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

SPECIAL MEETING ORDER OF BUSINESS
333 South Beaudry Avenue, Board Room
1 p.m., Tuesday, February 16, 2021

Board Members may participate by telephone or teleconference as allowed by California Executive Order N – 25 – 2 which suspends specific provisions of the Open Meeting Laws.

Roll Call

Pledge of Allegiance

Superintendent’s Reports

   Digital Divide Update

   Dr. Barbara Ferrer, Director, Los Angeles County Department of Public Health, (4:00 p.m.)

Public Speaking

There will be a new process for addressing the Board at this meeting.

There will be no speakers or visitors allowed into the Board Room due to adherence to the Stay At Home directives.

Speakers must sign up in advance using the website.

Individuals wishing to address the Board can sign up to specific items for action on this agenda using the Speaker Sign Up website: https://boardmeeting.lausd.net/speakers

The website will be open 24 hours before the meeting, at 1 p.m., Monday, February 15. The item will allow for 20 speakers. Each speaker will have 2 minutes.

This is a Special Board Meeting. The Board of Education encourages public comment on the item for action on this agenda. You may sign up to speak on line and call in during the meeting but please consider using our alternative methods. Commenters can email all Board Members at boardmembers@lausd.net, or use the US Mail at 333 S. Beaudry Ave., Los Angeles, CA 90017, or leave a phone message at (213) 443-4472, or fax (213) 241-8953. Items received by 1 p.m. on Monday, February 8, 2021 will be distributed to all Board Members. Speakers to issues that are not the item for action on this agenda should use the alternative methods above.

Speakers who have signed up on the Speaker Sign Up website for this meeting must:

1.   Call 1-669-900-6833 and enter Meeting ID 838 1685 0919 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. You can watch the meeting on the live video stream until your item comes before the Board. Live Video Stream (http://lausd.granicus.com/MediaPlayer.php?publish_id=18)

4. Callers will be identified based on their phone number. You will need to call in from the same phone number entered into the sign up form on the website. Callers will need to have their phone number ID displayed and may need to adjust their phone settings.

5. Callers will know to speak when receiving the signal that their phone has been removed from hold and/or unmuted. Callers will then press *6 and be brought into the meeting.

6. **You will have 2 minutes to speak.**

Speakers to issues that are not one of the items on this agenda will need to use the alternative methods of contacting the Board indicated above.

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

**New Business for Action**

1. **Board of Education Report No. 266 – 20/21**
   Office of School Culture, Climate and Safety
   (Safety Plan and Reinvestment) Recommends adoption of the Black Student Achievement Plan (Attachment A) and authorization for the Superintendent to fully implement the Board of Education amendment to the 2020-21 budget (Board of Education Report No. 365 – 19/20) with the elimination of the use of Oleoresin Capsicum (OC) Spray involving students; reduction of the Los Angeles School Police Department budget, including closure of 133 positions (Attachment B); creation of school-based School Climate Coach role; assignment of School Climate Coaches to all secondary schools; creation of an oversight and accountability structure; and use of School Police Request Assessment for on-campus officer (Attachment C).

**Adjournment**

Please note that the Board of Education may consider at this meeting any item referred from a Board Meeting 5 calendar days prior to this meeting (Education Code 54954.2(b)(3)). The Board of Education may also refer any item on this Order of Business for the consideration of a committee or meeting of the Board of Education, which meets on the Thursday immediately after this meeting.

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

Individuals wishing to speak at a Board meeting must sign up at the meeting. There will be no sign ups in advance of the meeting. Speakers must sign up prior to the item being acted upon by the Board. Speakers should plan to arrive early as items with no speakers may be acted on at the beginning of the meeting.

If you or your organization is seeking to influence an agreement, policy, site selection or any other LAUSD decision, registration may be required under the District's Lobbying Disclosure Code. Please visit http://ethics.lausd.net/ to determine if you need to register or call (213) 241-3330.

Materials related to an item on this Order of Business 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:

http://laschoolboard.org/02-16-21SpcBd

Items circulated after the initial distribution of materials are available for inspection at the Security Desk.
Digital Divide Update

BOARD OF EDUCATION MEETING
SUPERINTENDENT'S REPORT
FEBRUARY 16, 2021
Connectivity
Success
First of its Kind Television Programming

Los Angeles Unified ‘At-Home Learning’ Partnership With California PBS Stations was adopted in over 30 States

- Initially established as a means of providing content to families prior to knowing schools would be closed for an extended amount of time.
Partnerships with Verizon and T-Mobile

Historic agreement with Verizon enabled us to provide mobile "hot spot" devices to thousands of families

- Received broadband access at significantly reduced cost.
- Contract amendment helped other California school districts (230,000 students) to "piggy-back on the agreement," meaning they can take advantage of the discounted prices we negotiated.
- Received $1.2M administration allowance for piggy-back agreement.
- Agreement now serves as the blueprint for similar agreements in states across the nation.

Negotiated a comparable agreement with T-Mobile

- Having second vendor helps provide comprehensive coverage.
- T-Mobile also provided 18,000 devices with 5 years of services at no additional cost.
Daily Remote Support Hotline

**Launched in March 2020**

- Available to students, families, and community members 7-days a week most weeks, even during summer.
- 18,000 hotline phone calls/month on average.
- Available through pandemic and beyond.
- Provides layer of support to schools in linking families with devices and connectivity.

**Amazon partnership facilitated high quality customer support**

- Provides efficient virtual support without need for a traditional 'call center.'
- Helps route calls to appropriate desks while reducing wait and hold times.
Connectivity Training & Support Provided to Families at Multiple Levels

School Site 1-1 Support
- Provided for mail registration, Parent Portal and Schoology, hotspots, and Chromebook use.

School Site Engagement
- Phone banks, teacher and staff outreach, monthly Coffee with the Principal, parent workshops, office hours with school personnel, Facebook live, etc.

Local District and Community of Schools
- Coffee with the Superintendent, Tech Talk webinars, monthly town hall meetings, monthly parent & family center training.

Central Office
- Los Angeles Unified Family Hotline (213-443-1300), weekly text message to disconnected families directing them to hotline, Transition to Summer Learning Webinar Series (12 live webinars), Back to School with Los Angeles Unified Webinar Series (10 live webinars); Tech Talk Webinar Content Development.
Outreach Done to Ensure Connectivity

- Spring and Fall: Local District daily meetings to identify need and operationalize distribution of hotspots and devices as needed.
- Ongoing weekly review of Attendance and Engagement Data at Local District, Community of Schools, and Schools.
  - Identification of students by name who have not logged in and may need support.
- All hands-on deck approach to personalized outreach and support (Teachers, Administrators, Counselors, Support Staff, etc.).
- Virtual Support Centers and Information Booths.
Resources for Connectivity Challenges

- Promoted temporary free and low-cost connectivity offered by cable and telecommunications providers during *early months* of pandemic.
- Through vendor partnerships, we continue to provide connectivity devices (i.e., hot spots, LTE devices) and services to students in need at low cost.
- Partnered with City of Los Angeles, Lifeline and non-profits like Human-I-T to link low-income families to affordable connectivity devices and services.
- Lobbied to provide mobile connectivity devices free of charge to youth in homeless and foster care.
Investment in Mobile Connectivity

- Equipment cost for hotspots and LTE enabled iPad devices was ~$57M.
- On-going monthly subscription service cost ~$2.5M.
- Hot spots are observed to be an effective means to connect students to instruction via video conferencing (i.e., Zoom, Google Meet, WebEx) when used properly.
Educators Trained to Lead Online Learning

<table>
<thead>
<tr>
<th>Level</th>
<th>Duration</th>
<th>Participants</th>
</tr>
</thead>
<tbody>
<tr>
<td>Basics</td>
<td>10 hours</td>
<td>34,000+ Teachers, Principals and Administrators</td>
</tr>
<tr>
<td>Mastery</td>
<td>30 hours</td>
<td>13,000+ Educators</td>
</tr>
</tbody>
</table>

NO LOST INSTRUCTIONAL DAYS
## Cumulative Logins*

<table>
<thead>
<tr>
<th>Category</th>
<th>Percentage</th>
<th>Grade Range</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall</td>
<td>90.0%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>African American</td>
<td>85.2%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Latino/Hispanic</td>
<td>89.8%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EL</td>
<td>86.1%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SWD</td>
<td>83.9%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Foster</td>
<td>82.0%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Homeless</td>
<td>79.8%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ES (TK-5)</td>
<td>86.2%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MS (6-8)</td>
<td>95.8%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>HS (9-12)</td>
<td>92.2%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Data from August 18, 2020 to February 5, 2021*
Remaining Gaps
Challenges with Ensuring Sustainability

- State failed to address barriers to broadband connectivity that have existed for decades.
- No dedicated broadband funding stream.
- Current surcharge funding stream is set to expire in 2022.
- Local governments last in que to obtain CA Advanced Series Fund (CASF).
- Failure to recognize the needs of urban areas.
- Current federal funding structure does not incentivize telecommunication providers to prioritize connectivity for educational community.
- Standard for internet speed is inadequate for meeting demands of average household.
- Broadband infrastructure is outdated and cannot deliver quality service nor high speed internet.
Identifying Gaps in Connectivity

Our responsive model aligns support to household connectivity needs.

- We do not currently have a systematic means of calculating percent connectivity.
- We are exploring data-sharing agreements and other mechanisms to identify connectivity rates.
- ITD partners with local districts to identify and respond to demand.
Device demand appears correlated to socio-economic status.

- We need to lobby for targeted funding streams to sustain connectivity in areas of high need.
# Students Not Connected*

<table>
<thead>
<tr>
<th>Category</th>
<th>%</th>
<th>#</th>
<th>Category</th>
<th>%</th>
<th>#</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall</td>
<td>0.27%</td>
<td>1,227</td>
<td>ES (TK-5)</td>
<td>0.23%</td>
<td>505</td>
</tr>
<tr>
<td>African American</td>
<td>0.47%</td>
<td>160</td>
<td>MS (6-8)</td>
<td>0.14%</td>
<td>142</td>
</tr>
<tr>
<td>Latino/Hispanic</td>
<td>0.25%</td>
<td>848</td>
<td>HS (9-12)</td>
<td>0.44%</td>
<td>580</td>
</tr>
<tr>
<td>EL</td>
<td>0.42%</td>
<td>375</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SWD</td>
<td>0.95%</td>
<td>570</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Foster</td>
<td>0.57%</td>
<td>37</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Homeless</td>
<td>0.52%</td>
<td>47</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Data from August 18, 2020 to February 5, 2021
Hot Spot Effectiveness

- Unaware of any study on effectiveness of mobile hot spot devices as a means for student connectivity during pandemic.
- Selected by Consortium for School Networking (CoSN) to participate in nationwide study of efficacy of connectivity devices in education.
- To date, reports of issues with mobile connectivity devices are being addressed via our customer support structure. We are working to increase digital literacy in our communities.

### Districts Selected for Nationwide Efficacy Study on Connectivity Devices

<table>
<thead>
<tr>
<th>School District Name</th>
<th>State</th>
<th>Type of District</th>
<th>Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ector County ISD</td>
<td>TX</td>
<td>Combination</td>
<td>33,268</td>
</tr>
<tr>
<td>Santa Fe Public Schools</td>
<td>NM</td>
<td>Combination</td>
<td>13,139</td>
</tr>
<tr>
<td>Wake County Public School System</td>
<td>NC</td>
<td>Combination</td>
<td>161,784</td>
</tr>
<tr>
<td>Fauquier County Public Schools</td>
<td>VA</td>
<td>Rural</td>
<td>11,186</td>
</tr>
<tr>
<td>Beaverton School District</td>
<td>OR</td>
<td>Suburban</td>
<td>41,215</td>
</tr>
<tr>
<td>Forest Ridge Schoo District 142</td>
<td>IL</td>
<td>Suburban</td>
<td>1,696</td>
</tr>
<tr>
<td>Rock Hill Schools York 3</td>
<td>SC</td>
<td>Suburban</td>
<td>18,000</td>
</tr>
<tr>
<td>St. Charles CUSD 3C3</td>
<td>IL</td>
<td>Suburban</td>
<td>12,180</td>
</tr>
<tr>
<td>Aldine ISD</td>
<td>TX</td>
<td>Urban</td>
<td>66,854</td>
</tr>
<tr>
<td>Boston Public Schools</td>
<td>MA</td>
<td>Urban</td>
<td>51,433</td>
</tr>
<tr>
<td>MSD of Wayne Township</td>
<td>IN</td>
<td>Urban</td>
<td>16,484</td>
</tr>
<tr>
<td>San Francisco Unified School District</td>
<td>CA</td>
<td>Urban</td>
<td>52,498</td>
</tr>
<tr>
<td>Hillsborough County Public Schools</td>
<td>FL</td>
<td>Urban</td>
<td>220,252</td>
</tr>
<tr>
<td><strong>Los Angeles Unified School District</strong></td>
<td>CA</td>
<td>Urban</td>
<td><strong>495,255</strong></td>
</tr>
<tr>
<td><strong>Dallas Independent School District</strong></td>
<td>TX</td>
<td>Urban</td>
<td>155,119</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>1,350,363</td>
</tr>
</tbody>
</table>
The *Washington Post* reported that "More than 33 million households are eligible to receive Lifeline support, yet only 1 in 4 of these Americans actually takes advantage of it, according to U.S. government estimates prepared in October."
Short- and Long-Term Solutions
Short-Term Solutions

- Continue identifying and addressing connectivity needs (e.g., hot spots, LTE tablets).
- Refresh outdated/obsolete devices.
- Devote additional resources to increasing digital literacy.
Advocacy for State Support

- Update California Advanced Series Fund (CASF) to promote deployment of high-speed internet and encourage local governments to apply for grants to finance their own infrastructure.

- Dedicate resources to build out future proof broadband infrastructure.

- Collect statewide data on needs for computing devices and internet connectivity for LEAs.

- Streamline local land use approval and construction permit processes for broadband deployment and infrastructure projects.

- Set a higher standard for internet speeds with a minimum of 25 mbps downstream and upstream.
Advocacy for Federal Support

For the past quarter century, the federal E-Rate program has allowed Los Angeles Unified to recover over $1 billion in capital investment projects to build and modernize technology infrastructure.

We are lobbying Congress and the Federal Communications Commission to adapt E-Rate eligibility to an evolving public school system including:

- Giving distant learning connectivity the same status as in-school connectivity.
- Allowing us to recoup costs of services such as network filters and subscriptions that keep students connected safely outside school.
- Increasing accountability to companies who profit from connectivity provided for education purposes.
School Safety and Reinvestment
February 16, 2021
Office of School Culture, Climate and Safety

Action Proposed:
The Board is requested to approve the following to fully implement the Board amendment to the 2020-21 budget (Board of Education Report No. 365 - 19/20):

1. Elimination of Oleoresin Capsicum (OC) Spray involving students; and
2. Reduction of the Los Angeles School Police Department budget, including closure of 133 positions; and
3. Creation of school-based School Climate Coach role; and
4. Assignment of School Climate Coaches to all secondary schools; and
5. Adoption of the Black Student Achievement Plan; and
6. Creation of oversight and accountability structure; and
7. Use of School Police Request Assessment for on-campus officer (Attachment C).

Background:
To finalize the action from the June 2020 Board of Education school safety directive, staff has completed an extensive 7 month review of Los Angeles Unified’s safety and school climate practices, including formation of a school safety task force, meetings with community groups, exploration of different models across the United States and in other countries (Austin, Chicago, Minneapolis, New York City, Oakland, Seattle, Toronto), and surveys conducted by Evitarus, a public opinion research firm, to gather the input of school stakeholders and assess the attitudes, opinions, experiences and preferences of its high school community regarding school safety.

The structure and framework of the proposed actions (detailed in Attachment A) are based on input from the task force and community groups, success models implemented in peer school districts, and the voices of Los Angeles Unified’s parents and students.

Expected Outcomes:
School Climate Coaches at every secondary school will provide students with an advocate on campus who is trained and focused on implementing positive school culture and climate, using socio-emotional learning strategies to strengthen student engagement, applying effective de-escalation strategies to support conflict resolution, building positive relationships and elevating student voice, eliminating racial disproportionality in school discipline practices, and understanding and addressing implicit bias.

The Black Student Achievement Plan will direct $36.5 million annually to provide supplemental services and supports to 53 schools that have high numbers of Black students and high need indicators (Math and English Language Arts proficiency rates below the district average, higher than average referral and suspension rates, below average school experience survey responses, and/or higher than average chronic absenteeism) and/or are Humanizing Education for Equitable Transformation (HEET) schools.
The goals of the Black Student Achievement Plan are to: 1) Ensure materials and instruction are culturally responsive to Black students and provide additional support and intervention to students to close literacy and numeracy skill gaps; 2) Work with community groups that have demonstrated success with Black students and families; and 3) Reduce over-identification of Black students in suspensions, discipline and other measures through targeted intervention to address students’ academic and social-emotional needs.

The outcome of this board action is to formally adopt implementation of the Board amendment (Board of Education Report No. 365 - 19/20).

**Board Options and Consequences:**
If the Board approves, the district will meet the requirements of the amendment with consideration from the information provided by the task force work and the school stakeholder community survey results.

If the Board disapproves, then further guidance and clarification will be helpful in order for the District to meet the requirements of the amendment.

**Policy Implications:**
See attachments.

**Budget Impact:**

<table>
<thead>
<tr>
<th>Funding</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Redirected from Los Angeles School Police Department budget to support the Black Student Achievement Plan</td>
<td>$25M</td>
</tr>
<tr>
<td>Additional funds for selected schools in the Black Student Achievement Plan</td>
<td>$11.5M</td>
</tr>
<tr>
<td>School Climate Coaches for secondary schools outside of the Black Student Achievement Plan</td>
<td>$9.9M</td>
</tr>
<tr>
<td>Oversight and administration</td>
<td>$600K</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>$47M</strong></td>
</tr>
</tbody>
</table>

There will be personnel impacts and reductions as outlined in Attachment B.

**Student Impact:**
The proposed represents the staff’s attempt to meet the requirements of the Board amendment to the 2020-21 budget (Board of Education Report No. 365 - 19/20).

**Issues and Analysis:**
See attachments.

**Attachments:**
Attachment A: Black Student Achievement Plan
Attachment B: Los Angeles School Police Department Position Reductions
Attachment C: School Police Request Assessment
File #: Rep-266-20/21Action Proposed:, Version: 1

Informatives:
Not Applicable

Submitted:
02/13/2021
RESPETFULLY SUBMITTED,  

AUSTIN BEUTNER  
Superintendent  

APPROVED & PRESENTED BY:  

ROBERT A. MARTINEZ  
Associate Superintendent  
Office of School Culture, Climate and Safety

REVIEWED BY:  
DEVORA NAVERA REED  
Interim General Counsel  

___ Approved as to form.

APPROVED & PRESENTED BY:  
MEGAN K. REILLY  
Deputy Superintendent  
Office of the Deputy Superintendent

REVIEWED BY:  
TONY ATIENZA  
Director, Budget Services and Financial Planning  

___ Approved as to budget impact statement.
SURVEY RESEARCH IMPLEMENTATION

- **Student Survey**
  - Data collection: October 14-20, 2020 and November 9-10, 2020
  - 35,467 students in grades 10-12

- **Parent Survey**
  - Data collection: October 23-28, 2020
  - 6,639 parents of students in grades 10-12

- **Staff Survey**
  - Data collection: October 23-28, 2020
  - 2,348 certificated and classified staff members serving on high school campuses
FOCUS GROUP RESEARCH METHODOLOGY

- Three (3) online focus groups were conducted to supplement District Survey Research:
  - Group 1: Nine (9) Black/African American parents of 10<sup>th</sup> and 11<sup>th</sup> graders (November 4<sup>th</sup>)
  - Group 2: Nine (9) Black/African American 10<sup>th</sup> and 11<sup>th</sup> grade students (November 5<sup>th</sup>)
  - Group 3: Nine (9) Latinx 10<sup>th</sup> and 11<sup>th</sup> grade students (November 5<sup>th</sup>)

- Focus group participants were recruited from survey research participants, as well as a panel of Los Angeles County residents drawn at random from the general population and prior research studies.

- Participants were screened to ensure a balanced group of participants by gender, grade level, and school site.

- Focus group sessions were audio recorded and transcribed to support data analysis.
KEY FINDINGS

1. Among students and parents, information and awareness about the on-campus role and activities of school police is relatively low.

2. Students and parents are most familiar with the activities of school police in emergency situations and patrolling the areas surrounding campuses.

3. Most students, parents, and staff indicated that they do not have enough information to offer an opinion on whether some students are treated unfairly by school police.

4. In contrast to students and parents, staff demonstrate broad awareness of the activities of school police as it relates to on-campus activities and emergency situations.

5. In the focus groups among Black/African American parents and students, serious concerns arose when participants were presented with information about the size, scope, and activities of LASPD.
KEY FINDINGS

6. Latinx student focus group participants expressed some concerns related to the size and scope of LASPD. However, the level and frequency of concerns expressed were not as high as those expressed by the participants in the Black/African American student group.

7. Across demographic subgroups, students, parents, and staff express largely positive perceptions of school police. A majority believe that school police help make schools safe, and most support their presence on school campuses.

8. There are notable differences, however, across key segments of the District school community—including by race/ethnicity, gender, stakeholder type, and region of the District.

☐ Within this context, it is very important to understand the lens through which students, parents, and staff across different subgroups view campus safety and school police.

9. Notably, a majority of students and parents agree that the school safety and climate could be just as well maintained by a school safety monitor as by school police.
KEY FINDINGS

12. Opinions are mixed regarding shifting funding currently budgeted for school police to other student needs.
   - While a plurality of students and parents support this approach, many are either neutral or oppose.
   - Attitudes among staff are mixed—there are nearly as many in support as are in opposition.

13. Students, parents and staff all prioritize increased funding for support staff to help students deal with challenges they may be having at school.

14. When presented with proposed approaches to school police reform, majorities of parents and staff express a preference for studying how to best ensure peaceful and safe campuses.
   - Among student focus group participants there was also a strong preference for studying how to ensure safe campuses.

15. Among parents and staff there is significant opposition to reducing school police.
Detailed Findings
MAJORITIES BELIEVE THAT
SCHOOL POLICE MAKE CAMPUSES SAFE

Q: Do you feel that having school police on your campus makes your school safe?
Q: Do you feel that having school police on high school campuses makes these schools safe?

Student Survey
- "Yes" 51%
- "No" 11%
- Don’t Know/No Answer 38%

Parent Survey
- "Yes" 64%
- "No" 7%
- Don’t Know/No Answer 30%

Staff Survey
- "Yes" 59%
- "No" 17%
- Don’t Know/No Answer 24%
# Perceptions Of The Contributions School Police Make To School Safety Vary By Ethno-Racial Identity

Q: Do you feel that having school police on your campus makes your school safe? *(Percentage “Yes”)*

<table>
<thead>
<tr>
<th></th>
<th>Total</th>
<th>Latino</th>
<th>Black/African American</th>
<th>White</th>
<th>Asian/Pacific Islander</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Students</strong></td>
<td>51%</td>
<td>54%</td>
<td><strong>35%</strong></td>
<td>49%</td>
<td>56%</td>
</tr>
<tr>
<td><strong>Parents</strong></td>
<td>64%</td>
<td>67%</td>
<td>50%</td>
<td>54%</td>
<td>72%</td>
</tr>
<tr>
<td><strong>Staff</strong></td>
<td>59%</td>
<td>59%</td>
<td>60%</td>
<td>55%</td>
<td>67%</td>
</tr>
</tbody>
</table>
### Perceptions of the Contributions School Police Make to School Safety Vary by Gender

Q: Do you feel that having school police on your campus makes your school safe? (Percentage “Yes”)

<table>
<thead>
<tr>
<th></th>
<th>Total</th>
<th>Female</th>
<th>Male</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students</td>
<td>51%</td>
<td>48%</td>
<td>58%</td>
</tr>
<tr>
<td>Parents</td>
<td>64%</td>
<td>63%</td>
<td>66%</td>
</tr>
<tr>
<td>Staff</td>
<td>59%</td>
<td>60%</td>
<td>60%</td>
</tr>
</tbody>
</table>
“For me it is like they brought police at our school and the police are very nice to us. They are not scary, and they talk to us. If you say hi, they say hi back in a friendly manner. So, it is like just the police they brought onto your school is, like, very friendly.” – Male Latinx Student Focus Group Participant

“I'm like friendly towards them. They are friendly back. A lot of kids are also friendly with them because they know they are the real deal they are not like just another teacher. They are actually the police. So, it actually mellows outs the crowd. So, everyone is friendly towards them back.” – Male Latinx Student Focus Group Participant

“For me it is like they brought police at our school and the police are very nice to us. They are not scary, and they talk to us. If you say hi, they say hi back in a friendly manner. So, it is like just the police they brought onto your school is, like, very friendly.” – Male Latinx Student Focus Group Participant

“…as for them making the campus feel safer, I think yes at times. Sometimes because obviously with the presence of a police officer people are less likely to engage in criminal activity so it’s declining for drug use, maybe covering up their tracks—things like that. Definitely plays a part in safety—not a whole bunch, but it minimizes it which is a great step.” – Female Black/African American Student Focus Group Participant
Student Experiences
With School Police
AMONG ALL STUDENTS, HALF SAY
THEY FEEL SAFE AND COMFORTABLE AROUND OFFICERS

Q: After each of the following statements, please indicate whether you generally agree or disagree.

- **I feel safer when a school police officer is present on campus**
  - Strongly Agree: 23%
  - Somewhat Agree: 30%
  - Total Don't Know/No Answer: 33%
  - Total Disagree: 13%
  - Agree - Disagree: +40

- **I do not feel safe when a school police officer is present on campus**
  - Strongly Agree: 6%
  - Somewhat Agree: 11%
  - Total Don't Know/No Answer: 35%
  - Total Disagree: 48%
  - Agree - Disagree: -31

- **I feel comfortable around school police**
  - Strongly Agree: 19%
  - Somewhat Agree: 30%
  - Total Don't Know/No Answer: 33%
  - Total Disagree: 18%
  - Agree - Disagree: +31

- **I feel uncomfortable around school police**
  - Strongly Agree: 9%
  - Somewhat Agree: 18%
  - Total Don't Know/No Answer: 33%
  - Total Disagree: 40%
  - Agree - Disagree: -13
¼ Of Black/African American Female Students Say They Do Not Feel Safe With School Police On Campus

Ethno-Racial Subgroup by Gender*
“I do not feel safe when a school police officer is present on campus”
(Percent “Agree”)

* Only results for the four largest ethno-racial subgroups and two largest gender identity subgroup are shown.
IN THEIR OWN WORDS
ADVERSE EXPERIENCES OF BLACK/AFRICAN AMERICAN STUDENTS

“—they’re very rude about how they handle people and detain them. They detained this young lady I know. She was a tomboy. Detained her like she was nothing. I mean slammed her and the whole nine. So, they are very rough, and they are not very respectful, and you complain, but it’s like our school is slow or something because they are still there.” – Female Black/African American Student Focus Group Participant

“I feel like a lot of times we are stereotyped by the school police and by the other admin like with those random backpack checks and stuff like that.” – Female Black/African American Student Focus Group Participant

“Right now, this is how I usually look. Like, if we were still in school, I would have my hair cut, and I would have my hair style that I usually have, and I would be wearing a do-rag or a wave cap or something like that. So, they see stuff like that, and they stereotype me instantly.” – Male Black/African American Student Focus Group Participant

“And to go more in depth about the school-to-pipeline system, I feel like from a young age, even from elementary at times, the school system focuses so much on Black kids and the concept of discipline more than our grades, more than what’s on our report card, our testing scores.” – Female Black/African American Student Focus Group Participant

“they used so much power and it’s really not necessary because sometimes we feel like we are being policed and we’re students and we come to do our work.” – Female Black/African American Student Focus Group Participant
“And also, the police there I don't really enjoy having police in my school because they only target Latinos and Black people. It is really annoying when have you to go through like a backpack check and things like that for looking suspicious rather than my white counterparts could just walk by.” — Female Latinx Student Focus Group Participant

“…most of the kids that [were] singled out for the backpack searches and like when the dogs come and all that most are Hispanics and Blacks. It was rare that when I got searched there was a white kid there. It was very rare.” — Male Latinx Student Focus Group Participant

“…we had backpack searches, but we it a K 9 come in and then just like on random days they would come and search during class. It was kind of annoying because it would take away from class time.” — Female Latinx Student Focus Group Participant

“With Black and brown kids they'll hold like the holster to their gun when they are talking to them. But with white kids they wouldn't do that.” — Female Latinx Student Focus Group Participant

“But in middle school they would put us all to the corner of the room and they would just search our backpacks and they would take things out of our backpacks which was kind of weird. It kind of felt like invasion of privacy since I know I didn't have anything wrong.” — Female Latinx Student Focus Group Participant
Attitudes Toward Shifting Funding From School Police To Other Student Needs
AROUND 2-IN-5 SUPPORT SHIFTING FUNDING FOR SCHOOL POLICE TO OTHER STUDENT NEEDS

**Students**

- Total Support: 38%
- Neutral: 28%
- Total Oppose: 8%
- Don't Know/No Answer: 26%

**Parents**

- Total Support: 38%
- Neutral: 19%
- Total Oppose: 24%
- Don't Know/No Answer: 18%

**Staff**

- Total Support: 42%
- Neutral: 15%
- Total Oppose: 39%
- Don't Know/No Answer: 0%

*Percentages 5% or below not labeled.*
# Students, Parents, and Staff Prioritize Increasing Support Staff If Additional Funding Is Available

Q: Listed below are different ways additional funding for student needs might be spent. After each item, please indicate how important it is to you personally that the item receive funding. (% Total Extremely/Very Important Shown; Ranked by Student Priorities)

<table>
<thead>
<tr>
<th><strong>Increase the number of support staff</strong> dedicated to helping students deal with challenges they may be having in school</th>
<th>Students</th>
<th>Parents</th>
<th>Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>63%</td>
<td>72%</td>
<td>70%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Increasing the number of school nurses</strong></th>
<th>Students</th>
<th>Parents</th>
<th>Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>60%</td>
<td>63%</td>
<td>61%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Increasing the number of psychiatric social workers and mental health counselors</strong></th>
<th>Students</th>
<th>Parents</th>
<th>Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>58%</td>
<td>66%</td>
<td>69%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Expanding mentoring programs</strong></th>
<th>Students</th>
<th>Parents</th>
<th>Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>54%</td>
<td>65%</td>
<td>64%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Expanding afterschool programs</strong></th>
<th>Students</th>
<th>Parents</th>
<th>Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>45%</td>
<td>63%</td>
<td>64%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Expanding restorative justice programs and peace circles</strong></th>
<th>Students</th>
<th>Parents</th>
<th>Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>50%</td>
<td>59%</td>
<td>50%</td>
</tr>
</tbody>
</table>
## A Plurality Of Parents And Staff Are Opposed To The Potential Budget Reductions Tested In The Survey

Q: Listed below are three proposed approaches to school police reform. After each one, please indicate if you support or oppose that proposal.

<table>
<thead>
<tr>
<th>Approach</th>
<th>Total Support</th>
<th>Total Don't Know/No Answer/No Opinion</th>
<th>Total Oppose</th>
<th>Support - Opposition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Significantly reduce the school police department’s budget by 90% over the next three years</td>
<td>14%</td>
<td>37%</td>
<td>49%</td>
<td>-35</td>
</tr>
<tr>
<td>Parents</td>
<td>23%</td>
<td>21%</td>
<td>56%</td>
<td>-33</td>
</tr>
<tr>
<td>Gradually reduce the school police force by making reductions to vacant positions, overtime, non-salary costs, and putting a freeze on new hiring</td>
<td>17%</td>
<td>40%</td>
<td>43%</td>
<td>-26</td>
</tr>
<tr>
<td>Parents</td>
<td>31%</td>
<td>22%</td>
<td>47%</td>
<td>-16</td>
</tr>
<tr>
<td>Staff</td>
<td>23%</td>
<td>21%</td>
<td>56%</td>
<td>-33</td>
</tr>
<tr>
<td>Gradually reduce the school police force by making reductions to vacant positions, overtime, non-salary costs, and putting a freeze on new hiring</td>
<td>17%</td>
<td>40%</td>
<td>43%</td>
<td>-26</td>
</tr>
<tr>
<td>Parents</td>
<td>31%</td>
<td>22%</td>
<td>47%</td>
<td>-16</td>
</tr>
</tbody>
</table>
IN THEIR OWN WORDS
FOCUS GROUP PARTICIPANTS

“I think there needs to be more [study], more research, more information provided in order to make a more informed decision if it needs to be reduced by that amount of – by 90 percent.”
– Female Black/African American Parent Focus Group Participant

“I feel like if they were to reduce it, a lot of schools would be unsafe. I feel like certain schools do need more attention while others don’t. But also, I feel like once they reduce it all there is going to be more violence at more schools because they’ll feel like they will be able to do it more often.”
– Male Latinx Student Focus Group Participant

Either making reductions to vacant positions, or cutting the overtime, you know, maybe not all of them all at once just kind of looking at them individually to see where they can also make these additional reductions” – Female Black/African American Parent Focus Group Participant

“I support it because there are four police officers at my school and that could be reduced and put into more counselors. [Right now] we have three counselors for six grades.”
– Female Latinx Student Focus Group Participant

“I think they need to do it [make reductions] to an extent not, like, do a certain amount for like all the schools. I think they need to look at schools, where they are at, and how they can, you know, reduce the police by how much. Because I feel like some schools who need more like attention and others who need less attention.”– Male Latinx Student Focus Group Participant
## Engaging In A Study of Potential Changes To Ensure Peaceful And Safe Campuses Garners Solid Support from Parents and Staff

<table>
<thead>
<tr>
<th></th>
<th>Parents</th>
<th>Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Support</td>
<td>42%</td>
<td>42%</td>
</tr>
<tr>
<td>Somewhat Support</td>
<td>21%</td>
<td>29%</td>
</tr>
<tr>
<td>Somewhat Oppose</td>
<td>5%</td>
<td>4%</td>
</tr>
<tr>
<td>Strongly Oppose</td>
<td>5%</td>
<td>6%</td>
</tr>
<tr>
<td>Don’t Know/ No Opinion/ No Answer</td>
<td>32%</td>
<td>19%</td>
</tr>
<tr>
<td><strong>Total Support</strong></td>
<td>63%</td>
<td>71%</td>
</tr>
<tr>
<td><strong>Total Oppose</strong></td>
<td>10%</td>
<td>10%</td>
</tr>
</tbody>
</table>

*Percentages 5% or below not labeled.*
“I think I’m also in the middle too. I believe we need them. You know a lot of stuff goes on in school that we can’t control. A lot of stuff can happen. We just need trying [study] first before we go to the next one. We just need them to be very responsible and safe and you know, come about it different—take their job serious.” – Female Black/African American Student Focus Group Participant

“So, for me [study] would be a priority. From [study] we can derive or drive to adapt activities.”
– Male Black/African American Parent Focus Group Participant

“I strongly oppose it being eliminated in its entirety. But I think that [study], is very significant and that's one that I strongly support is the trainings and the study”
– Female Black/African American Parent Focus Group Participant

“I think they are going in the right direction with [study], …because if they will look at a school and be like oh, this is what we need extra, this is what we don't need. And with that I feel like how [student] said in the end they will find a way how to like to cut the budget if they could.” – Male Latinx Student Focus Group Participant
CONCLUSIONS

- Attitudes toward school police are largely positive among students, parents and staff.
- However, notable numbers of Black/African American students and parents, and female students, express concerns.
- Attitudes toward school policing are likely viewed through the lens of perceived levels of campus safety and perceptions of school police, including the following:
  - The broadly-held view that campuses are generally safe before, during, and after school;
  - High degrees of consensus that school police are engaged in emergency response activities and protecting campus perimeters, but less certainty around other areas of engagement; and
  - Less familiarity with segments of the community that may be negatively impacted by school policing.
CONCLUSIONS

- Survey responses from parents and staff point to clear consensus that study is needed to determine how to ensure peaceful and safe campuses. Consensus also exists that the department should not be dismantled entirely.

- Focus groups conducted among Black/African American and Latinx students also suggest support for studying how to ensure peaceful and safe campuses—as a first step.

- While survey research suggests that opinions are mixed as it relates to whether funding should be shifted away from school police, there is broad consensus for prioritizing increased funding to address student needs, including:
  - Increasing the number of support staff dedicated to helping students deal with challenges they may be having in school;
  - Increasing the number of school nurses, psychiatric social workers, and counselors; and
  - Expanding mentoring and afterschool programs, among other student needs.
APPENDIX
Objective: Support the District’s efforts to assess the attitudes, opinions, experiences, and preferences of the school community on issues related to school safety and policing, including:

- Students
- Parents
- Teachers and counselors
- Administrators
- Staff

Phase I: Survey Research Services

- Questionnaire development and translation
- Online survey programming
- Consultation on survey implementation and administration
- Data analysis
- Topline reporting, Crosstabulation, and presentation

Phase II: Online Focus Group Research

- End-to-end services, including:
  - Development of focus group materials
  - Recruitment and incentives
  - Moderation
  - Online hosting and management
  - Transcription
  - Reporting

- Target Populations:
  - African American 10th and 11th grade students
  - Latinx 10th and 11th grade students
  - African American parents, guardians, and caregivers
## Number of Survey Responses by Board District

<table>
<thead>
<tr>
<th>District</th>
<th>Students</th>
<th>Parents</th>
<th>Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>District 1</td>
<td>4,046</td>
<td>535</td>
<td>197</td>
</tr>
<tr>
<td>District 2</td>
<td>5,709</td>
<td>651</td>
<td>383</td>
</tr>
<tr>
<td>District 3</td>
<td>5,352</td>
<td>1,374</td>
<td>345</td>
</tr>
<tr>
<td>District 4</td>
<td>4,090</td>
<td>690</td>
<td>147</td>
</tr>
<tr>
<td>District 5</td>
<td>5,860</td>
<td>685</td>
<td>278</td>
</tr>
<tr>
<td>District 6</td>
<td>5,872</td>
<td>990</td>
<td>322</td>
</tr>
<tr>
<td>District 7</td>
<td>3,436</td>
<td>871</td>
<td>298</td>
</tr>
<tr>
<td>Not Disclosed</td>
<td>1,102</td>
<td>843</td>
<td>378</td>
</tr>
</tbody>
</table>

**Total Number of Responses**

<table>
<thead>
<tr>
<th></th>
<th>Students</th>
<th>Parents</th>
<th>Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>35,467</td>
<td>6,639</td>
<td>2,348</td>
</tr>
</tbody>
</table>
## Number of Survey Responses by Local District

<table>
<thead>
<tr>
<th></th>
<th>Students</th>
<th>Parents</th>
<th>Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Central</td>
<td>6,515</td>
<td>699</td>
<td>363</td>
</tr>
<tr>
<td>East</td>
<td>6,145</td>
<td>726</td>
<td>378</td>
</tr>
<tr>
<td>Northeast</td>
<td>1,102</td>
<td>1,073</td>
<td>378</td>
</tr>
<tr>
<td>Northwest</td>
<td>5,286</td>
<td>1,554</td>
<td>330</td>
</tr>
<tr>
<td>South</td>
<td>6,929</td>
<td>866</td>
<td>379</td>
</tr>
<tr>
<td>West</td>
<td>3,174</td>
<td>868</td>
<td>291</td>
</tr>
<tr>
<td>Not Disclosed</td>
<td>1,165</td>
<td>853</td>
<td>378</td>
</tr>
<tr>
<td>Total Number of Responses</td>
<td>35,467</td>
<td>6,639</td>
<td>2,348</td>
</tr>
</tbody>
</table>
### Number of Survey Responses by Ethnicity

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>Students</th>
<th>Parents</th>
<th>Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Latinx</td>
<td>26,075</td>
<td>4,155</td>
<td>976</td>
</tr>
<tr>
<td>Black/African American</td>
<td>2,192</td>
<td>479</td>
<td>207</td>
</tr>
<tr>
<td>White</td>
<td>1,749</td>
<td>964</td>
<td>725</td>
</tr>
<tr>
<td>Asian American Pacific Islander</td>
<td>2,750</td>
<td>610</td>
<td>197</td>
</tr>
<tr>
<td>Other</td>
<td>1,004</td>
<td>127</td>
<td>64</td>
</tr>
<tr>
<td>Not Disclosed</td>
<td>1,697</td>
<td>304</td>
<td>179</td>
</tr>
<tr>
<td><strong>Total Number of Responses</strong></td>
<td><strong>35,467</strong></td>
<td><strong>6,639</strong></td>
<td><strong>2,348</strong></td>
</tr>
</tbody>
</table>
# Number of Survey Responses by Gender

<table>
<thead>
<tr>
<th>Gender</th>
<th>Students</th>
<th>Parents</th>
<th>Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>17,755</td>
<td>5,270</td>
<td>1,446</td>
</tr>
<tr>
<td>Male</td>
<td>16,014</td>
<td>1,114</td>
<td>808</td>
</tr>
<tr>
<td>Non-Confirming/Non-Binary</td>
<td>481</td>
<td>21</td>
<td>21</td>
</tr>
<tr>
<td>Not Disclosed</td>
<td>1,217</td>
<td>234</td>
<td>73</td>
</tr>
<tr>
<td><strong>Total Number of Responses</strong></td>
<td><strong>35,467</strong></td>
<td><strong>6,639</strong></td>
<td><strong>2,348</strong></td>
</tr>
</tbody>
</table>
Finally, I am going to post a list of four proposed approaches to school police reform. After considering each one, please indicate whether you support or oppose that proposal.

G. Significantly reduce the school police department’s budget by 90% over the next three years.
H. Study whether there is a need for changes in school policing guidelines, additional training, and prevention measures to ensure peaceful and safe campuses.
I. Gradually reduce the school police force by making reductions to vacant positions, overtime, non-salary costs, and putting a freeze on new hiring.
J. Eliminate the school police department entirely.

*Derived from LAUSD Board Meeting Agenda, June 23, 2020.
“Defund the school police and fund Black futures.” – Female Black/African American Student Focus Group Participant

“I would probably strongly support eliminating it because, like I said before, the only time we genuinely needed them they messed up and all, but…if it’s something that could be out of our staff’s hands, I mean I guess at that point, it’s like our last option. I don’t support them, but I just don’t think they need as much funding as they have for one, I don’t think they should be looked at so highly as if for example, you’re there getting paid to sit there practically is kind of what I see them as.” – Male Black/African American Student Focus Group Participant

“I’m still not in favor of completely eliminating them all together, but certainly reducing what they do and specifically on H where is says additional training I would like to specifically see, like, unconscious bias training or some sort of training that specifically related to diversity and inclusion.”

– Female Black/African American Parent Focus Group Participant

“I can see how if it panned out even after the study statistics were showing it really wasn’t getting any better, then get rid of it entirely.”

– Male Black/African American Student Focus Group Participant

“The reason why I put H [study], is because I feel like they should study—or kind of investigate a little bit on what actually the school police do and then from there they can determine what they want to do regarding that. I feel like everything else seems like something they should be doing after they’ve already looked into the school police versus something they do beforehand.” – Female Black/African American Student Focus Group Participant
FOCUS GROUP PARTICIPANT EXERCISE
INFORMATION PROVIDED BY DISTRICT

PARTICIPANT EXERCISE: INFORMATION ABOUT LASPD

I would get your reactions to some facts about school policing in LAUSD.

G. The LAUSD School Police Department is not a part of the Los Angeles Police Department. The LAUSD School Police Department is the largest independent school police department in the United States.

H. The LAUSD School Police Department has over 410 sworn police officers, 101 non-sworn school safety officers (SSO), and 34 civilian support staff. It is the fifth largest police department in Los Angeles County, and the 14th largest in California.

I. The LAUSD School Police Department is responsible for over 900 school campuses, including 164,806 students in grades 9-12.

J. The LAUSD Police Department had a 2019-2020 budget of $70 million.

K. According to a 2018 UCLA study, between 2014 and 2017, the Los Angeles School Police Department detained 3,389 students for arrest and issued 2,724 citations and 1,282 diversions.

L. Black youth comprised 25% of the total youth detentions, citations, and diversions, but represent less than 9% of the Los Angeles Unified School District’s student population. [UCLA study]
CITATIONS FOR INFORMATION PROVIDED TO FOCUS GROUP PARTICIPANTS

- LAUSD Board Meeting Agenda, June 23, 2020.
Black Student Achievement Plan
February 2021
Proposed Actions

Elimination of Oleoresin Capsicum (OC) Spray involving students

Reduction of the Los Angeles School Police Department budget, including closure of 133 positions

Creation of school-based School Climate Coach role

Assignment of School Climate Coach to all secondary schools

Adoption of the Black Student Achievement Plan

Creation of oversight and accountability structure

Use of School Police Request Assessment for on-campus officer
Eliminating OC Spray Involving Students

Previous Guidelines
303.7 Oleoresin Capsicum (OC)

• Permitted for use as a self-defense or defending others from imminent threat or physical force of violence.

• Must not be used against individuals/groups who merely fail to disperse or do not appear to pose a risk to the safety of officers or the public.

• Intended as a person-specific dispersal agent NOT as a crowd dispersal.

Proposed Guidelines
303.7a Oleoresin Capsicum (OC) (District Property, Minors and K-12 Students)

• Officers shall not use OC spray against students.
## Reduction of School Police Positions

<table>
<thead>
<tr>
<th>Services</th>
<th>FTE</th>
<th>2019-2020 Budget</th>
<th>Percent of Budget</th>
<th>Services</th>
<th>FTE</th>
<th>2020-2021 Budget</th>
<th>Percent of Budget</th>
</tr>
</thead>
<tbody>
<tr>
<td>Property Protection</td>
<td>35</td>
<td>$4,869,000</td>
<td>6%</td>
<td>Property Protection</td>
<td>32</td>
<td>$4,078,000</td>
<td>8%</td>
</tr>
<tr>
<td>Central Services</td>
<td>118</td>
<td>18,107,000</td>
<td>23</td>
<td>Central Services</td>
<td>49</td>
<td>8,852,000</td>
<td>17</td>
</tr>
<tr>
<td>Youth Programming</td>
<td>12</td>
<td>3,304,000</td>
<td>4</td>
<td>Youth Programming</td>
<td>10</td>
<td>1,709,000</td>
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<tr>
<td>Student Services</td>
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<td>51,220,000</td>
<td>66</td>
<td>Student Services</td>
<td>269</td>
<td>37,861,000</td>
<td>72</td>
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<tr>
<td>Adult Education</td>
<td>17</td>
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<td>-</td>
<td>Adult Education</td>
<td>17</td>
<td>-</td>
<td>-</td>
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<tr>
<td><strong>Total</strong></td>
<td>510</td>
<td>$77,500,000</td>
<td>100%</td>
<td><strong>Total</strong></td>
<td>377</td>
<td>$52,500,000</td>
<td>100%</td>
</tr>
</tbody>
</table>
Reduction of School Police Positions

Deputy Chief -1
Lieutenant -5
Sergeant -3
Detective -14
Senior Police Officer -19
Police Officer -28
**Subtotal of Sworn** -70
Safety Officer Sergeant -5
School Safety Officer -57
**Subtotal of Non-Sworn** -62
Senior Secretary -1
**Subtotal of Support Staff** -1
**Total** -133
School Climate Coach

Coaches will assist site administrators and staff by supporting a safe and positive school culture and climate for all students, staff, and community members.

Coaches will be from the communities they serve with extensive knowledge and familiarity to strengthen student connection.

Training will include:

- Implementation of positive school culture and climate
- Using social-emotional learning strategies to strengthen student engagement
- Effective de-escalation strategies to support conflict resolution
- Building positive relationships and elevating student voice
- Eliminating racial disproportionality in school discipline practices
- Understanding and addressing implicit bias
Assignment of School Climate Coaches to Secondary Schools

All secondary campuses will be provided with School Climate Coaches
School Police Request Assessment

Implement community-based process for schools requesting an officer on campus

Engagement includes:
- Rationale for the need, including supporting data
- Impact of request on school climate
- Other options and best practices considered or explored
- Input from faculty, staff, students and parents/guardians, an outside civil rights/advocacy organization including documentation of discussions and positions

Requires:
- Input from students, parents, faculty, staff and civil rights/student advocacy organization
- Final approval from Superintendent of Schools
- Annual reassessment
Reinvestment in Black Student Achievement $36.5M

Teacher Professional Development $2.4M

School Curriculum Grants $2M

Curriculum & Instruction $4.4M

Community Partnership $2M

Psychiatric Social Workers $7.9M
Counselors $7.6M
School Climate Coaches $2.9M
Restorative Justice Advisors $6.5M
Flexible Climate Grants $5.2M

School Climate $30.1M

& Wellness
Curriculum & Instruction

Diverse Representation – Exposure to black authors, characters, identity and culture in lessons and books.

Social Justice – Connecting learning to students’ real-life experiences and communities.

Valuing Math – Combat legacy of math education related trauma within the black community and design joyful experiences in which students see math connection to their lives.

Individual School Curriculum Grants - allocated based on a per pupil basis to supplement lesson design
Implementation of curriculum audit

Annual grants to schools to supplement curriculum based on audit findings including ethnic studies courses

Intervention structures within the school day targeting gaps in literacy and numeracy

Primary Promise monitoring literacy skills professional development, and intervention using culturally responsive materials

| Teacher Professional Development (20 hours/teacher) | $2,400,000 |
| School Curriculum Grants                             | $2,000,000  |
Community Partnership

Work with community groups that have demonstrated success with Black students and families

<table>
<thead>
<tr>
<th>CoS</th>
<th>Schools</th>
<th>Black Student Enrollment</th>
<th>Allocation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Achievement Network</td>
<td>4</td>
<td>726</td>
<td>$104,161</td>
</tr>
<tr>
<td>Carson CoS</td>
<td>2</td>
<td>481</td>
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<tr>
<td>Fairfax CoS</td>
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<tr>
<td>Gardena CoS</td>
<td>5</td>
<td>1415</td>
<td>203,013</td>
</tr>
<tr>
<td>H.E.E.T. (C/D) CoS</td>
<td>8</td>
<td>2322</td>
<td>333,142</td>
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<tr>
<td>H.E.E.T. (W) CoS</td>
<td>8</td>
<td>1903</td>
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<td>Hamilton CoS</td>
<td>2</td>
<td>843</td>
<td>120,947</td>
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<td>Harbr City/Lomta CoS</td>
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<tr>
<td>Hollywood CoS</td>
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<tr>
<td>LA Mid-City CoS</td>
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<td>431</td>
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<tr>
<td>Mn Arts/Vrmnt Sq CoS</td>
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<td>669</td>
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<tr>
<td>Rivera CoS</td>
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<td>72,166</td>
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<tr>
<td>San Pedro CoS</td>
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<td>20,086</td>
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<tr>
<td>South Mid-City CoS</td>
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<tr>
<td>Venice CoS</td>
<td>2</td>
<td>622</td>
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<tr>
<td>West LA CoS</td>
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<td>114</td>
<td>16,356</td>
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<tr>
<td>Westchester CoS</td>
<td>3</td>
<td>1249</td>
<td>179,197</td>
</tr>
<tr>
<td>Grand Total</td>
<td>53</td>
<td>13940</td>
<td>$2,000,000</td>
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</table>
School Climate & Wellness

Reduce over-identification of Black students in suspensions, discipline and other measures through targeted intervention to address students’ academic and social-emotional needs.

Schools will receive flexible grants for additional supports such as counselors, coaches, librarian/library aides, teachers and professional development.

<table>
<thead>
<tr>
<th>Position</th>
<th>FTE</th>
<th>Cost</th>
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<tbody>
<tr>
<td>Psychiatric Social Workers</td>
<td>63</td>
<td>$7,900,000</td>
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<tr>
<td>Counselors</td>
<td>62</td>
<td>$7,600,000</td>
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<tr>
<td>School Climate Coaches</td>
<td>43</td>
<td>$2,900,000</td>
</tr>
<tr>
<td>Restorative Justice Advisors</td>
<td>53</td>
<td>$6,500,000</td>
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</table>
53 Targeted Schools

Greater than 200 Black student total enrollment with at least 1 of the following OR greater than 100 Black student total enrollment with 2 or more:

- Referral and suspension rates were greater than their percentage of enrollment at the school
- Greater than 10 percentage points more Black students disagreed with the school experience survey items than the district average
- Experienced more chronic absenteeism than the district average

AND

Percentage of students that met/exceed grade level standards in English Language Arts and math below district average

OR

Humanizing Education for Equitable Transformation (HEET) School
<table>
<thead>
<tr>
<th>School</th>
<th>Black Student Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hamilton SH</td>
<td>714</td>
</tr>
<tr>
<td>Westchester Health/Sports Med</td>
<td>638</td>
</tr>
<tr>
<td>Crenshaw Magnet STEMM</td>
<td>525</td>
</tr>
<tr>
<td>Narbonne SH</td>
<td>514</td>
</tr>
<tr>
<td>Dorsey SH</td>
<td>504</td>
</tr>
<tr>
<td>Windsor Hills El Magnet</td>
<td>446</td>
</tr>
<tr>
<td>Washington Prep SH</td>
<td>381</td>
</tr>
<tr>
<td>Gardena SH</td>
<td>377</td>
</tr>
<tr>
<td>Hillcrest Dr El</td>
<td>359</td>
</tr>
<tr>
<td>Peary MS</td>
<td>336</td>
</tr>
<tr>
<td>Venice SH</td>
<td>334</td>
</tr>
<tr>
<td>Audubon MS</td>
<td>321</td>
</tr>
<tr>
<td>Purche Ave El</td>
<td>319</td>
</tr>
<tr>
<td>Fairfax SH</td>
<td>304</td>
</tr>
<tr>
<td>Mann UCLA Community School</td>
<td>298</td>
</tr>
<tr>
<td>54th St El</td>
<td>294</td>
</tr>
<tr>
<td>74th St El</td>
<td>293</td>
</tr>
<tr>
<td>Marina Del Rey MS</td>
<td>288</td>
</tr>
<tr>
<td>Carson SH</td>
<td>280</td>
</tr>
<tr>
<td>Woodcrest El</td>
<td>279</td>
</tr>
<tr>
<td>Foshay LC</td>
<td>277</td>
</tr>
<tr>
<td>Gompers MS</td>
<td>276</td>
</tr>
<tr>
<td>107th St El</td>
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<td>La Salle Ave El</td>
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<td>95th St El</td>
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<tr>
<td>Cimarron Ave El</td>
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</table>

<table>
<thead>
<tr>
<th>School</th>
<th>Black Student Enrollment</th>
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</thead>
<tbody>
<tr>
<td>Barrett El</td>
<td>232</td>
</tr>
<tr>
<td>Manual Arts SH</td>
<td>224</td>
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<tr>
<td>West Athens El</td>
<td>220</td>
</tr>
<tr>
<td>Manhattan Place El</td>
<td>210</td>
</tr>
<tr>
<td>Markham MS</td>
<td>207</td>
</tr>
<tr>
<td>Annalee Ave El</td>
<td>201</td>
</tr>
<tr>
<td>YES Academy</td>
<td>201</td>
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<tr>
<td>Bradley Global Awareness Magnet</td>
<td>196</td>
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<tr>
<td>Knox El</td>
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<tr>
<td>Hollywood SH</td>
<td>188</td>
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<td>42nd St El</td>
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<td>Raymond Ave El</td>
<td>173</td>
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<tr>
<td>Normandie Ave El</td>
<td>168</td>
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<tr>
<td>Paseo del Rey El Magnet</td>
<td>165</td>
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<tr>
<td>Dymally SH</td>
<td>164</td>
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<tr>
<td>Griffith Joyner El</td>
<td>157</td>
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<tr>
<td>Dana MS</td>
<td>140</td>
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<tr>
<td>Los Angeles SH</td>
<td>137</td>
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<tr>
<td>Drew MS</td>
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<tr>
<td>Muir MS</td>
<td>131</td>
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<tr>
<td>Crescent Heights Blvd El Magnet</td>
<td>129</td>
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<tr>
<td>Harte Prep MS</td>
<td>124</td>
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<tr>
<td>Brentwood El Sci Magnet</td>
<td>114</td>
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<tr>
<td>Figueroa St El</td>
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<tr>
<td>59th St El</td>
<td>101</td>
</tr>
<tr>
<td>92nd St El</td>
<td>100</td>
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</table>
Oversight & Accountability

Black Student Achievement Steering Committee
• Develops and monitors strategies to improve achievement
• Members include students, parents, district staff and community members
• Local Districts with focus schools will each select one student and parent
• Superintendent of Schools will select community members
• Provides recommendations to the Black Student Achievement Staff Working Group
• Meets monthly with additional meetings as needed

Black Student Achievement Staff Working Group
• Internal Los Angeles Unified team to oversee and evaluate initiatives
• Works to secure resources and decision required to improve achievement
• Maintains communication with Steering Committee and leverages input to inform decisions
• Provides key data to Oversight and Accountability Team
• Meets monthly and provides quarterly updates to the Board of Education

Oversight and Accountability Team
• Designated team for responsible for day-to-day monitoring along with Community of Schools Administrators and Local District Leadership
• Collects and analyzes data to inform the work
• Engages range of stakeholders as required
• Reports to the Office of School Culture, Climate and Safety
Success Indicators

School Experience and Support

• Every student has an advocate
• Increase access to mental and social-emotional health resources
• Increase favorable school experience survey responses
• Access to culturally responsive curriculum and pedagogy
• Decrease discipline rates (arrests, suspensions, referrals)
• Elimination of policies and practices that contribute to school to prison pipeline

Academic Achievement

• Graduation rate increase
• Attendance and chronic absenteeism rate decrease
• Increase enrollment in Advanced Placement and honors courses
• Increase proficiency in Math and ELA/English
• Increase number of students on track in A-G requirements
• Increase number of students at or above benchmark in literacy skills
• Decrease 1st time referrals for special education services

Engagement

• Increase levels of parent and family engagement
• Increase participation in extracurricular activities at school
• Increase presence of community organizations on campus
<table>
<thead>
<tr>
<th>Position</th>
<th>Reduction</th>
</tr>
</thead>
<tbody>
<tr>
<td>Deputy Chief</td>
<td>-1</td>
</tr>
<tr>
<td>Lieutenant</td>
<td>-5</td>
</tr>
<tr>
<td>Sergeant</td>
<td>-3</td>
</tr>
<tr>
<td>Detective</td>
<td>-14</td>
</tr>
<tr>
<td>Senior Police Officer</td>
<td>-19</td>
</tr>
<tr>
<td>Police Officer</td>
<td>-28</td>
</tr>
<tr>
<td><strong>Subtotal of Sworn</strong></td>
<td><strong>-70</strong></td>
</tr>
<tr>
<td>Safety Officer Sergeant</td>
<td>-5</td>
</tr>
<tr>
<td>School Safety Officer</td>
<td>-57</td>
</tr>
<tr>
<td><strong>Subtotal of Non-Sworn</strong></td>
<td><strong>-62</strong></td>
</tr>
<tr>
<td>Senior Secretary</td>
<td>-1</td>
</tr>
<tr>
<td><strong>Subtotal of Support Staff</strong></td>
<td><strong>-1</strong></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>-133</strong></td>
</tr>
</tbody>
</table>
SCHOOL POLICE REQUEST ASSESSMENT

We want Los Angeles Unified schools to be welcoming, safe and nurturing environments for all students to learn and grow. We honor the voice and needs of each member of our community including students.

In order to request a school police officer on campus, a school must complete a rigorous, data-driven and community-based process. Approval of the request is not guaranteed and will need approval by the Superintendent of Schools. The process must be formally started within 30 days of the start of school and completed two weeks before the end of the semester to be effective at the start of second semester. Annual renewal will follow same timeframe.

ENGAGEMENT: Initial Stakeholder Information Sessions

- Principals determine whether a request should be initiated and begins populating School Climate Review (see below)
- Engagement includes:
  - Rationale for the need, including a gender and racial breakdown of prior school police contact
  - Expected Impact of request on school climate and metrics to monitor in during the school year
  - Other options considered or explored
  - Input from faculty, staff, students and parents/guardians, and an outside civil rights/advocacy organization including documentation of discussions and positions
- Request must be informed by the following stakeholders:
  - Faculty and staff
  - Students
  - Parents
  - Labor partners
  - Civil rights/student advocacy organization
  - All discussions and positions must be documented
- Administration discusses request with student council/student leaders
  - Administration ensures a safe space/venue is created for student voice
- Administration discusses the request with parents and community members through School Site Council, other advisory councils and venues (Coffee with Principal, Back to School, etc.)
  - Request must be on every advisory council agenda, discussed and recorded as part of meeting minutes

DATA: Data collection and School Survey

- Data/feedback is collected/charted for every meeting (pros/cons, questions, concerns, etc.)
- Administration develops survey for stakeholder (students, staff, parents) input
- Survey results collected, analyzed and shared with all stakeholders
- Research or studies supporting school climate and safety in consultation with an outside academic partner
- Examination of best practices from comparable schools

REQUEST: Submission Process

- Public meeting to share the data collection and survey findings prior to request submission
- Documentation of how data collection and survey have informed request with an emphasis on highlighting responses from student populations who have historically been negatively impacted by policing in school and beyond
- Request submitted to the Local District Superintendent
- Local District Superintendent reviews School Climate Review and discusses with the school administrative team
• Local District Superintendent makes decision to proceed with submitting request to Superintendent of Schools, including their rationale for moving forward
• Superintendent of Schools makes final decision

ANNUAL REVIEW: Ongoing Monitoring and Evaluation
• Administration, along with Local District Operations, and an outside civil rights/student advocacy partner develops Measurement of Progress Tool
• Data are collected and shared with school decision-making bodies every quarter
• Decision is made at School Site or School Leadership Council whether to proceed with annual request
• School administration must inform the Local District Superintendent regarding annual request and receive permission to proceed for the following school year

==================================================================================================

SCHOOL CLIMATE REVIEW (Adopted from the Alliance for the Study of School Climate, CSULA). Provide a detailed summary for each section.

• Description of the lived experiences of black students with police officers on campus.
• Description of the lived experiences of LatinX students with police officers on campus.
• Description of the physical environment and cleanliness of the campus
  o Is there graffiti and how often is it abated?
• Description of faculty relations amongst colleagues, students and families
  o Do faculty members serve as black student advocates?
  o Evidence of faculty members respecting the language and diversity of black students.
• Describe student interactions and sense of community on the campus
  o Do students from diverse backgrounds and cultures interact with each other?
  o Do students feel safe on the campus?
• Describe the vision/mission developed by the leadership and efforts to ensure a safe campus
  o How is the physical environment of the campus part of the vision/mission of the school?
  o What efforts has the leadership provided to ensure that all faculty members and staff respect all students being served?
    ▪ Describe anti-racist and cultural sensitivity professional development provided at the school
  • Have all faculty and staff members been trained in Restorative Justice practices?
    ▪ How does leadership ensure that new faculty and new staff members are trained in Restorative Justice practices?
  • What systems have the leadership developed to ensure students have access to counselors or advocates when needed?
• Describe how the administration establishes clear student behavioral expectations
  ▪ How are students’ ideas and suggestions, regarding student discipline, incorporated into the Integrated Safe School Plan?
  ▪ What systems exist to provide student voice in changing the culture and climate of the school?
• Describe how learning and assessments are clear and attainable by every student
• Describe the professional development provided to all teachers on mastery learning and grading
• Describe how the instructional curriculum honors the culture and customs of the black student population
• Describe how black student achievement and contributions are celebrated and how often
• Describe what school rituals exist to ensure that students feel that they are part of the school community
• Describe school partnerships with community organizations or businesses that provide student internships and learning opportunities beyond the classroom
• Provide artifacts which reflect clear communication to parents and the community of student expectations and who to contact for questions or assistance.