Los Angeles Unified School District Board of Education
2023-24 School Safety and Climate Committee Recommendations

The School Safety and Climate Committee examines District data, policies, and experiences to understand the current state of and determine policy recommendations on how to improve school climate and safety. During the 2023-2024 school year, the committee met four times (September 21, 2023, November 16, 2023, January 29, 2024, and April 18, 2024) and heard from school-based practitioners, District leaders and community experts on the following topics: community-based safety, restorative practices, positive behavior intervention supports, and school safety and climate budget.

The following recommendations reflect best practices and community recommendations on how to deepen the District's holistic approach to creating safe and welcoming school climates and environments.

1. Clarify and expand definition of "Community-Based Safety."
   a. One misconception is that community-based safety only encompasses safe passages on the way to and from school.
   b. We heard from presenters and noted in research a vast definition of community-based safety that included peace-building, trauma-prevention, mentoring, case management, family support and in some cases, summer bridge programming, peer mediation and crisis response.
   c. Develop a system for sharing best practices between schools and community-based organizations across the District.

2. Publish school safety and climate data each month publicly, as stated in the School Climate Bill of Rights resolution.
   a. Data reports should include incidents such as suicidal ideation, fights, threats, illegal substances, and weapons in addition to traditional discipline data called for in the original School Climate Bill of Rights resolution.
   b. Make the data sortable by board district, region and community of school.
   c. Post data online publicly and email to board offices and region leaders.

3. Evaluate the impact of community-based safety approaches and partnerships at the middle and end of each school year.

- For this to be effective, it is crucial that organizations who work with schools to provide community-based safety begin the school year on campus, serving students and collaborating with school staff; i.e. some contracts may need to begin before the first day of instruction in order to plan and prepare for the year.
- Evaluations can be included in the Tiered-Fidelity Index process or Positive Behavior Interventions and Supports team meetings, but should be conducted at a school site to better understand impact on outcomes such as attendance, discipline, and referrals.
- Provide greater clarity to the public and schools on the vendor selection process and the intended goals, roles and responsibilities of community-based safety. partners. Review and assess the needed capacity and skills to ensure partners are prepared to meet the needs of the communities they are serving.
- To ensure partners are prepared to meet the needs of the communities they serve, implement a review and assessment process to evaluate and deepen their understanding of the specific social dynamics, relationship networks, and historical context of the neighborhoods.

4. Secure ongoing funding for community-based safety partnerships for non-Black Student Achievement Plan (BSAP) schools

a. While BSAP has been an effective centralized pilot for these programs, evidence suggests that schools not receiving BSAP funds would also benefit from community-based safety investments.
b. Initial funding, as recently announced from the Superintendent's team, should be commensurate with school needs, based on data such as iStar incidents and referrals.

5. Sustain and deepen investments in school-based positions that promote community-based safety and positive school climates (Restorative Justice Advisors/Teachers, School Climate Advocates, System of Support Advisors).

a. Provide integrated training amongst school safety teams alongside community-based safety partners.
b. Create designated time during training for school climate advocates or other positions to develop relationships and problem solve with their feeder patterns and school level counterparts.
c. Strengthen the capacity of school-based positions to connect students and families with community resources and mental health services.