailing inspector.general@lausd.net. Reports are confidential and you can remain anonymous if you wish

Please contact the Board Secretariat at 213-241-7002 if you have any questions.

AGENDA

I. Welcome and Opening Remarks Tanya Ortiz Franklin
Chairperson

II. Presentations

1. School Operations Safety & School Climate Update Andres Chait
Chief of School Operations

Paul Gonzales, Specialist
Positive Behavior Interventions and Supports/Restorative Practices

Rudy Gomez, Director
Pupil Services and Attendance

Dr. Judy Chiasson, Coordinator
Human Relations, Diversity and Equity

2. Promoting Mental Health and Wellness Supports for all Students..... Joel Cisneros
Executive Director of Student Mental Health & Wellness Services

Rasheeda Jones
Black Student Achievement Plan Psychiatric Social Worker
Charles Drew Middle School

Jose Meza, Principal
Maya Angelou Community Senior High School

Karla Mazariego, Psychiatric Social Worker
Maya Angelou Community Senior High School

Luis Borjas, Psychiatric Social Worker
Maya Angelou Community Senior High School

Beatriz Nunez, Newcomer Counselor
Maya Angelou Community Senior High School

- III. Closing Remarks**Tanya Ortiz Franklin
Chairperson
- IV. Public Comment**
- V. Adjournment**

Requests for disability related modifications or accommodations shall be made 24 hours prior to the meeting to the Board Secretariat by calling (213) 241-7002.

Materials related to an item on this agenda distributed to the Board of Education are available for public inspection at the Security Desk on the first floor of the Administrative Headquarters, and at:
<https://www.lausd.org/boe#calendar73805/20250221/event/71885>

TAB 1

School Operations
Safety & School
Climate Update



LAUSD
UNIFIED

SCHOOL SAFETY AND CLIMATE COMMITTEE

February 27, 2025

Community Based Safety Program

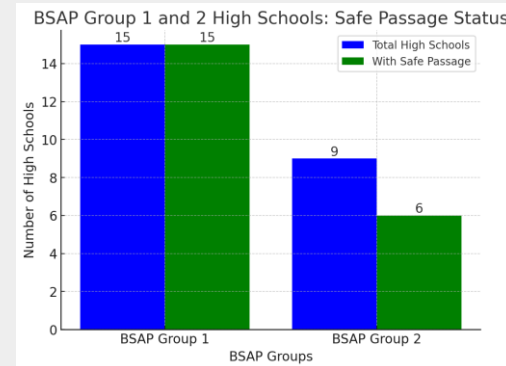
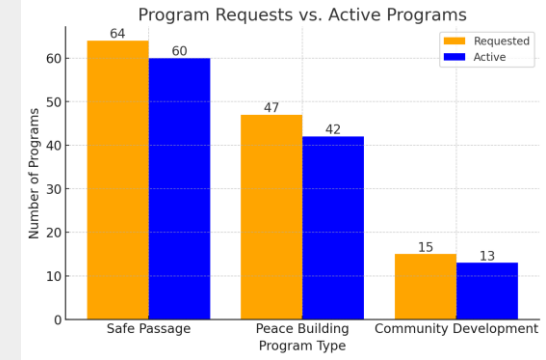
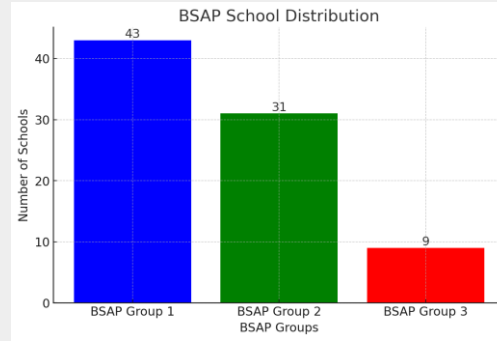
- BSAP Schools:** 83
 - BSAP Group 1:** 43 schools
 - BSAP Group 2:** 31 schools
 - BSAP Group 3:** 9 schools

Program Requests

- Total Programs Requested:** 126
 - Safe Passage:** 64 programs
 - Peace Building:** 47 programs
 - Community Development:** 15 programs

Active Programs

- Total Active Programs (POs Issued):** 115
 - Safe Passage:** 60 programs
 - Peace Building:** 42 programs
 - Community Development:** 13 programs



GRYD MOU with LAUSD



LAUSD and the City of Los Angeles' Gang Reduction and Youth Development (GRYD) partner to:

- *Coordinate uniform response to gang-related incidents on campus and for safe passages*
- *Communicate and participate in Community Education Campaigns*
- *Collaborate on trainings for gang awareness, intervention, and prevention*
- *Serve as a resource for youth eligible for GRYD Prevention (ages 10-15) and GRYD Intervention (ages 14-25) services*



GRYD Comprehensive Strategy



Community Engagement

ACTIVITIES HELD TO EDUCATE THE COMMUNITY

- Community Education Campaigns
- Gun Buy Back Program
- Pop-up events
- Public/private partnerships



Prevention

POSITIVE YOUTH DEVELOPMENT AND FAMILY SUPPORT TO HELP YOUNG PEOPLE THRIVE

- Gang Prevention services for young people and their families
- Diversion services for young people who come in contact with law enforcement



Intervention

POSITIVE YOUTH DEVELOPMENT AND PROSOCIAL CONNECTIONS TO HELP GANG-INVOLVED YOUNG PEOPLE AND EMERGING ADULTS THRIVE

- Gang Intervention Family Case Management (FCM) services for gang-involved young people and emerging adults and their families
- GRYD/Probation Reentry services for young people in probation camps who are returning to their communities



Violence Interruption

BUILDING COMMUNICATION AND COLLABORATION ACROSS COMMUNITIES TO REDUCE VIOLENCE

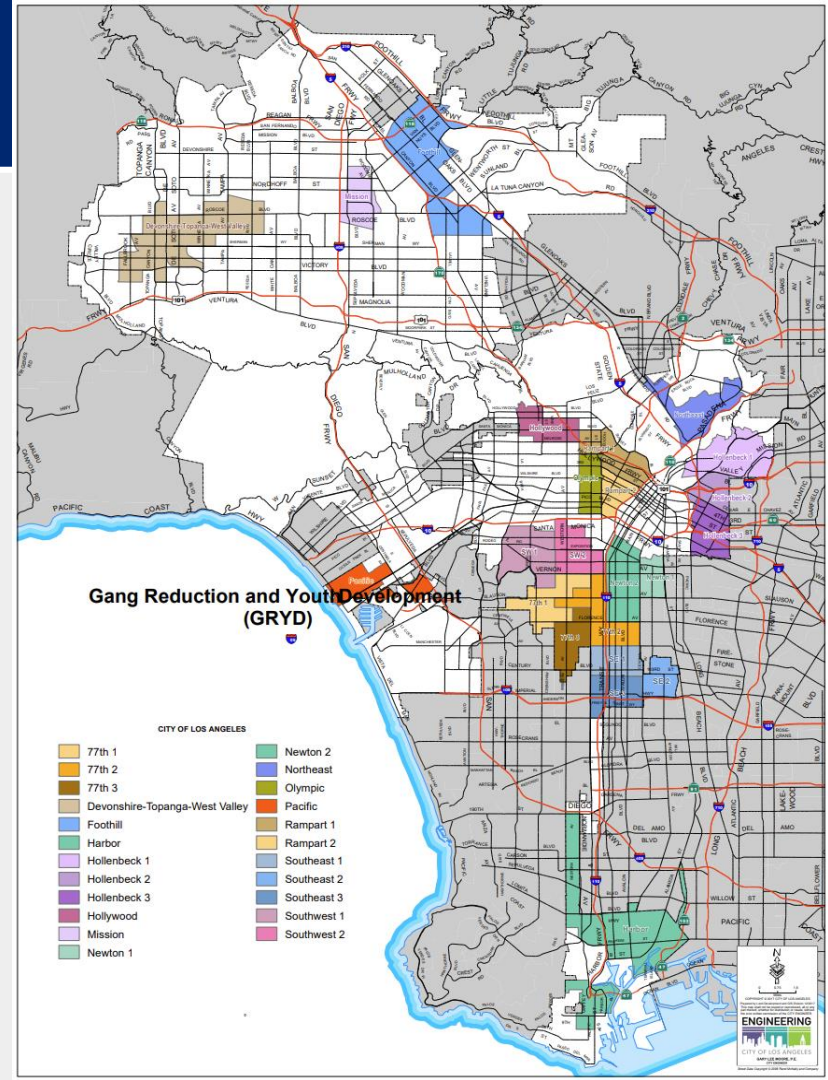
- Proactive Peacemaking activities to prevent violence before it occurs
- The GRYD Incident Response Program prevents retaliation to violence by fostering collaboration between communities, Community Intervention Workers, the GRYD Office, and the Los Angeles Police Department

Summer Night Lights & Fall Friday Nights

GRYD Zones

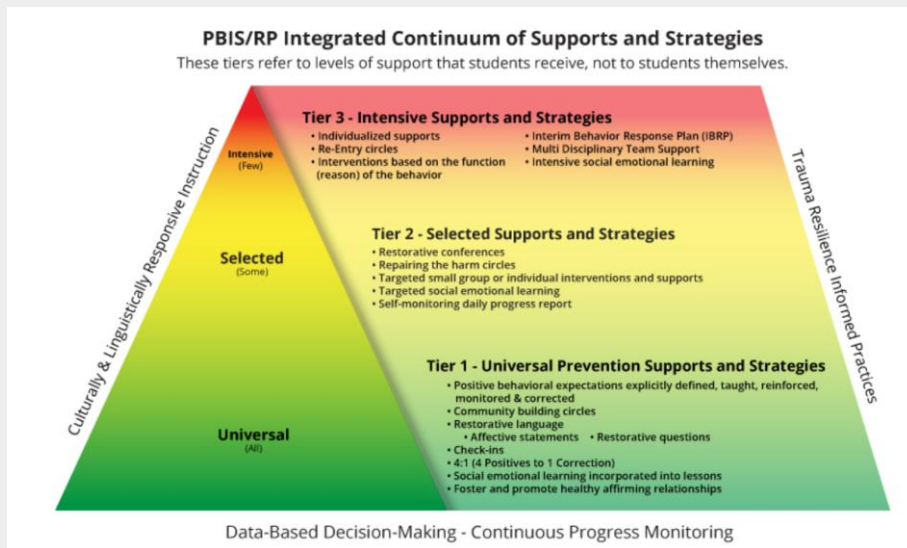
24 GRYD Agencies partner with the City of Los Angeles to:

- Provide community violence intervention services to reduce gang-related violence within communities that directly impact a school site
- Identify collaboration opportunities with local City entities to address community safety concerns
- Facilitate youth and young adult referrals to GRYD Prevention and Intervention services



Discipline Foundation Policy

Multi-Tiered Systems of Support for Behavior and Social-Emotional Well-Being using Positive Behavior Interventions and Supports/Restorative Practices (PBIS/RP)



LOS ANGELES UNIFIED SCHOOL DISTRICT
POLICY BULLETIN

TITLE: Discipline Foundation Policy: Multi-Tiered Systems of Support for Behavior and Social-Emotional Well-Being using Positive Behavior Interventions and Supports/Restorative Practices (PBIS/RP)

ROUTING: All Schools
Local District Administrators
Community of Schools Administrators
All School Charters

BUL - 133307

DATE: November 21, 2022

POLICY: Los Angeles Unified is committed to providing every student, preschool through adult, and all members of our District and school communities with a safe, healthy, welcoming, affirming, inclusive, respectful, and restorative learning and working environment. Every member of our school district community has the right to a safe and inclusive learning environment through the adoption and implementation of a consistent trauma/resilience-informed Multi-Tiered Systems of Support (MTSS) framework. Los Angeles Unified is committed to providing an appropriate, meaningful educational program that builds upon the strengths of and meets the needs of ALL students, including but not limited to English Learners, standard English Learners, students with disabilities (SWD), students in foster care and/or experiencing homelessness, students who are socio-economically disadvantaged, and students participating in gifted and talented education (GATE).

All students must be taught and supported in learning the skills necessary to enhance a positive school climate, engage in learning, and demonstrate responsibility for themselves and respect for others. This is accomplished through the implementation of a multi-tiered system of Positive Behavior Interventions and Supports and Restorative Practices (PBIS/RP), which prioritizes wellness and nurtures the social-emotional development of the whole child, whole classroom, whole school, and whole community.

Positive Behavior Interventions and Supports (PBIS) is a nationally recognized, evidence-based framework that provides an integrated

BUL-133307
Student Health and Human Services
Division of Special Education

Page 1 of 17

November 21, 2022

Discipline Foundation Policy

From BUL 133307:

- All District staff, students, and parents/guardians/caregivers should model and support the implementation of PBIS/RP to maintain safe, healthy, welcoming, and affirming learning environments.
- Systems of Support Advisers are available districtwide to provide professional development, tools, resources, and supports around the implementation of PBIS/RP.



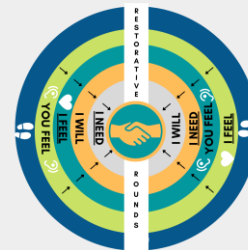
Discipline Foundation Policy

Resources

- Daily lessons built on thematic days (Mindful Monday, Grati-Tuesday, Wellness Wednesday, Thoughtful Thursday, Fun Friday)
- Weekly Community Building Circle lessons
- Preventing & Responding to Behavior Strategy Cards
- Restorative Rainbow/Rounds (conflict resolution tool)
- Check-ins/Check-outs
- Restorative Questions Think Slips

Professional Development

- Active Supervision
- Classroom Management
- Community Building Circles
- Interim Behavior Response Plan
- Introduction to PBIS/RP
- PBIS/RP Practices for Families
- Responding to Behavior
- Restorative Questions Think Slips
- SSPT for Behavior
- Tier 2 Interventions
- The ART of De-Escalation



Suspension Data

Data by Month: Suspension

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

School Year

2024-2025

	July 2024 (YTD)	August 2024 (YTD)	September 2024 (YTD)	October 2024 (YTD)	November 2024 (YTD)	December 2024 (YTD)
Single Student In-School Suspension Rate		0.00%	0.00%	0.00%	0.01%	0.01%
Single Student Out-of-School Suspension Rate		0.02%	0.06%	0.10%	0.13%	0.14%
Instructional Days Lost to Suspension	0	138	518	941	1,202	1,352
Opportunity Transfers	--	--	--	--	--	--

Note: *The reporting of these data is consistent with the U.S. Department of Education's Privacy Technical Assistance Center's (PTAC) guidance on disclosure avoidance and District data suppression rules to ensure compliance with the Family Educational Rights and Privacy Act (FERPA) and other applicable confidentiality and privacy laws and regulations. A hyphen (-) indicates data are suppressed. Data last refreshed : 2024-2025

Category 1 & 2 Suspension

Incident Reason Category	Out-of-School Suspension Events
1.1 - FIREARM	12
1.2 - BRANDISHED KNIFE AT ANOTHER PERSON	17
1.3 - UNLAWFUL SALE OF A CONTROLLED SUBSTANCE	20
1.4A - SEXUAL ASSAULT	—
1.4B - SEXUAL BATTERY	—
1.5 - POSSESSION OF EXPLOSIVE (M80 OR GREATER)	—
2.1 - SERIOUS PHYSICAL INJURY/NOT SELF-DEFENSE	17
2.2 - KNIFE OR OTHER DANGEROUS OBJECT	38
2.3 - CONTROLLED SUBS, EXCEPT 1ST OFFENSE <1 OZ MARIJ/COUNTER/PRESCRIBED	14
2.4 - ROBBERY/EXTORTION	—
2.5 - ASSAULT/BATTERY UPON SCHOOL EMPLOYEE	41

Note: *The reporting of these data is consistent with the U.S. Department of Education's Privacy Technical Assistance Center's (PTAC) guidance on disclosure avoidance and District data suppression rules to ensure compliance with the Family Educational Rights and Privacy Act (FERPA) and other applicable confidentiality and privacy laws and regulations. A hyphen (-) indicates data are suppressed. Data last refreshed : 2024-2025

Category 3 Suspension

Incident Reason Category	Out-of-School Suspension Events
3.1A - CAUSED PHYSICAL INJURY	183
3.1B - ATTEMPTED TO CAUSE PHYSICAL INJURY	63
3.1C - THREATENED TO CAUSE PHYSICAL INJURY	22
3.3 - SUBSTITUTE OF CONTROLLED SUBSTANCE	---
3.4 - DAMAGED/ATTEMPTED TO DAMAGE SCHOOL OR PRIVATE PROPERTY	---
3.5 - STOLE OR ATTEMPTED TO STEAL SCHOOL OR PRIVATE PROPERTY	---
3.6 - POSSESSED OR USED TOBACCO	---
3.7 - OBSCENITY/PROFANITY/VULGARITY	17
3.8 - DRUG PARAPHERNALIA	---
3.95 - DISRUPTED SCHOOL-WIDE ACTIVITIES (ISSUED BY ADMIN) (GR. 4-12)	---
3.10 - RECEIVED STOLEN SCHOOL OR PRIVATE PROPERTY	---
3.11 - IMITATION FIREARM	---
3.124 - HARASSED/THREATENED PUPIL BASED ON ACTUAL/PERCEIVED RACE/COLOR/NATIONAL ORIGIN/ETHNICITY/IMMIGRATION STATUS (GR. 4-12)	---
3.125 - HARASSED/THREATENED PUPIL BASED ON ACTUAL/PERCEIVED DISABILITY (GR. 4-12)	---
3.126 - HARASSED/THREATENED PUPIL BASED ON OTHER FACTORS (GR. 4-12)	---
3.127 - HARASSED/THREATENED PUPIL BASED ON ACTUAL/PERCEIVED RELIGION (GR. 4-12)	---
3.128 - HARASSED/THREATENED PUPIL BASED ON ACTUAL/PERCEIVED SEXUAL ORIENTATION (GR. 4-12)	---
3.129 - HARASSED/THREATENED A SCHOOL DISTRICT PERSONNEL (GR. 4-12)	13
3.13 - SEXUAL HARASSMENT ACTUAL/PERCEIVED GENDER/GENDER ID/GENDER EXPRESSION (GR. 4-12)	---
3.14 - HATE VIOLENCE (GR. 4-12)	---
3.15 - TERRORIST THREAT (THREAT TO CAUSE DEATH, GREAT BODILY INJURY)	---
3.16 - WILLFUL USE OF FORCE/VIOLENCE NOT SELF-DEFENSE	108
3.17 - HARASSED/THREATENED/INTIMIDATED WITNESS	---
3.19 - SELLING OR ARRANGING TO SELL THE PRESCRIPTION DRUG SOMA	---
3.20 - HAZING	---
3.215 - BULLYING/CYBER NOT BASED ON A PROTECTED CATEGORY	---
3.22 - AIDED OR ABETTED THE INFLICTION OF PHYSICAL INJURY	---
3.25 - POSS./UNDER INFLUENCE OF MARIJUANA FOR 1ST OFFENSE OF < 10Z. OR ALCOHOL	23

Note: *The reporting of these data is consistent with the U.S. Department of Education's Privacy Technical Assistance Center's (PTAC) guidance on disclosure avoidance and District data suppression rules to ensure compliance with the Family Educational Rights and Privacy Act (FERPA) and other applicable confidentiality and privacy laws and regulations. A hyphen (-) indicates data are suppressed. Data last refreshed : 2024-2025

Measure of Success

By 2026, we will:

Decrease the percentage of chronically absent students (attendance rate of 91% or less)

- K-5 - 12.8% (from 13.6% in 2017-18, the most recent year without significant disruptions to in-person attendance)
- 6-8 - 11.6% (from 12.4% in 2017-18)
- 9-12 - 21.5% (from 22.3% in 2017-18)

Chronic Absenteeism 91% or below

2022 - 2023 (EOY)		2023 - 2024 (EOY)		Difference
TK - 5	36.46%	TK - 5	29.38%	-7.08%
6 - 8	32.40%	6 - 8	29.89%	-2.51%
9 - 12	39.40%	9 - 12	38.95%	-0.45%

Next Steps for iAttend Initiative

Strengthening Attendance Through Recovery and Support

- Recognize and learn from attendance teams with schools attendance improvements through sharing best practices.
- Increased Personalized outreach and Intervention.
- Increase family engagement through workshops and outreach.
- Strengthen partnerships with community organizations to address absenteeism root causes.
- Provide families resources to support regular attendance via the [We Are One Campaign](#).

iAttend is a district-wide effort aimed to promote coherency and a shared responsibility to improve student attendance.

This initiative provides schools with a roadmap to enact a multi-tiered system of support for student attendance.

iAttend calls for the implementation of **7 elements** to improve student attendance:

1. Accurate Data
2. Attendance Teams
3. Culture of Attendance
4. Outreach & Intervention
5. Community Partners
6. Staff Understanding
7. Continuous Improvement

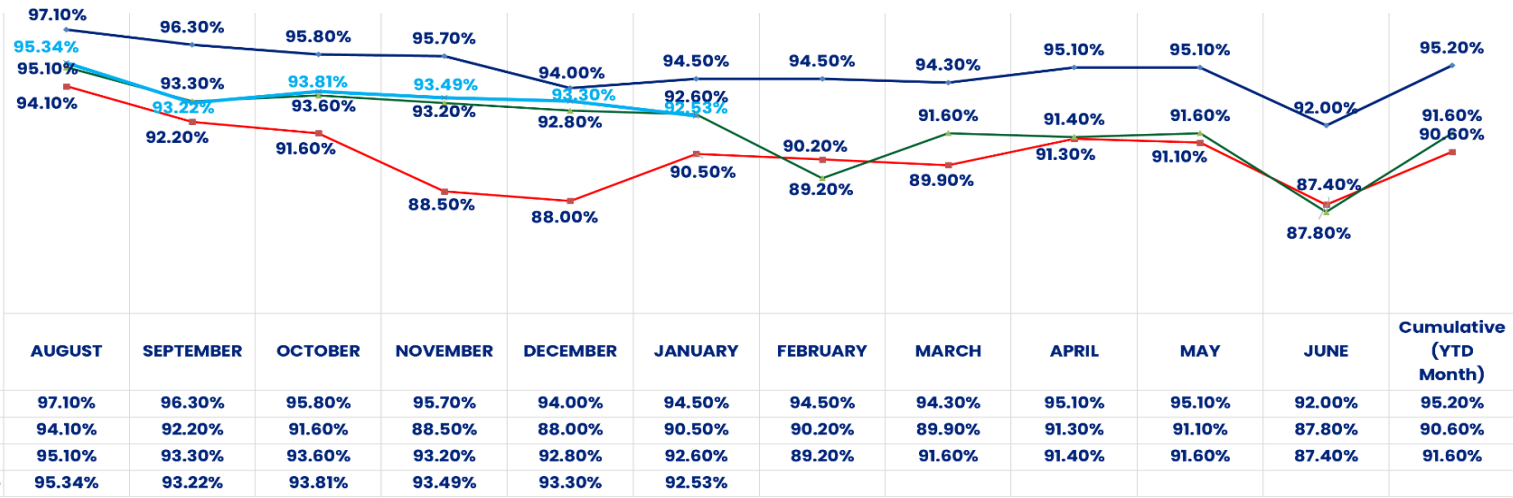
Where we are now:

Chronic Absenteeism 2024-2025	August - September	October	November	December	January	February as of 2.14.25
	24-25	24-25	24-25	24-25	24-25	24-25
TK-5	21.0%	22.0%	20.0%	24.0%	26.0%	26.3%
6-8	21.4%	22.0%	20.0%	24.0%	26.0%	25.8%
9-12	26.7%	29.0%	28.0%	32.0%	33.0%	29.9%
Overall	24.6%	24.10%	22.10%	26.5%	28.2%	27.2%

Cumulative Attendance Rates

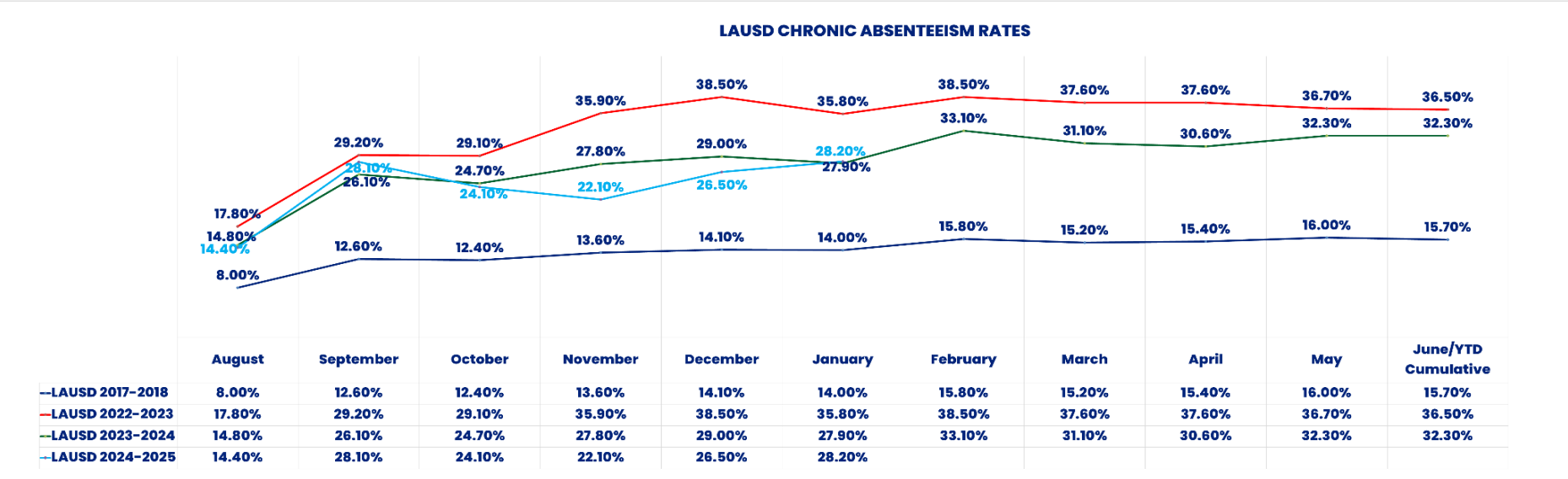
District Wide | August - January

LAUSD CUMULATIVE ATTENDANCE RATES



Chronic Absenteeism Rates

District Wide | August – January



Human Relations, Diversity & Equity

LGBTQ+ Specific Supports



- Trainings and supports:

- **Student clubs and support groups** (GSAs; Proud to Be Me; Rainbow Clubs; monthly virtual family and staff drop-ins)

- **Liaisons** in LGBTQ+ District supports and policies as advocates at site

- Individual schools, community, parents, and District wide (HR series, PSWs, after-hours)

- Case consult with schools and offices

- Maintain robust **website** and curate **supplemental materials**/resources

- Develop LGBTQ+ **micro-credential** to build staff competencies

- Collaborate with **community partners** – LA City and County Human Relations; LAPD LGBT Task Force; ACSA LGBTQ Steering Committee; Los Angeles LGBT Center, DMH Child Abuse Prevention)

- Sponsor **District wide events** (Day of Reading, Coming Out Day, Pride, LGBTQ History Month)

- Consult on **proposed legislation** and author/contribute to **policies**

<https://www.lausd.org/human-relations> ; humanrelations@lausd.net



Human Relations, Diversity & Equity

Bullying Prevention & Response



Promotes positive school/work culture via consultations, trainings, curation of resources and referrals regarding:

- **Identity-related and Human Relations supports** for students, staff and families
- **Bullying Prevention and Response** supporting prevention and investigations
- **District-wide events** (Day of Reading, Coming Out Day, Pride, LGBTQ History Month, Calendar of Commemorative Events)
- LA Unified Human Relations Commission

<https://www.lausd.org/human-relations>

humanrelations@lausd.net



TAB 2

Promoting Mental
Health and
Wellness
Supports for all
Students

Student Mental Health and Wellness Services

School Mental Health

Wellness Programs

BSAP Mental Health & Wellness



Student Mental Health & Wellness Services



School Mental Health

- Over 750 Psychiatric Social Workers (PSWs) are integrating mental health care into the school environment, ensuring students have the support they need to succeed.
- Through a multi-tiered approach, PSWs proactively foster safe, inclusive spaces that strengthen student well-being and emotional resilience.



Wellness Programs

- Over 200 staff (Student and Family Navigators and Coordinators, Health Care Advocates, and Organization Facilitators) are building powerful, lasting partnerships that ensure students and families access the care they need.
- By forging deep connections with community organizations and resources, we are transforming schools into hubs of support, care, and opportunity for every student and family.

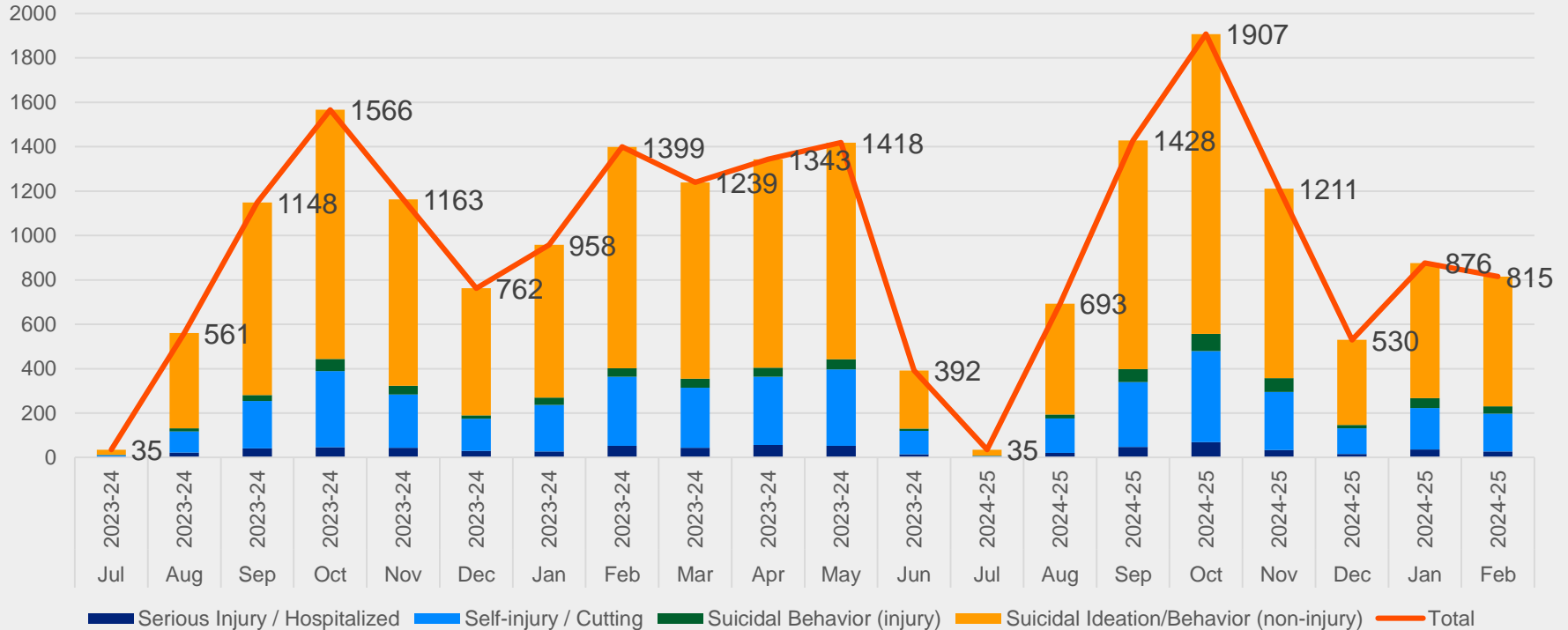


BSAP Mental Health & Wellness

- Over 60 Black Student Achievement Plan (BSAP) Psychiatric Social Workers (PSWs) are delivering tailored mental health interventions, ensuring that students receive the support they need in a way that honors their identity, experiences, and strengths.
- BSAP PSWs are not just supporting students—they are transforming school environments, breaking down barriers, and ensuring that mental health equity is a reality across the district.

Student Mental Health & Wellness

Suicide Risk Incidents by Category from July 2023 to February 2025



Student Mental Health & Wellness

Promoting Mental Health and Wellness Supports for all Students

Services by Type Year over Year

	YTD January 2024	YTD January 2025
Students receiving intensive mental health support	43,899	42,395
Consultations for staff and parents	13,030	28,077
Interventions (including individual, group, classroom and school-wide interventions)	146,336	140,610

Student Mental Health & Wellness Initiatives

Student Empowerment Unit and
Student Mental Health & Wellness Services
Special Invitation: 30 Select Secondary Schools

**3rd Annual
Mental Health & Wellness
Symposium**

For Students by Students
"A Place for LAUSD Youth"


To showcase student-led projects that support mental health and wellness. Ensuring LAUSD students have the opportunity to learn, grow, connect and become effective mental health and wellness advocates in their schools & communities.

FRIDAY, MAY 2, 2025 10:00AM-2:00PM
EAST LOS ANGELES COLLEGE
1301 AVENIDA CESAR CHAVEZ, MONTEREY PARK, CA 91754

Join us for this exciting student-led event and engage in opportunity drawings, food, music, and a resource fair.

**Student-Led Gallery Walk:
Peer-to-Peer (P2P) Development**


Students will showcase their school-based projects, which support a campus culture that prioritizes student mental health & wellness, while destigmatizing.



2024 SYMPOSIUM HIGHLIGHTS

**Mental Health & Wellness
Workshops: Developing
Student Capacity**

- Stress management
- Coping Skills
- Anxiety
- Teen Wellness & Joy
- Self-Efficacy
- Teen Positive Self-Image
- Human Trafficking Awareness
- El Desarrollo de Fortaleza
- Substance Abuse Prevention & Awareness
- School Based Peer-to-Peer
- Student Led Advocacy-School, Community & Policy



Questions?
Tanya Mercado, Student Mental Health & Wellness Services: tam7822@lausd.net
Dr. Lorena Franco, Student Empowerment Unit: lofranco@lausd.net

Youth Mental Health and Wellness Symposium

**LAUSD
UNIFIED**

**"MOVE IT!"
5K HEALTH AND
WELLNESS FESTIVAL**

Come out and join thousands
of LAUSD students, families, employees,
and community members.

You can expect...

- ★ Running Course
- ★ Celebrate College Sign-In Day
- ★ Health/Nutrition Workshops and Booths
- ★ Free Dental Screenings at the L.A. Trust Tooth Fairy Event
- ★ Interactive Kids Zone
- ★ Cookie Monster from Sesame Street
- ★ Fitness/Dance Classes
- ★ Live Entertainment
- ★ Free Food
- ★ Opportunity Drawing and Giveaways
- ★ Celebrity Appearances
- ★ Free Parking

Invite your friends, family, and colleagues to be part of this exciting event that helps support a healthier LAUSD!

**MAY 10
2025**

8 A.M. - 1:30 P.M.
LOS ANGELES COLISEUM

To register and for more information, please visit www.lausd.org/moveit or email: wellnessprograms@lausd.net

Move It! 5K Health and Wellness Festival

**LAUSD
UNIFIED**

Exciting News LAUSD Families!

We're thrilled to announce online telemental health services are **NOW AVAILABLE.**

If your student is experiencing difficulties with...

- Anxiety
- Peer Relationships
- Anger
- Family Concerns
- Sadness
- Social Skills
- Behavior
- Confidence
- Motivation
- Academic Stress
- Defiance Behaviors
- Grief and Loss

..We can help.

Daybreak Health



Hazel Health



For more information visit: lausd.org/tmhparents or 213-241-3840

Telemental Health

Responsive to Community Needs



MyC.R.E.W.

My C.R.E.W. (Creating Resilience Empowering Wellness) is offered by BSAP PSWs.

- Addresses the issues that affect the mental and wellness of Black students
- Suicide prevention
- Promotes academic success
- All student allies are welcome



Rooted in Resilience

Workshops aimed at teaching resilience strategies for yourself and others during unpredictable times.

- For more information contact 213-241-3840

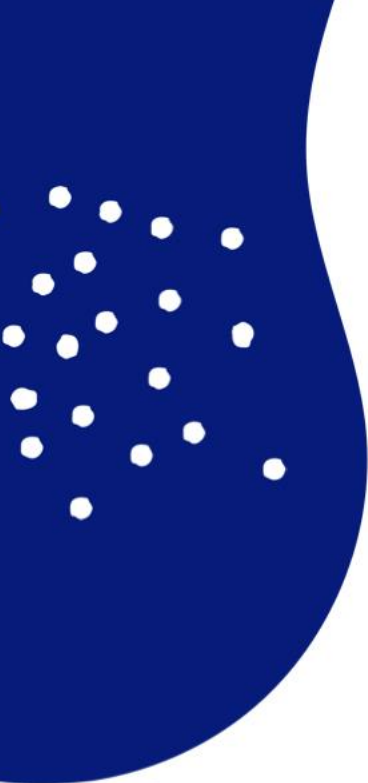


myC.R.E.W.

Creating Resilience Empowering Wellness

BSAP Mental Health and Wellness is on a mission to promote mental health and wellness at all BSAP Group 1 schools. Through Peer- to-Peer mentorship led by BSAP PSWs we are cultivating healthy social connections, setting positive examples, and organizing school-wide student led mental health events. myC.R.E.W. address the issues that affect the mental health and wellness of Black students to ensure their academic success. All student allies are welcome.

We will make a difference together!



myC.R.E.W.

Charles Drew MS

Rasheeda Jones, ASW

BSAP | LAUSD
UNIFIED



2025 Wellness Calendar



Join us every **Wednesday** as we strengthen our physical and mental health through enjoyable activities.

**JAN
8**

MY C.R.E.W SPIRIT WEEK

Join us at lunch as we get into what My C.R.E.W does. Sign up and enjoy the wellness fun.

**JAN
15**

I HAVE A DREAM SPEECH

Join us as we talk about our dreams for the future for our mental health and school culture.

**JAN
22**

MLK UNITY WALK

Please join us as we engage in a unity walk around campus. Everyone welcome.

JAN

YOGA IN THE QUAD





**Hillcrest ES
Yoga**



**Crenshaw HS
Teen Dating Violence
Mental Health Symposium**



**Audobon MS
Wellness Fair**



**Freemont HS
Stress Awareness**



**Paseo Del Rey ES
Self -Care**



**Los Angeles HS
Mindfulness**

IMPACT

124 secondary students were surveyed in spring of pilot year (23-24) about their experience in myC.R.E.W. and agreed/strongly agreed to the highlighted statements.

81.4%

myC.R.E.W. positively impacted my school year

78%

**enhanced my sense of belonging and
connectedness within my school community**

79%

**made me feel more comfortable with engaging in
activities for joy and wellness and talking about
mental health**

IMPACT

124 secondary students were surveyed in spring of pilot year (23-24) about their experience in myC.R.E.W. and agreed/strongly agreed to the highlighted statements.

83%

Increased my motivation to attend school

79.9%

I would recommend myC.R.E.W. to a friend

DR. MAYA ANGELOU COMMUNITY HIGH SCHOOL



Jose Meza, Principal
Region East
Board District 7

School and Community Profile

Total Student Population: 974

91.27 % Hispanic

6.78 % African American/Black

2% Other

4% IFEP

47 % RFEP Enrollment

English Learners: 272

27 % English Learners

0% RFEP to Date

4% PLTEL

43% LTEL

Languages on campus: Spanish,
K'ichee, Akateko, Kanjobal, Qeqchi,
Mam

As of Jan 2025, **117 Newcomers**

Anxiety is rising due to political climate

Across the U.S. **death by suicide has increased 30%** in Hispanic/Latinx youth since 2022. In the past **2 years** the school community has been impacted

Thus far, there have been 28 **Risk Assessments**

Community violence is up: instances of robberies, grooming, assault

100% Socioeconomically Disadvantaged

94% Free and Reduced Lunch

Supports

Tier 1 School-Wide Prevention (Universal) Services:

- Referral Process (Eng & Spanish)
- Referral link & flyers
- Staff Trainings
- School Wide Campaigns
 - Suicide Prevention Month
 - Winter Wellness Campaign
 - Grief and loss Campaign & Booklet
 - Bullying Prevention Campaign
 - Mental Health Awareness Campaign
- Parent Engagement

Tier 2 MTSS Tier 2: Targeted Services

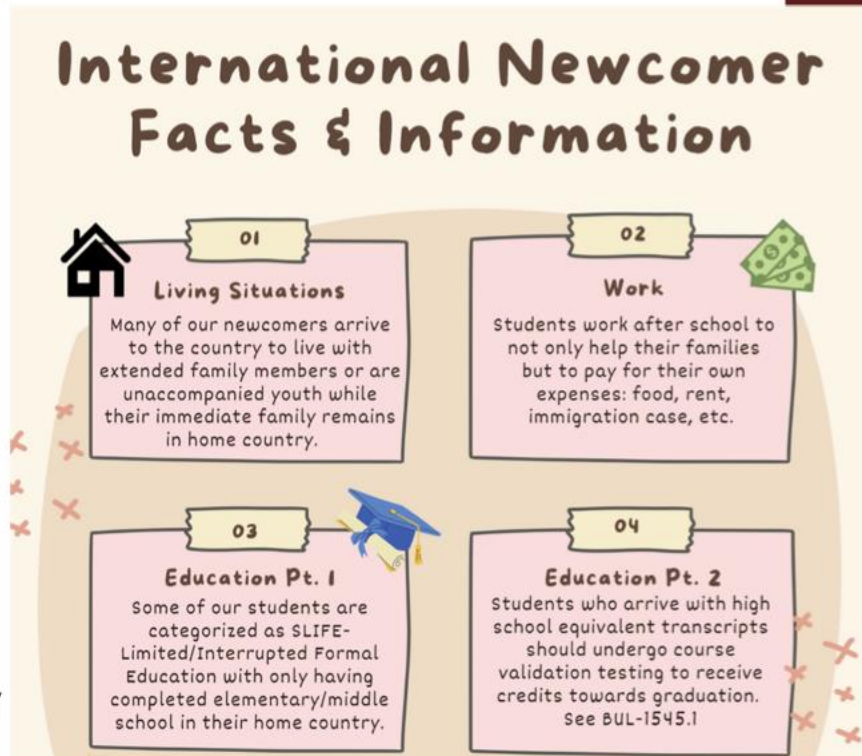
- Erika's Lighthouse Classroom Presentations - Depression & Suicide Prevention & Awareness to English Learner classes
 - 2023-2024 -124 students
 - 2024-2025 -185 students
 - 33 referrals received

Tier 3 MTSS Tier 3: Intensive Services

- Crisis Response: Risk & Threat Assessments
- Safety Planning
- Individual Counseling
- Partnership with Alafia MH & Pacific Clinics

Supports (cont.)

- **Intake interviews and campus tours**
 - Staff introductions
 - School supplies
- **International transcript review/consultation**
- **Welcome Packet for students and families**
 - MACHS 101--schedule breakdown, student portals
 - Community Resources list
 - Connect with sports and clubs
- **F.U.N. Club events**
 - After school homework and English language help
 - Conoce mi Historia Poetry Night
 - We are Maya video: Highlighting diversity in languages
 - Wings of Diversity: Highlighting home countries lunch activity
- **In-Class Support**
 - Class observations and student support
 - Model lessons--A-G req's and SEL



Newcomer Toolkit

Looking Ahead

- Continue increasing staff awareness of the unique academic and social-emotional needs of newcomer students.
- Expand mental health supports from School Mental Health in order to increase access to mental health services at the school site.
- Increase no-cost mental health partnership, such as tele-mental health partners to offer expanded access to mental health services.
- Continue promoting youth-led initiatives aimed building connection and mental health education.
- Increase partnership with parents/caregivers to build resiliency factors in the family unit (e.g. rooted in resilience)
- Continue expanding community partners aimed at supporting the unique needs of newcomer families (e.g. basic needs and legal supports).
- Ongoing monitoring of the unique scheduling needs of newcomer students.
- Conduct a feasibility study to determine necessary supports for newcomer students (Academy Model).



LAUSD
UNIFIED



READY FOR THE WORLD