

Community-Based Safety and Los Angeles Unified School District

Mapping the Landscape

Independent Analysis Unit
Los Angeles Unified School District

May 2024

Andrew Thomas, Ph.D.
Megan Besecker

Acknowledgments

This report was made possible by the cooperation of many people, both in and outside the District. First, a special thank you to staff members from Board Districts 2 and 7, and to the staff of the Board Secretariat, who provided invaluable assistance moderating the online Community Voice Listening Session (held via Zoom in December 2023). Thank you also to the many stakeholders from community-based and non-profit organizations as well as labor partners who participated in the listening session and shared their expertise and experiences. Special thank you to Alisa Blair from the Community-Based Public Safety Collective, who shared her experience and knowledge related to community-based safety landscape analyses. Also thank you to members of the Black Student Achievement Plan (BSAP) Steering Committee, the School Culture, Climate and Safety Task Force, and the Board of Education's Committee on School Safety and Climate.

Several LAUSD colleagues shared their expertise and provided information for this report. These included District leaders from the Procurement Services Division, the Division of School Operations, Student Health and Human Services, the Educational Transformation Office, and the Black Student Achievement Plan team. Also informative were the Office of Government Relations, Human Resources, and the Office of Development and Civic Engagement in the Division of Communications, Engagement and Collaboration, and Federal and State Education Programs.

A special thank you to our research specialist, Haydee Vasquez, for organizational and logistical support during this project.

Note that the views expressed herein are those of the Independent Analysis Unit and do not necessarily reflect those of LAUSD, the Board of Education, or any individual Board member.

EXECUTIVE SUMMARY

In May 2023, the L.A. Unified Board of Education committed to Community-Based Safety (CBS) in Resolution 023-22/23 (“Community-Based Safety Analysis and Expansion”) and requested supporting analysis from the Independent Analysis Unit (IAU) to “support future implementation of improved [CBS] practices to connect community-based organizations to schools.” In response, the IAU collected and analyzed data from a community listening session, follow-up interviews with organizations and District staff, feedback from stakeholder groups, and internet research to produce this report, which includes a list of over 250 agencies, initiatives, and organizations that are involved in CBS in the Los Angeles area.

Defining Community-Based Safety

What is it? CBS is an approach to enhancing and maintaining public safety that actively involves the community, regards violence as a public health issue, sees criminalization and incarceration as ineffective and harmful, and seeks to strengthen communities through investments in public amenities, social services, and equity.

What does it entail? CBS is a comprehensive approach that involves a range of services and programs intended to prevent and intervene in violence and provide restorative justice and victim services. Multiple public and private sectors provide these services or offer these programs; CBS is not solely the responsibility of the school district.

What is CBS in L.A. Unified? Through the Community-Based Safety Pilot (CBSP) at Black Student Achievement Plan (BSAP) schools, L.A. Unified offers three CBS programs: safe passages, peace building, and community building. Beyond CBSP, L.A. Unified’s wholistic approach to safety overlaps with CBS.

Where are CBS organizations located? CBS service providers appear to be relatively abundant in south L.A. and relatively scarce in west L.A., east L.A., and the San Fernando Valley.

Challenges Working Together for Community Safety

1. Community members faced **barriers to participate and share their knowledge.**
2. Though allocated in 2022, **BSAP funds were not spent by the fall of 2023.**
 - *The Division of School Operations (DSO) introduced supports for vendors.*
 - *DSO issued a new Request for Proposal (RFP) to refresh the BSAP bench.*
 - *Procurement Services Division (PSD) published an improved webpage.*
 - *During the Principal’s Leadership Institute (PLI) in summer 2024, DSO plans to provide resources to support the utilization of the BSAP bench.*
3. Organizations with outside funding mentioned a **lengthy MOU process that lacked clarity.**
 - *The District has centralized the approval of most MOUs. The District has also encouraged increased interactions between Organization Facilitators (SHHS staff members based in the regions) and principals.*
4. **Support and oversight of safe passages programs** was a challenge.
5. Difficulties estimating costs upfront can burden vendors with extra expenses and threaten their long-term viability.
 - *The new RFP allowed vendors to adjust their fees and services and execute new contracts.*

L.A. Unified partners with external organizations for CBS using three processes:

- Procurement (fee-for-service contracts)
- Memorandum of understanding (MOU) (no-cost agreements)
- Multi-agency collaboration (e.g. city compacts).

6. Smaller organizations may lack the capital to finance services upfront and wait for payment.
7. Cooperation between the District and city, county, state, or federal partners occurs, but could be expanded.
8. School districts, other government agencies and community-based organizations (CBOs) have different statutory hiring rules, which can lead to tensions in partnering.

Recommendations

Monitoring and Evaluation

1. Monitor the execution and use of refreshed BSAP bench.
Board actions: Request an update on CBSP spending/implementation in late fall 2024/early spring 2025
District actions: Hold regular convenings of BSAP principals and vendors to discuss best practices
2. Monitor and evaluate the quality and effectiveness of safe passages programs.
Board actions: Request the District evaluate safe passages and provide update to the Board
District actions: (1) Request self-evaluation reports from organizations (required per contracts); (2) Conduct periodic assessments using surveys, observations, and focus groups; (3) Consider an internal/external evaluation

Communication

3. Add a for “Community” option to main website navigation.
Board actions: Request a plan from the District for adding the navigation option to the main website
District actions: Direct ITD to work with relevant offices to create a landing page (linked to existing webpages).
4. Enhance District website with additional materials and functionality for community partners.
Board actions: Request the District include these items in the plan for recommendation (3).
District actions: (1) Create highly visible web-resource guides for community partners (e.g., flow-charts for processes, top reasons MOUs are delayed, include vendor FAQs on vendor webpage), (2) Modernize bidding/vendor platform, (3) Automate MOUs for *some* no-cost agreements, (4) Automate insurance approval

Multi-sector Collaboration

5. Encourage schools to add representatives from CBOs to School Safety Committees and Safety Collaboratives.
Board actions: Request the District review how community members are included and update the Board
District actions:
6. Support establishing a network organization to oversee and coordinate community-based safety initiatives.
Board actions: Advocate for such a network in conversations with elected officials
District actions: (1) Support creation of and participate as a member of a network, (2) Compile a list of all CVI and safe passages programs in District communities
7. Align safety-related task forces or committees.
Board actions: Pass a resolution to consolidate or clarify purpose of safety-related committees and task forces
District actions: Review existing committees and task forces (including purpose, origin, etc.), share with Board

TABLE OF CONTENTS

EXECUTIVE SUMMARY.....	ii
DEFINING COMMUNITY-BASED SAFETY.....	2
Community-Based Safety in Los Angeles: A Multi-Sectoral View.....	3
The Geography of Community Based Safety Organizations in Los Angeles	5
CHALLENGES WORKING TOGETHER FOR COMMUNITY SAFETY	6
RECOMMENDATIONS.....	9
Monitoring and Evaluation	10
Communication.....	11
Multi-sector Collaboration.....	13
APPENDIX A: ADDITIONAL CONSIDERATIONS	A1
APPENDIX B: LIST OF COMMUNITY-BASED SAFETY ORGANIZATIONS	A2

April 23, 2024

Mr. Andres Chait, Chief Operations Officer
Division of School Operations
Los Angeles Unified School District
333 S. Beaudry Avenue, 23rd Floor
Los Angeles, CA 90017

RE: Community-Based Safety and L.A. Unified Landscape Analysis

Dear Mr. Chait,

Attached is the report of our landscape analysis of Community-Based Safety in the Los Angeles Unified School District area. The Independent Analysis Unit (IAU) produced this report at the request of the Board of Education, which committed to Community-Based Safety in Resolution 023-22/23 (“Community-Based Safety Analysis and Expansion,” May 2023) and requested supporting analysis.

The objectives of our analysis were to a) understand what organizations provide community-based safety related services in the District’s attendance area and b) how these services and the organizations that provide them are interrelated. We also examined c) how the District partners with external organizations to provide these services and d) how these partnerships could be improved or expanded, if desired. In the process of conducting the analysis, we identified tensions inherent in multi-sector collaboration for Community-Based Safety, challenges the District faces in developing partnerships, and opportunities for improvement and expansion if the District determines that services it is currently piloting are beneficial.

We appreciate your collegiality and collaboration in producing this work and sincerely hope you will find it useful in your planning. We also request and welcome comments and feedback related to the recommendations we offer.

Sincerely,

Andrew Thomas

Andrew Thomas, Ph.D., Director
Independent Analysis Unit
Board of Education, Los Angeles Unified School District

In a May 2023 resolution, the L.A. Unified Board of Education committed to *Community-Based Safety* and requested supporting analysis from the Independent Analysis Unit (IAU). Community-Based Safety (CBS) is an approach to enhancing and maintaining public safety that actively involves the community,¹ regards violence as a public health issue, sees criminalization and incarceration as ineffective and harmful, and seeks to strengthen the “social determinants of safety,” which include components of healthy communities such as safe parks, affordable housing, and economic opportunity.²

As part of the Black Student Achievement Plan (BSAP),³ L.A. Unified has initiated a *Community-Based Safety Pilot* (CBSP) to apply some aspects of the CBS approach to ensuring safe schools. This pilot program, with the support of external partners and vendors, offers safe passages, peace building, and community development to over 80 schools as of May 2024.⁴

If District leadership determines the CBSP is successful and worthwhile, opportunities to expand the CBS partnerships at BSAP schools and beyond are available. However, developing and maintaining these partnerships can be challenging. To inform the work of expanding CBS in L.A. Unified, the IAU conducted a landscape analysis of organizations that provide services related to CBS and offer opportunities for partnership. The IAU also explored challenges to partnering.

This report is the result of that analysis. It provides insights and recommendations to “support future implementation of improved practices to connect community-based organizations to schools.”⁵ The report contains a brief definition of CBS, which includes a description of its common services, and a discussion of the multi-sector collaboration required to implement it. Next, we describe

challenges to how the District forms and maintains partnerships with external organizations for CBS. Finally, we present recommendations.

Data were collected for this report in five ways: a multi-group community listening session held via Zoom in late fall of 2023, interviews with community partners, and conversations or correspondence with District staff from the Division of School Operations, Procurement Services, Student Health and Human Services, Federal Programs, Government Affairs, and Communications, Engagement and Collaboration. IAU also presented to the School Safety and Climate Committee of the Board of Education, the BSAP steering committee and the School Culture, Climate,

How the IAU Researched the Landscape

From the resolution, the IAU was asked to “conduct a landscape analysis that reviews which organizations are providing services, what they are providing, and data previously compiled regarding community-based safety approaches.”

Research questions:

- What organizations provide community-based safety related services?
- What are some challenges to successful District partnerships?

Data collection

- Developed list of 250+ agencies and organizations using snowball sampling; researched each organization.
- Held online stakeholder listening session in December 2023 with 68 participants, 58 organizations. Collected facilitator notes and participant comments via Thought Exchanges and online form “exit ticket” survey.
- Conducted follow-up interviews with community-based organizations and District staff.
- Presented to the Board’s School Safety and Climate Committee, the Black Student Achievement Plan (BSAP) Steering Committee, and the School Culture, Climate, and Safety Task Force in spring 2024, and collected feedback.

and Safety Task Force and engaged these groups in constructive feedback. Extensive Internet research also informed this report.

DEFINING COMMUNITY-BASED SAFETY

CBS is a broad, comprehensive approach to making communities safe. It presents an alternative to widespread criminalization and incarceration as the primary tools for reducing violence and ensuring safety and defines violence as akin to a public health crisis. Following from this premise, CBS acknowledges that adverse social conditions such as lack of

adequate housing, public amenities, economic opportunities, healthcare, and social capital are determinants of violence.⁶

CBS is not solely the responsibility of schools as it involves community members of all ages. It calls on government at all levels to provide a variety of services and make non-carceral investments in families and communities to promote public safety. It also must include active community involvement.

CBS investments fall into three broad groups: public health services, Community Violence Intervention (CVI), and social investments in communities that have seen historic

CBS is a comprehensive approach that includes a **variety of services, programs, and practices** provided by organizations from **multiple sectors**.

Public Health Services

- Community health clinics
- Trauma recovery centers
- Community health workers

Community Violence Intervention

Based in hospitals, communities, or schools:

- Civilian crisis response models (ex. “credible messengers”)
- Mediation/Retaliation prevention/Restorative practices
- High-Risk Intervention
- Outreach
- Mentorship
- Victim services (e.g. financial assistance to survivors of harm)

Social investments in communities

- Workforce development, employment program, summer jobs for youth
- Expand economic opportunity for formerly incarcerated individuals.
- Eviction defense, vouchers, and alternative real estate models
- Increase resources for schools.
- Fund youth centers, sports, enrichment activities, and neighborhood-based wraparound support programs.

Education

- Early childhood, K-12, higher education
- Spotlight:
L.A. Unified’s Community-based Safety Pilot

Health & Human Services

- Spotlight:
Office of Violence Prevention
Department of Youth Development

Justice

- Courts, probation, corrections, law enforcement

City/County Governance

- City council, Board of Supervisors, Mayor’s office
- Spotlight:
Mayor’s Office of G.R.Y.D.

Community Organizing & Advocacy

Community-Based Organizations

Donors & Intermediaries

disinvestment (activities detailed in the graphic on page 2). Various public and private sector organizations are involved, including city and county departments focused on youth development, probation, law enforcement, health, social services, and housing, as well as community-based organizations.⁷ For this reason, CBS is often referred to as an ecosystem and a “multi-sector collaboration.”⁸

Community-based organizations (CBOs) play a crucial role in the CBS ecosystem. The LA County Violence Intervention Steering Committee (LAVIC) developed a definition of Community-based as “a grassroots movement, led by community members with lived experience, with License to Operate (LTO) to provide services, resources and help to the community it serves.” The two concepts of “lived experience” and LTO are linked; a person’s LTO is derived from lived experience, which means witnessing or experiencing violence in his or her community. These workers may have been involved in the justice system as well. LTO represents the access and background knowledge needed to be effective. Because LTO is specific to each community, it is important for schools to partner with CBOs that are based nearby.

The following section describes how entities from several sectors contribute to the CBS ecosystem in Los Angeles (a list of organizations and their activities appears in Appendix B). A discussion of the geographic distribution of community-based organizations providing CBS-related services follows.

Community-Based Safety in Los Angeles: A Multi-Sectoral View

Education: Pre-K-12

Schools have an inherent interest in community safety; to some extent, their success

depends on it. Violence in schools or the community can interfere with attendance, diminish readiness to learn, alter children’s development, and adversely affect student behavior in school. It also may lead to disengagement from school and other risk factors that can further perpetuate the cycle of violence in a community.⁹

Schools also inherently contribute to community safety by providing opportunities for academic achievement so students can reach their full potential and contribute in positive ways to society. Academic opportunity is a protective factor against community violence, and conversely, academic failure increases the risk of future violence. Schools also typically ensure that the campus is a safe place for all students and staff, and that young people possess the skills to relate to others, work together, and resolve conflicts without violence.

School districts throughout the L.A. Basin (L.A. County includes 80 school districts) contribute to community safety in these fundamental ways, and many of them also offer safe passages, CVI, mediation, restorative practices, and substance abuse prevention, which are programs either explicitly labeled as, or aligned with CBS.¹⁰

L.A. Unified intentionally supports student safety and wellbeing as detailed in its strategic plan and Blueprint for School Safety (“Every School Safe”).¹¹ This wholistic approach to safety overlaps with CBS, as detailed on the next page. For example, the District strengthens the social determinates of safety by providing nutrition, access to health and wellness services, and safe places for children to be outside of school hours, either directly or through contracted providers. The District also employs a restorative approach to student behavior and discipline.

In addition, L.A. Unified explicitly implements CBS at BSAP schools through its CBSP which invests over \$15 million in safe passages, peace building, and community development programs.¹²

L.A. Unified's Wholistic Approach to Safety Overlaps with CBS

1. L.A. Unified provides services to meet the whole needs of its students, which overlaps with the CBS approach that calls for meeting the community's needs so it can thrive. Example activities/policies/services:
 - Wellness centers
 - PSWs, PSAs, nurses, counselors
 - Mental Health Evaluation Team (MHET)
 - Enrichment programs
 - Adult mentorship
 - Culturally relevant pedagogy
 - Safety collaboratives
 - Nutrition
2. L.A. Unified approach to school climate and discipline incorporates a restorative approach, which is foundational to the CBS philosophy. Example activities/policies/services:
 - Discipline Foundation Policy
 - Multi-Tiered System of Support
 - Restorative Practices
 - LASPD (diversion)
3. In 2022, L.A. Unified explicitly committed to CBS by instituting a CBSP, with Board action that followed. The CBSP includes:
 - Safe passages,
 - Peace building, and
 - Community development

Higher Education

The Los Angeles area is also home to several institutions of higher education that participate in efforts to support or inform CBS. For example, centers in Loyola Law School, the UCLA School of Law, and the USC School of Social Work endeavor to foster reform of the juvenile justice system or provide access to data that can be used to support services to young people.

Health and Human Services

The government agencies that are essential to CBS are to be found in the Health and Human Services sector. They include the various county and city health departments as well as children and family services, recreation and parks, libraries, and social services. Though all these departments have key roles to perform, two county entities stand out for their relative newness and focus on CBS: the Department of Youth Development, and the Office of Violence Prevention with the Department of Public Health.¹³

Justice

The justice sector includes law enforcement, courts, corrections, and probation. Historically, the justice sector has played a key role in promoting community safety and addressing violence through enforcement, suppression, and detention. But as emphasis shifts away from incarceration to prevention, police officers, sheriffs, judges, prosecutors, and others in this sector hold enormous influence, which they can use to build support for prevention strategies that address the underlying causes of violence.

County and City Governance

Most services related to CBS are delivered by county or city departments, but the governance sector (executive offices of city officials or the County Board of Supervisors) sometimes operate programs or coordinate initiatives. The governance sector in L.A. County is comprised of an elected Board of Supervisors and its administrative offices as well as 88 municipal governments with city councils, mayors, and city managers.¹⁴

The City of Los Angeles also has a Deputy Mayor of Community Safety and its own Youth Development Department.¹⁵ The mayor's office also includes the Office of

Gang Reduction and Youth Development (GRYD).

Community Organizing and Advocacy Groups

The non-governmental community organizing or advocacy sector has played a key role in defining a vision for CBS and advancing the approach. Groups in this sector promote CBS to “increase equality, justice, and safety without resorting to criminalization and surveillance”¹⁶ and view CBS as a civil rights or race equity issue. Several of these groups have conducted analyses and developed plans for community violence prevention and provide public information to inform implementation of CBS. Some of them also act as training and technical assistance providers to support government agencies and other organizations with financial expertise, community mapping, partnership development, operations support, training, planning, evaluation, and other resources.¹⁷

Donors and Intermediaries

In addition to community organizing and advocacy organizations, the private, not-for-profit sector includes community and family foundations that serve as donor, technical assistance, or intermediary organizations that serve as fiscal sponsors—and sometimes, like the California Community Foundation—all three.

Community-Based and Small Non-Profit Organizations

The largest group of organizations in the private sector that support community-based safety are medium-sized regional non-profit corporations (e.g. Boys and Girls Clubs, the Children’s Institute) or small non-profits

based in communities. These organizations provide key services related to community-based safety, including gang intervention, drug use prevention, academic and career supports, mentoring, victim services, safe passages, violence intervention and mediation, and a range of enrichment activities including arts and sports.

Some CBOs that provide CBS services also engage in community organizing and advocacy.

The Geography of CBS Organizations in Los Angeles

To learn where community violence intervention CBOs operate, the L.A. County Violence Intervention Steering Committee (LAVIC) surveyed 125 individuals from 20 CBOs in 2022. Forty-eight communities were identified that had at least one service provider, but the communities with the most providers were South L.A., Compton, Willowbrook, Watts, and Westmont.¹⁸ All these communities are in the south and central parts of the City of Los Angeles. From the survey, 24% of respondents serve multiple communities.

The IAU developed a descriptive database of 191 CBOs (included in Appendix B), including some information about where services are delivered. A scan of organization websites in the IAU list found that service delivery areas of these organizations broadly correspond to the findings from the LAVIC survey: CBS service providers appear to be relatively scarce in West and East L.A. as well as the Valley, compared to South L.A. However, a survey of all these organizations would be necessary to identify definitively how they define their service areas.

CHALLENGES WORKING TOGETHER FOR COMMUNITY SAFETY

In addition to investigating the landscape of organizations and entities involved in CBS in the Los Angeles region, the IAU investigated how the District offers or participates in CBS-related programs and services (primarily through the CBSP). The IAU wanted to learn what challenges existed and where improvements or changes could be made.

IAU research illuminated challenges inherent in each of the three processes that govern the District’s interactions with external CBS partners:¹⁹ (1) the procurement process (fee-for-service contracting); (2) the memorandum of understanding (MOU) process (no-cost

agreements); and (3) the inter-governmental collaboration process. Improvements to some of these processes were underway during the 2023-2024 school year. The following section outlines both challenges and existing efforts to address them, summarized in Figure 1.

1. Community members faced barriers to participate and share their knowledge at school sites.

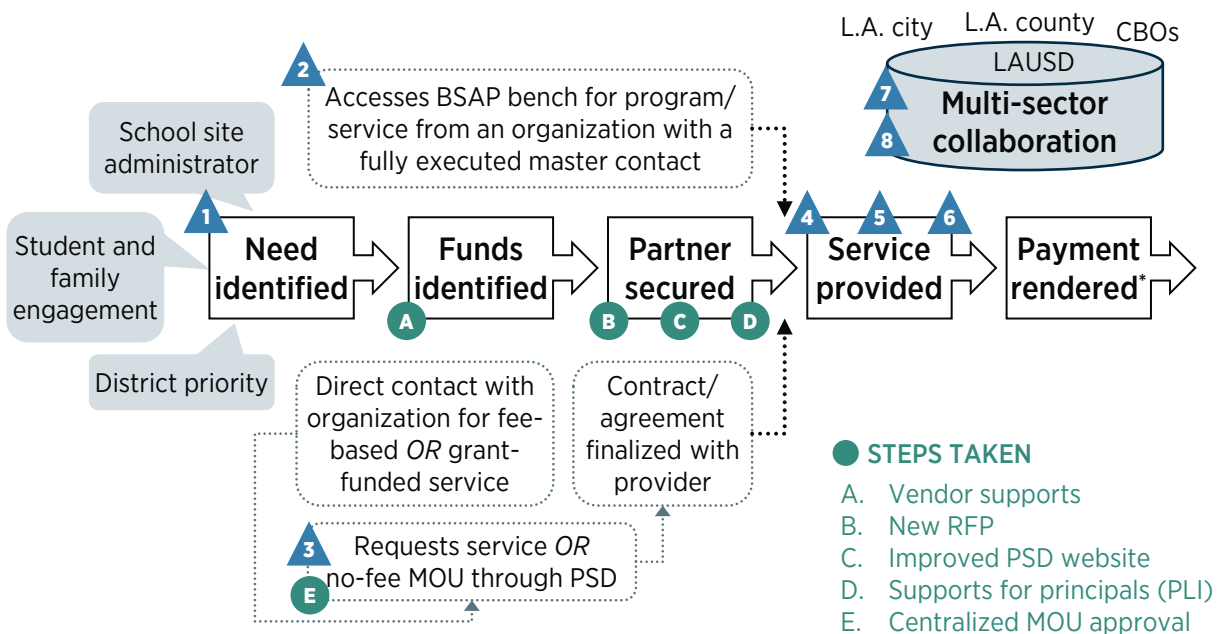
Community members may not be aware of avenues to participate and provide information about their community to school leaders. For their part, schools may not be leveraging the opportunities available to include community members in discussions.

Each school is aligned to a District-led safety collaborative, which are organized around Los Angeles Police and Sheriff’s Department

Figure 1. Challenges and Steps Taken to Improve Processes for Providing CBS Services in L.A. Unified

▲ CHALLENGES

- | | | |
|--------------------------------|--|---|
| 1. Barriers to share knowledge | 5. Extra expenses incurred by vendors | 7. More collaboration needed |
| 2. Unspent BSAP funds in 2023 | 6. Issues invoicing and paying vendors | 8. Tensions from different statutory hiring rules |
| 3. MOU process lacks clarity | | |
| 4. Oversight needed | | |



precincts.²⁰ Each safety collaborative includes multiple schools. Currently, information from community members about community safety can—but may not always—flow through Safety Collaboratives to school or law enforcement leaders in positions to take appropriate action. It is unclear to what extent CBOs participate in these groups.

2. BSAP funds originally allocated in 2022 were not spent by the fall of 2023.

Complaints from current and potential vendors were that the District’s rules, regulations, and lack of communication were barriers to successful contracting. The IAU found that many of these complaints reflected one-time implementation issues. Specific concerns discussed by community members and District staff included:

- **Procedural and staffing changes contributed to delays in service provision that impacted organizations’ bottom lines.** As of the 2023-2024 school year, local expenses require central approval if they exceed \$4,999, down from \$24,999. This change was blamed for confusion and delays in contract approvals and purchases. Delays also occurred in contract execution due to staffing changes in BSAP leadership. Some vendors reported financial loss due to the delay in approval.
- **Insurance requirements, newly enforced through a centralized process, coupled with increased premiums, and longer processing times, were a hurdle for some.** L.A. Unified—like government organizations in general—has strict partner insurance requirements to ensure staff and student safety and to limit the District’s exposure to risk. In 2023 and 2024, smaller organizations struggled to afford insurance due to soaring premium costs. Further, the District increased oversight

of insurance requirements, which created confusion in some cases and increased processing times.²¹

- **The contracting process from bid application to service provision is not seamless.** Potential providers and community-based partners reported informational or logistical barriers to bidding on solicitations, understanding insurance requirements, and knowing what to do after being placed “on the bench.”

Steps taken (A): The Division of School Operations (DSO), the sponsor of the BSAP bench, introduced several supports for vendors in the winter and spring of 2023-2024, including an industry forum, connecting vendors via Zoom, and information sessions for current vendors. Other supports included pushing information to principals about the contracting process.

Steps taken (B): DSO issued a new Request for Proposal (RFP) to select a new master list of vendors to be ready for schools to use at the start of the 2024-2025 school year and beyond. Various advertising avenues were used to increase public awareness about the RFP. Additionally, two information sessions were held to provide information about the process to prospective vendors.

Steps taken (C): PSD has improved and organized its webpage to provide consolidated and comprehensive policy, procedure, and contact information for internal users and vendors.

Planned steps (D): During the Principal’s Leadership Institute (PLI) in summer 2024, DSO plans to provide

resources to support the utilization of the BSAP bench.

3. Organizations with third-party funding mentioned a lengthy MOU process that lacked clarity.

The timeline for developing no-cost MOUs is lengthy due to important District requirements (e.g., legal and risk management review, background checking) and the need to customize each agreement with details about the partner's capabilities and what services they plan to provide.

Though the requirements are necessary, lack of process clarity for partners increases the time and resources needed to finalize agreements. Currently, information on how the MOU process works is difficult to find on the District's website:

- A search of the site will turn up a bulletin on no-cost agreements from 2019,²² but bulletins are designed to be internal policies and procedures documents rather than user-friendly web resources and may not accurately reflect current policy.
- A list of nine steps is posted on the Wellness Partners section of the Student Health and Human Services (SHHS) web page but navigating to that page may not be intuitive for community partners.

Steps taken (E): The District has centralized the approval of most MOUs (currently, PSD approves all non-medical and non-afterschool no-cost MOUs), which simplifies oversight and records-keeping. The District has also encouraged increased interactions between Organization Facilitators (SHHS staff members based in the regions) and principals. This heightened communication eases some aspects of the MOU process, which relies on conversations

between Organization Facilitators, external partners, and principals.

4. Safe passages represent a large investment from the District, but support and oversight were challenging.

Currently, the District has not compared and evaluated safe passage providers in terms of their implementation and effectiveness or whether they follow recognized best practices.²³ Both vendor and school-side stakeholders reported challenges:

- Fully qualified staff can be difficult to recruit and retain due to aspects of the job, including the hours required before- and after-school with several non-work hours in between.
- Community, school, and provider expectations for staff performance may not be aligned (e.g., a desire for staff to physically deescalate situations may not be reasonable).
- Models for supervising and tracking employees were not universally implemented.

5. Difficulties estimating costs upfront can burden vendors with extra expenses which can threaten their long-term viability.

Stakeholders repeatedly referred to the need for CBS services to be flexible since student needs varied and were difficult to ascertain until providers began working in schools. However, the District's contracting process requires vendors to set their fee-rate schedules before they begin work. It can be difficult to adjust fees upward if more service is needed after a contract is executed, a work order is submitted, and funds are allocated in a school's budget. Several vendors mentioned incurring expenses beyond what they charged so that they could provide whatever they thought was need.

Impact of steps taken: The new RFP allowed vendors to adjust their fees and services and execute new contracts.

6. Smaller organizations may lack the capital to finance services upfront and wait for payment.

Vendors are paid after invoices have been submitted and approved, which means they must have assets to cover expenses until payment goes through:

- Avenues exist for prompt payment (i.e. within 24 hours after invoice approval) for vendors that qualify as a Small Business Enterprise (SBE).
- However, qualifying vendors may not be aware, and obtaining a SBE certificate may be an administrative hurdle.
- Still, payments are sometimes delayed due to lack of invoice approval.

7. Cooperation between the District and city, county, state, or federal partners occurs, but could be expanded.

Many interactions occur between the District and other government agencies tend to focus on addressing specific problems rather than developing a wholistic CBS strategy:

- Collaboration between District leadership and the City of L.A. has centered around three key areas: traffic safety, substance abuse prevention, and preventing community (gang and gun) violence. This collaboration is formalized in the local government compact pending between L.A. Unified and the City.
- Additionally, SHHS and DSO maintain active relationships with county, state, and federal agencies, and works with them on specific projects, programs, or issues of concern.

8. School districts, other government agencies and CBOs have different statutory hiring rules, which can lead to tensions in partnering.

Vendors and their subcontractors paid by L.A. Unified must pass background checks and meet other administrative requirements for all District employees (e.g., tuberculosis test), which, in practice, can exclude certain CBS workers and impede working with some organizations:

- One component of CBS is violence prevention and intervention that entails “credible messengers,” safety workers who may have been involved with the justice system. If convicted of certain crimes, these individuals may not clear the District’s background checks, which means the District cannot contract with them.
- Issues related to hiring requirements will need to be addressed as the District looks to expand its collaboration with the Mayor’s Office of Gang Reduction and Youth Development (GRYD). Some providers associated with GRYD employ credible messengers.

RECOMMENDATIONS

To improve the District’s community-based safety initiative and enhance safety in its schools’ communities, the IAU makes the following recommendations, divided into three categories: monitoring and evaluation, communication, and multi-sector collaboration. Details on the rationale and possible Board and District actions for each recommendation are outlined in the remainder of this section.

The IAU also considered additional recommendations and offers commentary in Appendix A.

Monitoring and Evaluation

1. Monitor the execution and use of re-freshed BSAP bench with updates in the fall of 2024 and spring 2025.
2. Monitor and evaluate the quality and effectiveness of safe passages programs.

Communication

3. Add a for “Community” option to main website navigation.
4. Enhance District website with additional materials and functionality for community partners.

Multi-sector Collaboration

5. Encourage schools to add representatives from CBOs to School Safety Committees and Safety Collaboratives.
6. Support establishing a network organization to oversee and coordinate community-based safety initiatives.
7. Align safety-related task forces/stakeholder committees.

Monitoring and Evaluation

1. Monitor the execution and use of re-freshed BSAP bench with updates in the fall of 2024 and spring 2025.

Rationale

Monitoring what happens with schools that contract with bench providers will help the District understand if having the new set of executed contracts and other supports to vendors and school sites solves the problems of underspending and the gap in service provision observed in 2023-2024.

Board Actions

The Board should request an update on BSAP spending and whether the new bench met schools’ needs during the late fall 2024 or early spring 2025 from the DSO and the Educational Transformation Office (ETO). Updates to the Board could contain the following information:

- Number of programs by type;
- Dollars spent by program type and funding source;
- Dollars spent by partner organization, with map of school sites and organization address; and
- Information about best practices with onboarding or challenges with onboarding new programs and steps taken.

District Actions

The IAU recommends that the bench sponsors hold routine, periodic convenings of BSAP principals and vendors to gather information about spending and onboarding new programs. (Issues related to oversight and best practices can also be discussed in these convenings, which are discussed in the next recommendation).

2. Monitor and evaluate the quality and effectiveness of safe passages programs.

Rationale

A system of monitoring and evaluating safe passages can improve effectiveness, inform scale up where needed, and justify the programs’ expense. Safe passages programs varied in the first year of the pilot initiative’s implementation (2023-2024), in part due to principles of community-based safety (i.e., designed for the community by the community). Community members and District staff alike raised concerns about oversight.

Board Actions

The IAU recommends the Board request the District initiate a system to monitor and evaluate safe passages and provide updates to the Board on program impact at least one time annually (e.g., in a Committee of the Whole meeting or Superintendent’s Report in a Regular Board meeting).



If requested by the District, the IAU recommends the Board authorize spending on an external evaluation.

District Actions

First, to improve accountability and oversight, the District could formally request mid- and end-of-year updates on organizations’ evaluations as outlined in their vendor contracts. Vendor contracts contain some degree of evaluation plans, but it is unclear how this data is collected and shared. Best practices about safe passages and data collection to show program impact can be shared at the routine convenings of BSAP schools and partner organizations/vendors.

Second, the IAU recommends DSO work with BSAP leadership to conduct periodic assessments of safe passages implementation using surveys, principal reports/observations, and focus groups that include students who walk to school, school leaders, and vendor personnel. The IAU recommends the District collect data on the indicators listed in Table 1, at minimum.

Finally, to justify the program’s expense and improve transparency, the IAU recommends the District consider asking the office of Strategic Data and Evaluation (SD&E) or an external evaluation firm to conduct a 3-year impact evaluation of the CBSP. The District has an approved bench for program evaluation, though funds would need to be allocated.

Examples of similar evaluations are the

Table 1. Metrics for Monitoring Safe Passages Implementation

Category	Metric(s)
Activities	<ul style="list-style-type: none">where safe passages personnel are located (e.g., what routes, intersections, how far from the school)what services safe passages personnel provide (e.g., escorting students along safe routes, newsletters, meeting with community members)
Awareness	<ul style="list-style-type: none">how safe passages personnel are communicating their services to the school communityawareness of safe passages services among students and within the school community
Supervision	<ul style="list-style-type: none">how safe passages personnel communicate with supervisors and school site staffhow safe passages personnel are supervised (within their organization) and how safe passages personnel are managed at the school site

GRYD Gang Prevention 2017 Evaluation Report,²⁴ the Evaluation of the LAPD Community Safety Partnership,²⁵ or The Los Angeles Community Safety Partnership: 2019 Assessment.²⁶

Communication

3. Add a for “Community” option to main website navigation.

Rationale

Improving the website user experience by adding a for “community” navigation option to the home page can ease school and central office staff’s burden of providing information to community members. Currently, relevant information is housed in multiple office’s webpages and may not be written with the community user in mind.

Board Actions

The Board can request a plan for adding this navigation option that states what will be included in the for “Community” menu and when it will be completed.

District Actions

Direct ITD to add a for “Community” option to website navigation next to the “Families” and “Employees” option. Before doing so, work with relevant District offices (e.g., Office of Students, Family and Community Engagement, PSD, SHHS) to create a landing page that contains links to existing District webpages for various community users, prioritizing information for current and existing community partners and vendors to start.

For reference, the District can look to the website navigation for Fresno USD, San Francisco USD, and Oakland USD (Figure 2). Each of these districts includes a for “Community” menu option, though information included

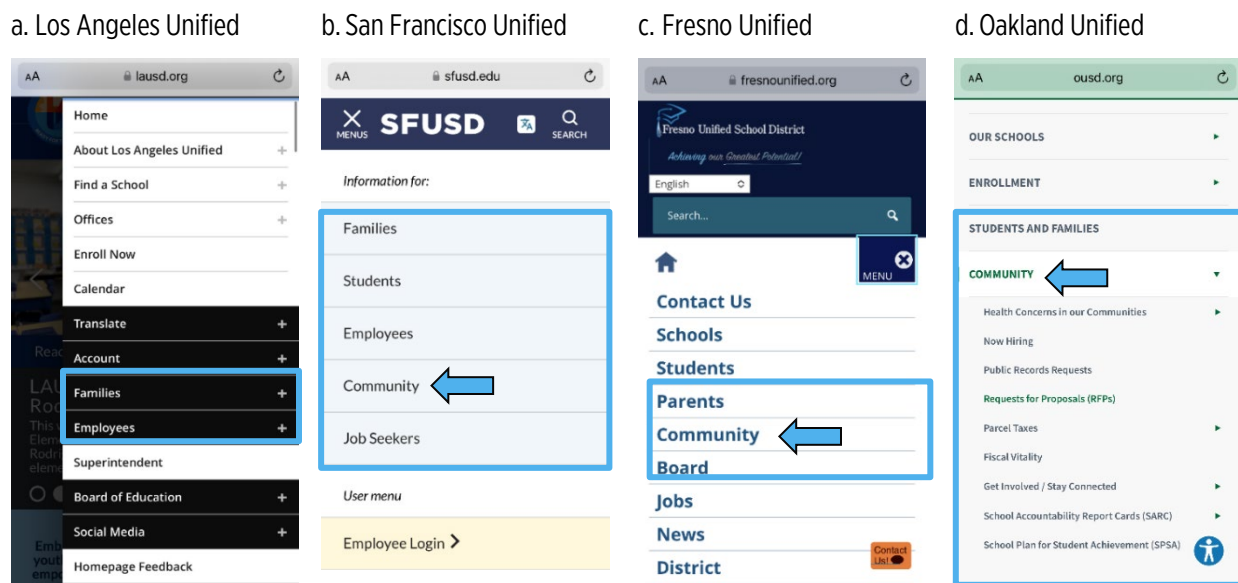
for the community member user varies. For example, San Francisco USD’s community landing page prioritizes information for community partners and vendors (further scrolling leads to information about voter initiatives and civic projects), while Oakland USD’s community navigation includes information about the budget, school accountability, public records, RFPs, and other community issues (e.g., Parcel Taxes). Eight of California’s largest public school district include “Community” in their main menu for the website navigation.

4. Enhance District website with additional materials and functionality for community partners.

Rationale

Improving the user experience for community partners and vendors can increase operational efficiency while facilitating compliance with liability and safety requirements.

Figure 2. Four Large California School Districts’ Website Menu Navigation for Different Users (Mobile View)



<https://www.lausd.org/>

<https://www.sfusd.edu>

<https://www.fresnounified.org>

<https://www.ousd.org>

Note: Mobile screenshots of district homepage menu navigation retrieved May 16, 2024.

Board Actions

The Board can request District staff to include the items below as part of the plan to add “Community” to the website menu.



When necessary, the IAU recommends the Board approve purchases for automating and modernizing processes for external contracts.

District Actions

Direct staff to create materials to create a seamless process for community partners and vendors and automate/update processes where applicable, including the following:

(1) Simple, highly visible web-resource guides for community partners and vendors: Information guides can offer initial support and direct community partners and vendors to the correct process/office, prevent delays in processing, and facilitate compliance. Specific ideas for L.A. Unified include:

- Flow-charts for what forms are needed, where to find them, and what processes apply for organizations looking to partner with schools (e.g., see: San Francisco USD’s [What forms do we need - and where do we find them?](#)).²⁷
- FAQs about MOUs and why they are delayed (e.g., see San Francisco USD’s [Top Reasons MOUs and delayed](#) guide).²⁸
- Vendor FAQs directly on the vendor webpage versus another linked resource (e.g., see [Long Beach USD’s vendor information](#) page).

(2) Modernize bidding/vendor platform: Modern, user-friendly platforms exist to streamline the process for becoming a vendor, learning about bids, and responding to bids.²⁹

(3) Automated MOUs for no-cost agreements: Some no-cost agreements could be

initiated directly through online forms in certain circumstances. For example, San Francisco USD has a standard MOU for non-specialized MOUs that organizations can fill out online.³⁰ Within L.A. Unified, the Facilities Use Request form found on the Facilities Services Division Licenses and Permits page is an example of an automated form for community users.³¹

(4) Automated insurance approval: (*Note:* Insurance verification may also be included in a modern bidding/vendor platform.) The City of Los Angeles uses a web-based portal to help applicants navigate insurance requirements and receive insurance approval instantly ([KwikComply](#)).³² The self-service government model has saved the city time and ensured compliance and may be available for the District to purchase.

Multi-sector Collaboration

5. Encourage schools to add representatives from CBOs to School Safety Committees and Safety Collaboratives.

Rationale

Well-connected community members who understand the assets and sources of conflict within communities can provide critical and voices at multiple-school Safety Collaboratives but are not always present. Also including such individuals in each School Safety Committee can allow direct input into planning and decision-making around CBS.

Board Actions

The Board can request the District (1) conduct a review of how community members are included in safety planning via Safety Collaboratives and school-based safety committees and planning and (2) provide mid-and end-of-year updates on changes to community involvement in these efforts.

District Actions

Ensure community members (possibly representatives from CBOs) participate in Safety Collaboratives. Additionally encourage schools to include community members in School Safety Committees for the purpose of reviewing needs for CBS services at school sites. Notably, this suggestion would expand the duties of the School Safety Committees (which exist primarily to update ISSPs) and therefore requires further consideration.

6. Support establishing a network organization to oversee and coordinate community-based safety initiatives.

Rationale

A network can achieve more than the District can on its own to improve safety in the District's schools' communities. A network would help with 1) building capacity of community-based organizations, and 2) developing a region-wide CBS program or initiative that represents true multi-sector collaboration.

Board Actions

The IAU recommends the Board advocate for such a network in conversations with elected officials. The Board can also request the District obtain a list of all active safe passage and CVI initiatives in its collaboration with other agencies.

District Actions

To develop and implement a comprehensive CBS system and infrastructure throughout the region, which would ultimately benefit the District, the District should participate as

a member of a network of federal, state, county, and city agencies (including law enforcement, youth development, and public health entities), as well as other school districts. Another regional entity (perhaps a non-profit agency contracted by the county or state) would serve as the lead on such a network. Detailed suggestions about what such a network could do are contained in the Urban Peace Institute's L.A. Peace Plan.³³

7. Align safety-related task forces/committees.

Rationale

Multiple safety-related task forces and committees may overlap in responsibilities, creating redundancy and confusion among stakeholders. Further, as issues evolve, some task forces created without sunset dates may not be situated to include new stakeholders or address current concerns.

Board Actions

The Board should consider consolidating or clarifying the distinguishing features of each safety committee task force efforts, including mechanisms for review and renewal (as opposed to indefinite existence).

District Actions

The District can support the Board in writing this resolution by providing a review of existing safety and school-climate related task forces and initiatives, what resolution authorized the task force/initiative, its stated goals, and task forces. In said review, the IAU recommends the District highlight areas of overlap.

Estimating the Need Across Sectors: Spotlight on CVIEcosystem.org

Four CBS organizations have cooperated to create the website [CVIEcosystem.org](https://www.cviecosystem.org), which illustrates the collaborative resources required to provide one of these groups of services—CVI. They estimate that Los Angeles' "community violence intervention ecosystem" would require 441 workers of various types, costing about \$142 million, to effectively prevent violence.

NOTES

¹ As Board Resolution 023-22/23 puts it, “community members can keep themselves safe, rather than...[rely]...paternalistically on outside institutions...”. See the full resolution – “Community-Based Safety Analysis and Expansion” in the June 15, 2023 Regular Board Meeting Stamped Order of Business, Item 24 (page 6), retrieved from

<https://www.lausd.org/cms/lib/CA01000043/Centricity/Domain/1057/06-13-23RegBdStampedOBRevised.pdf#page=6>

² Sebastian, T., & Bou, L. (n.d.). Evidence on Non-Carceral Investments That Work to Prevent Violence & Harm. https://civilrightscorps.org/wp-content/uploads/2023/05/Getting-Smart-On-Safety_03_17_23-1-2.pdf

³ L.A. Unified’s Black Student Achievement Plan webpage: <https://www.lausd.org/bsa>

⁴ L.A. Unified’s Community-Based Safety Plan, presented to the Board of Education at the May 7, 2024 Regular Board Meeting (Slide 19 – “Current District Commitment to Community-Based Safety- CBSP”). <https://www.lausd.org/cms/lib/CA01000043/Centricity/Domain/1057/Community%20Based%20Safety%20Plan-%20Supts%20Reports%2024%2005%2007%20BOE%20FINAL.pdf#page=19>

⁵ See the full resolution – “Community-Based Safety Analysis and Expansion” in the June 15, 2023 Regular Board Meeting Stamped Order of Business, Item 24 (page 6), retrieved from <https://www.lausd.org/cms/lib/CA01000043/Centricity/Domain/1057/06-13-23RegBdStampedOBRevised.pdf#page=6>.

Also available from Board Member Ortiz Franklin’s website: [Community-Based Safety Resolution](https://drive.google.com/file/d/1qzJyJhbFEG-BldW_4uKmHp9Gv7hJ4DBNU/view?pli=1) (https://drive.google.com/file/d/1qzJyJhbFEG-BldW_4uKmHp9Gv7hJ4DBNU/view?pli=1)

⁶ Multiple sources contributed to this definition. The World Health Organization identified violence as a public health problem in 1996 (*Global status report on violence prevention* (2014). Retrieved May 16, 2024, from <https://www.who.int/publications-detail-redirect/9789241564793>). The Center for Disease Control has a section on the public health approach to violence prevention (CDC. (2024, April 9). *About The Public Health Approach to Violence Prevention*. Violence Prevention. <https://www.cdc.gov/violence-prevention/about/about-the-public-health-approach-to-violence-prevention.html>). The Vera Institute (*Community-Based Approaches to Safety*. (n.d.). Vera Institute of Justice. Retrieved May 16, 2024, from <https://www.vera.org/beyond-jails-community-based-strategies-for-public-safety/community-based-approaches-to-safety>) and the Urban Peace Institute (*Recommendations for Building a Community-Based Public Safety and Health Ecosystem*. (2021). <https://www.urbanpeaceinstitute.org/in-the->

[news/2021/3/15/recommendations-for-building-a-community-based-public-safety-and-health-ecosystem](https://www.lausd.org/news/2021/3/15/recommendations-for-building-a-community-based-public-safety-and-health-ecosystem))

both have general reference materials about the comprehensive nature of community-based violence intervention strategies. A rich literature informs knowledge of the social determinates of safety (e.g. Armstead, T. L., Wilkins, N., & Nation, M. (2021). Structural and social determinants of inequities in violence risk: A review of indicators. *Journal of Community Psychology*, 49(4), 878–906. <https://doi.org/10.1002/jcop.22232>)

⁷ Sebastian, T., Love, H., Washington, S., Barr, A., Rahman, I., Paradis, B., Perry, A. M., & Cook, S. (2022, September 21). *A new community safety blueprint: How the federal government can address violence and harm through a public health approach*. Brookings. <https://www.brookings.edu/articles/a-new-community-safety-blueprint-how-the-federal-government-can-address-violence-and-harm-through-a-public-health-approach/>

⁸ Davis, R. (2014). *Multi-Sector Partnerships for Preventing Violence: A Guide for Using Collaboration Multiplier to Improve Safety Outcomes* | Prevention Institute. Prevention Institute. <https://www.preventioninstitute.org/tools/multi-sector-partnerships-preventing-violence-guide-using-collaboration-multiplier>

⁹ Borofsky, L. A., Kellerman, I., Baucom, B., Oliver, P. H., & Margolin, G. (2013). Community Violence Exposure and Adolescents’ School Engagement and Academic Achievement Over Time. *Psychology of Violence*, 3(4), 381–395. <https://doi.org/10.1037/a0034121>

Perkins, S., & Graham-Bermann, S. (2012). Violence Exposure and the Development of School-Related Functioning: Mental Health, Neurocognition, and Learning. *Aggression and Violent Behavior*, 17(1), 89–98. <https://doi.org/10.1016/j.avb.2011.10.001>

Turanovic, J. J., & Siennick, S. E. (n.d.). *The Causes and Consequences of School Violence: A Review*.

¹⁰ Four examples are Antelope Valley Union, Compton Unified, Pomona Unified, and Lynwood Unified, all of which received School Safety Transformation Grants from the Department of Public Health (<http://ph.lacounty.gov/ovp/ARPA.htm>)

¹¹ Los Angeles Unified School District. (2023, April 13). *Every School Safe: 2023-26 Blueprint for Safety*. <https://www.lausd.org/cms/lib/CA01000043/Centricity/Domain/1236/ESSBlueprintForSafety2023-26.pdf>

¹² These programs are defined as part of the BSAP master contract Request for Proposal Project and have appeared in several presentations to the Board of Education (e.g. see the [Community Based Safety Resolution Update](#), presented by Andres Chait, Chief of School Operations to the January 29, 2024 meeting of the School Safety and Climate Committee for the Board of Education. Presentation begins on page 27 of the meeting materials:

<https://www.lausd.org/cms/lib/CA01000043/Centricity/Domain/1057/01-29-24SSCagendapacket.pdf>.

¹³ Department of Youth Development: <https://dyd.lacounty.gov/>; Office of Violence Prevention with the Department of Public Health: <http://ph.lacounty.gov/ovp/>

¹⁴ Los Angeles Almanac. (n.d.). *Mayors & City Councils Cities of Los Angeles County*. <https://www.laalmanac.com/government/gl10.php>

¹⁵ At time of publication, the Deputy Mayor of Community Safety is Karren Lane, and the director of the The Youth Development Department of the City of Los Angeles is Lisa Salazar (<https://ydd.lacity.gov/>)

¹⁶ ACLU. (2022, Feb. 17). *Our Vision to Achieve True Public Safety*. Cader, Y. & Soltani, A. <https://www.aclu.org/news/criminal-law-reform/our-vision-to-achieve-true-public-safety>

¹⁷ Training and Technical assistance (TTA) providers are organizations or individuals that offer specialized services to help government agencies and other organizations improve their performance. They may provide advice on how to use new technologies, implement new processes, or solve specific problems. TTA providers are common in the public sector to support existing programs or change initiatives. Examples can be found in the Training and Technical Assistance Network of the Office of Juvenile Justice and Delinquency Prevention (OJJDP) (<https://ojjdp.ojp.gov/training-and-technical-assistance/provider>)

¹⁸ Urban Peace Institute. (2022) *The Scope of Intervention in LA County and A Vision of Sustainability for Community-Based Safety: LA County Violence Intervention Steering Committee summary report and recommendations* (p. 15-16).

http://ph.lacounty.gov/ovp/docs/TPI%20Expansion%20County-wide/LA%20County%20Scope%20of%20Intervention%20Summary%20Report%202022_FINAL.pdf

¹⁹ Additional processes are the facilities use agreement and Operations Agreements (OAs). See Facilities Services Division/Licenses and Permits webpage for information on facilities use agreements and joint use agreements (<https://www.lausd.org/Page/18957>). For policies and procedures regarding MOUs, see L.A. Unified's Bulletin 076705 (BUL-076705), "Establishing No-Cost Health, Non-Health and Mental Health Services MOUs and Agreements on School Campuses"

(<https://www.lausd.org/cms/lib/CA01000043/Centricity/domain/711/pdfs/Establishing%20%20No-Cost%20Health%20Non-Health%20MOUs%20and%20Agreements%2009316.pdf>)

²⁰ Previously, Safety Collaboratives were not aligned to precincts.

²¹ Process explained and discussed in public at the Committee of the Whole, March 19, 2024. <https://www.lausd.org/boe/calendar73805/20240321/event/69456>

²² See L.A. Unified's Bulletin 076705 (BUL-076705), "Establishing No-Cost Health, Non-Health and Mental

Health Services MOUs and Agreements on School Campuses"

(<https://www.lausd.org/cms/lib/CA01000043/Centricity/domain/711/pdfs/Establishing%20%20No-Cost%20Health%20Non-Health%20MOUs%20and%20Agreements%2009316.pdf>)

²³ See Espinosa, G., Lam, E., Lee, V., Marshall, J., Neri, P., & Ross, M. N. (2015). *Best and Promising Practices to Address Violence and Personal Safety in Safe Routes to Schools Programs*. Advancement Project.

<http://www.publichealth.lacounty.gov/place/docs/Advancement%20Project%20SRTS-SafePassage%20Paper%20FINAL%20March%202015.pdf>

²⁴ The City of Los Angeles Mayor's Office of Gang Reduction and Youth Development (GRYD) Research and Evaluation Team. (2017). *GRYD Gang Prevention 2017 Evaluation Report*. Kraus, M., Chan, K., Martin, A., Park, L., Leap, J., Rivas, L., Manos, K., Hennigan, K., & Kolnick, K. https://www.juvenilejusticeresearch.com/sites/default/files/2020-08/GRYD%20Prevention%20Report_Final.pdf

²⁵ UCLA Luskin. (2020). *Evaluation of the LAPD Community Safety Partnership*. Leap, J., Brantingham, P.J., Franke, P., Bonis, S., et al. https://lapdonlines-trgeacc.blob.core.usgovcloudapi.net/lapdonline-media/2021/11/CSP-Evaluation-Report_2020_FINAL.pdf

²⁶ Urban Institute. (2020). *The Los Angeles Community Safety Partnership: 2019 Assessment*. Robin, L., Peterson, B., Doyle, L., Chavez, E., & Bracy, B., https://www.urban.org/sites/default/files/publication/101827/the_los_angeles_community_safety_partnership_2019_assessment.pdf

²⁷ See San Francisco Unified School District's (SFUSD) Community page (<https://www.sfusd.edu/information-community>): "What forms do I need to work with or provide services at SFUSD schools" linked resource, a flow-chart titled "What forms do we need - and where do we find them?" (https://docs.google.com/presentation/d/1RP9qTE2NrXy04wBRvEUQAIvO6iIP-kQhBSVaTHH81r1U/edit#slide=id.g2262e273a09_0_3)

²⁸ On SFUSD's "Completing a Memorandum of Understanding" webpage, the "Reasons MOUs are delayed" link brings you to the resource, "Top Reasons MOUs and delayed" (https://docs.google.com/presentation/d/1qKKwSqGAaKnXAe7N-M9r8eLzfKOrawKr5X7xniTh-ICg/edit#slide=id.g1fa15ff0a8_0_133). See SFUSD's "Completing a Memorandum of Understanding" webpage (<https://www.sfusd.edu/information-community/applying-memorandum-understanding>), linked to their Community page (<https://www.sfusd.edu/information-community>).

²⁹ For example, both Long Beach USD and San Diego USD utilize Planetbids™. Long Beach USD: <https://vendors.planetbids.com/portal/23758/portal-home>; San Diego USD: <https://vendors.planetbids.com/portal/43764/portal-home>

³⁰ See SFUSD’s “Standard online form or special MOU? rev March 2024” guide on SFUSD’s “Completing a Memorandum of Understanding” webpage.

https://docs.google.com/presentation/d/19ZYs-DF1AJ1MbeJdTcYbMSl459-kI-zlV9RU7jx7ytZo/edit#slide=id.g7d2e4b89ec_0_137

³¹ L.A. Unified’s Facilities Services Division Licenses and Permits webpage, Request for Facilities Use online

application, available from:

<https://www.lausd.org/Page/18957>

³² <https://kwikcomply.org/>

³³ Urban Peace Institute. (2022). *LA Peace Plan: The case to revise, revitalize, & relaunch LA City’s comprehensive safety strategy*. <https://www.urbanpeaceinstitute.org/s/UPI-LA-PEACE-PLAN-7zhd.pdf>

APPENDIX A: ADDITIONAL CONSIDERATIONS

The IAU considered additional recommendations and offers the following commentary.

Funding. The IAU investigated sources of funding but did not identify clear sources of substantial new funding that could be applied to District expenditures on community-based safety. The federal Student Support and Academic Enrichment grants (Title IV, Part A) and 21st Century Community Learning Centers grants (Title IV, Part B) can be used to support community-based safety but using them for the CBSP may not be allowed due to the requirement that they be used to supplement and not supplant existing services. Currently these funds are used for services and programs that are arguably aligned with the goals and intent of community-based safety.

The Office of Violence Prevention awarded School Safety Transformation Grants to five CBOs in L.A. County. American Rescue Plan (ARPA) funds were used for these awards. One District school (Communication and Technology School (CATS) at the Diego Rivera Learning Complex) Rivera) benefited from a grant awarded to Inner City Visions for CBS services. However, this grant will not continue due to the source funding having expired.

Funds are also available from L.A. County in the form of CareFirst Community Investment grants to support community groups that provide CBS programs and services. Some of the organizations that provide these services work in schools. The District can support these groups with letters of support as they apply for grants and then can work with the groups to execute MOUs.

Staffing. Safe passages services are challenging to staff due to their nature as a before and after school service provided by community members who may have to deal with violence. Making safe passage providers part-time (e.g. six hours a day) is a possible solution. There are various approaches for this.

Some vendors employ the same staff for safe passages off campus and peace building on campus. This solution enables uninterrupted schedules for employees. Another solution stakeholders have suggested is using classified school staff as safe passage workers. But several at least two issues must be resolved before a staffing recommendation for safe passages can be made. First, the District should determine if the current staffing model using external providers is effective. Second, if warranted, using classified staff for additional roles is subject to collective bargaining, which means labor partners should be consulted. Creating new classifications (i.e. safe passage aides) is another option that requires leadership and the personnel commission's decision.

APPENDIX B: LIST OF COMMUNITY-BASED SAFETY ORGANIZATIONS

Note: All organizations provide some services or programs aligned with community-based safety, though that may not be their primary function. Organizations that provide multiple services/programs are listed multiple times.

Advocacy/Community Organizing

Alliance of Californians for Community Empowerment (ACCE Action)
Alliance for Safety and Justice
American Civil Liberties Union (ACLU)
Black Women for Wellness
Californians for Safety and Justice
Catalyst California (formerly the Advancement Project)
Children's Partnership
Collective for Liberatory Lawyering
Community Asset Development Re-defining Education (CADRE)
Community Based Public Safety Collective
Community Coalition
Inner City Struggle
L.A. Youth Uprising
Los Angeles Violence Intervention Coalition
Police Free Schools Coalition
Reclaim our Schools – LA
Southern California Ceasefire Committee
Students Deserve
The Labor Community Strategy Center
Urban Peace Institute
Youth Justice Coalition

Community Development

2nd Call
Achieve Initiative Foundation
Afterschool All Stars
Alliance of Californians for Community Empowerment (ACCE Action)
Alliance for Safety and Justice
Alma Family Services
Biddy Mason Charitable Foundation
Black Women for Wellness

Brotherhood Crusade
Brothers Against Bangin' Youth (BABY)
Build Plus Community Marketplace
California Community Foundation
California Partnership For Safe Communities
Catalyst California
Champions in Service
Chapter TWO
Coalition for Community Safety and Justice (CCSJ)
Collective for Liberatory Lawyering
College Bound 4 Kids
Community Asset Development Re-defining Education (CADRE)
Communities in Schools - LA
Community Build Inc.
Community Coalition
Community Partners
Community Warriors 4 Peace (CW4P)
Crime Survivors for Safety and Justice – Los Angeles Chapter (project of the Alliance for Safety and Justice)
Detours Mentoring Group
Developing Options
Do Good Daniels Inc.
Dynasty's United Youth Association
El Centro Del Pueblo
El Nido Family Centers
Heart of LA
Inner City Struggle
Inner City Visions
Inspiration 52
Intervene K-12 - Tutoring Virtual
Los Angeles Education Partnerships (LAEP)
L.A. Row
L.A. Youth Uprising
Legacy L.A.

Los Angeles Violence Intervention Coalition
 Metamorphic Empowerment
 Mothers In Action
 National Young Men of Color (NYMOCLIF)
 New Directions for Youth
 New Hope Academy of Change
 On a Mission Youth
 P2P Community Development
 reDiscover Center
 Resilient
 Revelation Church of God in Christ
 Social Justice Learning Institute
 Soledad Enrichment Action
 Southern California Cease Fire Committee
 Southern California Crossroads
 STEM to the Future
 Strong Shoulders Agency
 The Plus Me Project
 Thillery Group
 Too Rise Up
 Train of Thought
 True Health 4Ever LLC dba Play Black Wall
 Street
 United Parents and Students (UPAS)
 United We Stand Up
 Uprooted Academy
 Urban Peace Institute
 Village Life Education
 Volunteers of America, Los Angeles
 Waterford.org
 Watts Labor Community Action Committee
 (WLCAC)
 Yancy Life Transition Center
 YMCA Metropolitan

Community Violence Intervention

2nd Call
 Advocates 4 Peace & Urban Unity (APUU)
 Brothers Against Bangin Youth (BABY)
 Champions in Service (Community
 Intervention in the valley)
 Chapter TWO
 Community Based Public Safety Collective
 Community Build Inc.

Inner City Visions
 Professional Community Intervention
 Training Institute (PCITI)
 Resilient
 Southern California Crossroads
 Urban Peace Institute

Enrichment Activities

A World Fit for Kids
 Afterschool All Stars
 Amazing Grace Conservatory
 ArtworxLA
 Afterschool Interscholastic Sports Academy
 (ASISA)
 Boys & Girls Club of the West Valley
 Boys & Girls Club of West San Gabriel Valley
 Bresee Foundation
 Brotherhood Crusade
 Convenient Fun Fitness
 Cooking with Gabby
 Developing Options
 El Centro Del Pueblo
 El Nido Family Centers
 Gump Nation
 InspireFlow Arts
 LA Row
 New Hope Academy of Change
 Playworks Education Energized
 Soledad Enrichment Action
 STEM to the Future
 Study Smart Tutors Inc.
 The Plus Me Project
 The Unusual Suspects
 Train of Thought
 Waterford.org
 Woodcraft Rangers
 YMCA Metropolitan
 Youth Business Alliance

Foundations

California Community Foundation
 California Wellness Foundation
 Conrad N. Hilton Foundation
 EduCare Foundation

LA 84 Foundation
LA Dodgers Foundation
Liberty Hill Foundation
Michelson Foundation
Reissa Foundation
Roy and Patricia Disney Family Foundation
The Ralph M. Parsons Foundation

Gang Intervention

Affiliates and Offenders Recovery Program
Brothers Against Bangin Youth (BABY)
Chapter TWO
Community Build Inc.
Concerned Black Men LA
Detours Mentoring Group
Gang Alternatives Program
H.E.L.P.E.R. Foundation
Inner City Visions
On a Mission Youth
Soledad Enrichment Action
Southern California Crossroads
Toberman Neighborhood Center
Watts Gang Task Force
Watts Labor Community Action Committee
(WLCAC)

General Youth Services

Boys and Girls Clubs of West San Gabriel
Valley & Eastside
Boys & Girls Club of Carson
Volunteers of America, Los Angeles
YMCA Metropolitan

Government Agencies—City of Los Angeles

Deputy Mayor of Community Safety, Karren
Lane
Deputy Mayor of Public Safety, Brian K.
Williams
District Attorney's Office
Division of Youth Diversion and
Development

Housing Authority of the City of Los Angeles
(HACLA)
Los Angeles Mayor's office of Gang
Reduction and Youth Development
Los Angeles Police Department
Los Angeles Police Department (LAPD)
Community Safety Partnership Bureau
Workforce Development Aging and
Community Services
Youth Development Department -- City of LA

Government Agencies—Los Angeles County

Alternative Public Defender's Office
Board of Supervisors (LA County)
Chief Executive Office of the County of LA
Commission for Children and Families
Department of Arts and Culture
Department of Children and Family Services
Department of Health Services
Department of Mental Health
Department of Parks and Recreation
Department of Public Health
Department of Public Social Services
Jail Closure Implementation Team (JCIT)
Justice, Care, and Opportunities Department
(JCOD)
Department of Youth Development (DYD)
Los Angeles County Libraries
Los Angeles County Office of Education
Office of Child Protection
Office of Diversion and Re-entry (ODR)
Office of Violence Prevention (OVP-DPH)
Probation Commission
Probation Department
Probation Reform Implementation Team
Public Defender's Office
Sheriff's Department
Youth Diversion and Development (YDD)

Higher Education

Loyola Law Center for Juvenile Law and
Policy
UCLA Bunche Center

UCLA School of Law Criminal Justice
Program
USC Children's Data Network
USC School of Social Work
USC Safe Communities Institute

Intermediary Organization/Fiscal Sponsorship

California Community Foundation
Community Partners
UNITE-LA

Mentoring/Social Emotional Support

2nd Call
A World Fit for Kids
Achieve Initiative Foundation
Afterschool All Stars
Alliance for Community Empowerment
ASISA
Bidly Mason Charitable Foundation
Black Women for Wellness
Boys & Girls Club Carson
Boys & Girls Club of the West Valley
Boys & Girls Club of West San Gabriel Valley
Bridge Builders Foundation, Inc.
Brothers Against Bangin Youth (BABY)
CADRE
Center for Powerful Public Schools
Centinela Youth Services
Children's Institute
City Lights Gateway Foundation
City Year
Convenient Fun Fitness
Cooking with Gabby
Cultivating Hope
Detours Mentoring Group
Do Good Daniels Inc.
EduCare Foundation
Educate CA
Equation 2 Success, Inc.
Grieve with Me
Gump Nation

I am Breaking the Chains
Imago
InspireFlow Arts
Jenesse Center
LA County Department of Youth
Development (DYD)
Lend a Ear
Mindfulness with AJia
New Directions for Youth
New Hope Academy of Change
P2P Community Development
Parent Ed Bridge Foundation
Playworks
PowerMyLearning
Resilient
Seneca Family of Agencies
SistahFriends
Southern California Crossroads
Study Smart Tutors Inc.
The Plus Me Project
True Health 4Ever LLC dba Play Black Wall
Street
Volunteers of America, Los Angeles
Yancy Life Transition Center
YMCA Metropolitan
Youth Guidance LA
ZMB Consult Education Center

Peace Building

2nd Call
Black Women for Wellness
Brothers Against Bangin Youth (BABY)
Convenient Fun Fitness
Do Good Daniels Inc.
EduCare Foundation
National Young Men of Color (NYMOCLIF)
Resilient
Soledad Enrichment Action
Southern California Crossroads
Strong Shoulders Agency
Thillery Group
Urban Peace Institute
Watts Life United
YMCA Metropolitan

Safe Passages

2nd Call

Achieve Initiative Foundation

Boys2Gentlemen

Brothers Against Bangin Youth (BABY)

Community-Based Public Safety Collective

Community Build Inc.

Glad Academics

H.E.L.P.E.R. Foundation

Inner City Visions

Yancy Life Transition Center

Substance Abuse Prevention/Treatment

Asian American Drug Abuse Program
(AADAP)

Alliance for Community Empowerment

Alma Family Services

Boys & Girls Club of West San Gabriel Valley

Champions in Services

Community Build Inc.

Soledad Enrichment Action

Volunteers of America, Los Angeles