**Proposal For Crossing Services/ Landscaping/ Community Liaison Intervention**

**WACA**

The Western Avenue Community Action is a group of concerned connected citizens, residents, community leaders, business owners, law enforcement personnel, and reformed gang members who are committed to increasing peace in the city of Los Angeles in general and on Western Avenue between Imperial Avenue and Florence avenue in particular. WACA was founded by Craig “Big” Batiste with the belief that members of communities are best equipped to have a positive impact on the communities from which they come. The WACA philosophy is that students should be free to matriculate safely and uninhibited by negative external forces. Likewise, schools should exist and thrive unfettered by the negative influences of the neighborhoods they exist in. When successful, WACA partners with community members to guarantee that students have the opportunity to travel to and from school without being harassed, attacked, or otherwise molested by members of the community. The effort Is to employ respected members of communities that schools sit in to use their influence for positive outcomes.

**Comprehensive Safe Passage Intervention Services**

WACA contracts with schools situated in predominantly South Los Angeles neighborhoods that are plagued by higher incidents involving crime, drugs, and violence. WACA seeks to intervene on behalf of students by providing an opportunity for neighborhood children to obtain a quality education without suffering the pressures of existing in areas of the city where local neighborhood forces can be an impediment to learning. WACA has built relationships with community members over the past 30 years which allow its members to use their community credibility to clear a safe path to and from school, and an existence wherein education is prioritized and respected.

WACA is an organization designed to adapt to service to the community in whatever form is needed at any given time in history. Initially WACA had a primary focus of gang diversion and prevention. Since its inception, WACA has transitioned its focus to include providing the communities it serves with knowledge and resources in the areas of: suicide awareness and prevention, economic development, job skill acquisition, crisis intervention services, and T shirt graphic design. Currently WACA is engaged in the pursuit of coordinating with local and national law enforcement agencies to devise a coherent plan to address the systemic racial injustices inherent in policing practices. WACA has also required each of its members to obtain COVID-19 training and certification in accordance with local, state, and federal guidelines.

When contracted by schools, WACA identifies and selects employees who are readily familiar with the immediate proximity of the school. WACA assigns schools to workers who are also community members of the school location. These community members are uniquely qualified to address the specific concerns of the school and to provide advocacy services on behalf of the school community. These services include cleaning the exterior parameters of the school, controlling graffiti and vagrancy, maintaining a constant presence and ostensible association with the school, monitoring contact between community members and students and staff, patrolling parking lots, and assisting with pick up and drop off of students.

What is a School Safe Passage Program?

The objective of a Safe Passage program is to create a multi-agency enforcement partnership to provide safety from crimes against students on specific streets, at bus stops and on bus lines immediately around the school one hour after dismissal. A Safe Passage program can stand alone, however, it is most successful if implemented as one component of a multi-faceted safe school strategy that complements the mandated School Safety Plan. A structured Safe Passage plan allows schools, law enforcement, and the community to pinpoint "hot spots" for gang and related trouble on and around campus, and allows the district and specific school sites to respond to gaps and challenges and to examine district-wide safety issues.

**Safety Collaboratives**

Over the past few years, a number of schools in the Los Angeles Unified School District have formed Safety Collaboratives, in response to increasing violence and racial tensions on and off campus. These collaboratives bring together agencies and community stakeholders, to identify problems, brainstorm solutions, and mobilize resources. The California Community Relations Service (CCRS) was a member of one of the first collaboratives, as the conflicts at school were spilling into the community.

As the collaboratives began meeting, a number of them recognized "safe passage" as a key safety issue for students. Students reported that they felt most unsafe, not on campus, but in the community as they moved to and from campus. Students reported being the victim of armed robberies, gang harassment and intimidation, drive-by shootings, and other crimes. WACA is one of the collaborative community organizations that sprung from the need to provide community intervention services to school age children. WACA serves as a liaison between community members and each school it serves, as well as a mobile transportation service delivering homework, computers and or students safely to school or home.

Along with providing intervention services in an effort to protect students as they travel to and from school, WACA provides traffic intervention services. These services include crossing students to and from school, accompanying students to safely usher them home, diverting threats to student safety, and use of community contacts to maximize student safety.

**"Safe Passage" Program Components**

WACA has worked with two models of Safe Passage programs, which can operate alone, or

concurrently:

**Community Member/Liaison Fixed Post Safe Passage Program:**

* Work with local government, community, and faith partners to mobilize and recruit parent volunteers.
* Law enforcement and school district to provide training for parent volunteers on safety precautions, radio use, reporting crimes, and other issues.
* Parent/Community volunteers to be posted around the school campus at target times, helping to protect students as they travel home from school.
* Volunteers positioned so as to complement existing law enforcement efforts.

**Multi-Agency Collaborative Effort (Subcommittee):**

* Law enforcement, probation, school administrators and staff agree to deploy available personnel within the identified "safe passage" boundaries at school dismissal time. Law enforcement agrees to support the efforts of parent volunteers.
* Partner transportation agencies agree to assess student bus ridership, bus line efficiency, and bus stop crowding and safety issues during dismissal hours.

**"Safe Passage" Accomplishments:**

* Monthly subcommittee meetings are held, attended by representatives of law enforcement (lieutenant or higher), probation, city attorney, housing authority, school administrators, district representatives, community representatives, MTA, and other agencies.
* Students report feeling safer, because of increased presence of adults and safety personnel around campus.
* Principals have reported increased visibility of law enforcement around the campus at dismissal time and increased coordination between law enforcement agencies and school administrators.
* The local transportation agency has conducted an audit of student bus ridership, to assess bus travel patterns and problem areas. In some cases, the agency has agreed to move bus stops, or add extra busses to their route patterns.
* Human Relations Commissions and district personnel have conducted extensive parent volunteer recruitment efforts in the community and have conducted "safe passage" orientation and training for potential volunteers.

**Ongoing Implementation Plan for "Safe Passage":**

* Law enforcement agencies dedicate available resources during dismissal times at many of the schools, and in some cases, instruct extra patrol to be in the area.
* Continued assessment of "hot spots": Subcommittees continue to share information on areas of high crime, student congestion, and other problems, so that as circumstances change, there is constant information-sharing.

**SAFE PASSAGE PROPOSAL TO TEACH PUBLIC SCHOOLS**

**WACA Staff:**

It is hereby understood that this agreement is written to account for the emerging need to make material changes to the number of school days students will attend school. Should there be a need to address ongoing local or national issues, crises, or problems, this agreement in principal allows TEACH Public Schools to alter the number of days WACA services are needed AND OR the type of services provided.

The agreement between WACA and TEACH Public Schools shall encompass services rendered in one of three formats. Full Staff, Reduced Staff, or Emergency Staff

 **Full Staff:** WACA will provide workers to each of the 3 campus locations for the purpose of ingress and egress traffic intervention. Each site will have two assigned WACA staff members responsible for traffic intervention services. Should additional staff members become necessary, this agreement will allow for mutual agreement to add workers as needed at the rates listed. Rates under this agreement will remain constant.

 Reduced Staff: WACA will provide services to each of the 3 campus locations on the days that children attend school. Reduced Staff protocol shall be utilized in scenarios wherein student schedules have been altered to reflect a mixture of both distance learning and on campus instruction. The reduced staff format includes 151 instructional days and there is no student movement to or from campus on Fridays.

 Emergency Staff: WACA will provide 1 person to work at 1 specific campus location, primarily responsible for special tasks such as food distribution. Within this format, services provided will not include traffic intervention. Under this agreement WACA may be utilized for computer delivery or retrieval, or homework packet delivery/retrieval. This protocol allows TEACH Public Schools the flexibility to modify this agreement without recreation to address: emerging needs in the areas of heightened safety risks due to ongoing violence in the neighborhood; the Covid-19 pandemic; relocation requirements; and any other arising special issues.

**Food Distribution**

In scenarios wherein TEACH Public Schools provides meal service to either students, families and/or community members, WACA will be serving as a support service, under the direction of the TEACH Central Office, ensuring the safety of our community during the meal distribution. In addition, WACA can support, but not limited too, in preparing & distributing meals, serving as a liaison to community members, and assisting in opening/closing of the school campus. Each time food is distributed, WACA staff members will be compensated at the rate of $25 per hour. The estimated time of distribution shall be 3-hour intervals.

**Billing:**

It is understood between the parties that billing for traffic intervention services shall take place under the following terms:

WACA staff will receive $50 per instructional day. The proposed schedule for instruction is either 185 or 151 days. If an 185 day schedule is used, each WACA staff member will earn $9,250. If a 151 day schedule is used, each WACA staff member will earn $7,550. WACA will bill TEACH Public schools on a recurring weekly basis. Invoices will be electronically submitted to TEACH Public Schools.

**WACA agrees to:**

1. Provide fully trained and equipped crossing guards for each of the crossing guard locations designated by TEACH Public Schools. Two WACA traffic interventionists @ TEACH Prep, 85th & Western. Three WACA traffic interventionists @ TEACH Academy 103rd & Western, Century & Western. TEACH Tech 107th & Western, 106th & Western. 1 roving crossing guard in patrol car monitoring student movement and providing immediate response to matters involving student ingress and egress.

2. Provide a program manager who will coordinate crossing guard services with the TEACH principals. The program manager shall remain available to coordinate and regularly meet with principals for input on relevant needs and matters involving WACA employee performance.

3. Provide a roving supervisor to ensure guard activities are taking place at the required places and times and that guards are complying with the proper safety procedures.

4. Provide fully trained and equipped alternate personnel to ensure all contracted locations are covered in the event regular personnel are absent.

5. WACA shall have an independent Pre-employment Screening Program for crossing guards that shall include: Employment reference check, Criminal background check/fingerprinting service, Tuberculosis screening, COVID-19 screening, and Social Security verification.

6. Provide all crossing guards with identification badges, a standardized uniform and proper weather apparel and gear, approved by the TEACH Public Schools, which will be worn at all times, while performing contacted duties.

7. Provide all crossing guards with handheld stop signs and reflective vests which will be worn at all times to comply with State laws and regulations.

8. All crossing guards provided by WACA shall be trained by WACA. Training shall include State and City laws and codes pertaining to general pedestrian safety and school crossing areas. Training shall also include general traffic safety for pedestrians, motorists, and crossing guards as well as relevant Covid19 laws and ordinances. WACA personnel shall all have current CPR training.

9. Provide the TEACH Public Schools with a monthly schedule, in advance, of the locations to be serviced, the personnel deployed at those locations, and the start and end times of each shift at each location.

10. In the event of a complaint, WACA shall investigate all public complaints concerning crossing guard services. WACA shall within 24 hours to advise of the status of any necessary remedy/resolution of said complaint.

11. On a quarterly basis, WACA’s supervisor shall meet with school and or district representatives for evaluation and comments, and pertinent staff to assess and discuss existing problems that may have occurred.

12. It is the intent of this contract to provide for school day coverage of the above listed locations. Other additions and/or deletions of locations will be at the same hourly rate and daily hours allowed per location and will be subject to the approval of TEACH Public Schools.

13. Provide daily intervention services between students of TEACH Public Schools and members of the greater Los Angeles community.

14. Services will be provided on an annual quarterly basis. (July-September, October-December, January –March, & April-June). The fee for services shall be $50 per day per worker. Daily hours shall be 7:15-8:45am and 3:15-4:00pm. Additional services shall be provided as needed and at rates mutually agreed upon by the parties.

15. This contract shall take effect on or about July 15, 2020 and remain in effect through June 30, 2022.

Landscaping

WACA shall provide landscaping services to specific sites in the following manner:

TEACH PREP

 Periodic painting (graffiti removal)

 Bi-weekly power washing of campus (lunch area and building)

 Daily cleaning of front walkway removal of trash, leaves, drug paraphernalia,

 $350 per month

TEACH TECH

 Daily parking lot cleaning (daily removal of vagrants, feces and drug paraphernalia)

 Bi-weekly tree trimming

 Weekly mowing of front grass & rear bushes

 Bi-weekly Power washing of front and rear of school (playground lunch area, windows)

 $500 per month

TEACH ACADEMY

 Daily parking lot cleaning (removal of feces and drug paraphernalia)

 Bi-weekly tree and hedge trimming

 Bi-weekly power washing of front, walkways, and rear of building

 Daily trash removal at south west corner near bus stop,

 Daily sweeping and removal of debris from alley East of 10000 building,

 Weekly mowing of all grass at 10000 building

 $500 per month

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WACA TEACH Public Schools