

## **Los Angeles Unified School District Board of Education 2024-25 School Safety and Climate Committee Recommendations**

The School Safety and Climate Committee examines District data, policies, and experiences to assess the current state of school safety and climate and to develop policy recommendations that support a more holistic, student-centered approach. During the 2024–2025 school year, the committee will convene five times (September 12, 2024; October 10, 2024; February 27, 2025; March 27, 2025; and May 22, 2025) to hear from school-based practitioners, District leaders, and community experts on topics including school safety assessments, community safety strategies, student wellness and supports, and school climate improvements. The following outlines recommendations discussed this school year.

- Partner with families and students to make the School Experience Survey clearer, stronger and more transparent.
  - Collaborate with students and families to clarify and strengthen the language in the School Experience Survey, including adding follow-up safety questions for parents similar to those asked of students.
  - Engage the Safety Committee for input on revised survey questions, use focus groups to test understanding and increase transparency by more intentionally sharing survey results.
- Expand and strengthen Systems Of Support Advisor (SOSA) parent training by increasing participation, improving outreach and building on the existing framework.
  - Expand SOSA-led parent trainings by analyzing data on current reach and identifying opportunities to increase parent participation. These trainings, offered in four modules, focus on responding to student behavior, aligning expectations between school and home, and fostering community building and connection. Sessions are typically held at school site Parent Centers, and efforts should be made to strengthen and scale this work by improving outreach, accessibility, and attendance to ensure more families benefit from these resources.
- Strengthen community engagement and student safety by expanding collaborative efforts, increasing Safe Passage staffing, and building awareness through outreach events.
  - Community-based organizations can host bilingual “Coffee with Intervention Workers” events to help families understand the mission of these programs, scope of work, and their role in supporting student safety and wellbeing.
    - i. Advocate for expanding Safe Passage staffing citywide—with the goal of hiring 125 workers across approximately 80–100 schools—to strengthen community presence and student support; this would involve building a comprehensive workforce with 5–6 workers per school and 5 workers per GRYD agency in each of the 23 GRYD zones. This effort would require significant investment and coordination among the County, City, and School District to identify grant opportunities and also pursue legislation.

- Promote positive school climates by supporting student engagement by creating engaging activities during unstructured times.
  - Empower School Climate Advocates to organize engaging and inclusive activities (i.e. games, art shows and clubs, access to the weight room or basketball courts, and quiet spaces) during lunch and nutrition to promote student connection, communication, and a sense of belonging. With many students struggling to connect and communicate, these intentional efforts create supportive, safe, and engaging environments during unstructured times.
- Ensure resources are allocated based on the unique needs of each school community.
  - Allocate positions, such as Psychiatric Social Workers (PSWs) proactively by considering school climate indicators and student needs—such as Adverse Childhood Experiences (ACEs) scores and Title I percentages—rather than relying solely on enrollment thresholds, especially in elementary schools, due to the importance of early intervention and prevention in younger grades. Given the strong correlation between high Title I percentages and the prevalence of ACEs, a more equitable and needs-based approach to resource allocation is critical to supporting student well-being.