

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

**REGULAR MEETING ORDER OF BUSINESS**

**Including Closed Session Items**

333 South Beaudry Avenue, Board Room

9:00 a.m., Tuesday, May 9, 2017

**Roll Call of Members**

**Public Comment**

The public can address the Board at the commencement of the meeting in the Board Room on any item that is described in this notice or other issues under the purview of the Board of Education. At the conclusion of the closed session portion of the meeting, announcements required regarding actions taken by the Board of Education will be made in the Board Room.

**OPEN SESSION ITEM**

**Board Member Resolution for Initial Announcement**

- A. Mr. Zimmer - Resolution in Support of Community Schools in the Los Angeles Unified School District (Res-098-16/17) (For Action at the June 13, 2017 Regular Board Meeting - 1:00 p.m.)

Whereas, A central goal of the Los Angeles Unified School District is to develop the holistic capacities of young people so that they emerge from their K-12 schooling creative, critical, and community-minded;

Whereas, Los Angeles youth should have access to an array of curricular and extra-curricular learning opportunities that promote their full development;

Whereas, Los Angeles youth and families should have access to an array of health and social supports that enable such development;

Whereas, Los Angeles youth should understand that they are valued members of communities and that they have a role to play in improving and contributing to their communities;

Whereas, Los Angeles youth can develop analytic skills and civic commitments by studying the strengths and challenges of their communities and developing evidence-based plans for community improvement;

Whereas, Los Angeles youth should develop the skills and commitments to negotiate differences through non-violent dialogue and build community across differences;

Whereas, the holistic development of Los Angeles students must be a shared effort of educators, community partners, and families;

Whereas, Los Angeles educators can play a vital role in such work when they have time, support, and training to forge meaningful connections with students, families, and community partners;

Whereas, There is a long history of community schooling (spanning well more than a century) that has promoted these very goals;

Whereas, Organizations at many school sites throughout LAUSD have already incorporated some of these strategies and mechanisms into their approaches to teaching and community engagement, that should be learned from and built upon;

Whereas, Los Angeles schools face a set of challenges today that make community schooling more important than ever;

Whereas, Los Angeles experiences among the highest levels of economic inequality in the U.S. and the U.S. has among the highest levels of economic inequality among industrialized nations;

Whereas, Economic and social inequality has powerful negative effects on the well-being of Los Angeles children and youth;

Whereas, These effects include unmet health, mental health, and social welfare needs;

Whereas, These effects also include inadequate and unequal access to enriching curricula and after-school experiences that support holistic development;

Whereas, These effects are exacerbated by educational reform strategies that focus narrowly on competition and hence erode the relationships and understanding that promote a sense of community;

Whereas, In the last few months, all of these challenges have grown dramatically due to the rhetoric, policy threats, and policy actions of the Trump administration which have fostered instability, anxiety, and fear across many Los Angeles communities;

Whereas, This moment calls for a greater sense of community and an array of supports that foster development and offer protection;

Whereas, The community schooling model allows for a systematic process by which a community's assets as well as its needs can be identified;

Whereas, Community schools can be hubs for providing broad and sustainable access to its community's assets;

Whereas, The following six strategies have been identified as the hallmarks of a successfully implemented community school program:

1. *Curricula that are engaging, culturally relevant, and challenging.* Schools offer a robust selection of classes and after-school programs in the arts, languages, and ethnic studies to promote the holistic development of all students, including preparation for college, career, and civic participation. Instructional strategies and support services make this curriculum accessible to all students, including English Learners and students with special needs. Pedagogy is student-centered;
2. *An emphasis on high-quality teaching, not on high-stakes testing.* Schools will foster professional learning communities to build the capacity for such teaching. Teachers will learn from one another and use assessments to better understand and respond to students' needs. Professional development programs will link educators with families and community partners and provide educators with the knowledge and skills necessary to support community-based curriculum and school-community partnerships;
3. *Wrap-around supports and opportunities such as health care, vision care, and social and emotional services that support academics.* These services are available before, during, and after school, and are provided year-round to the full community. Community partners are accountable and culturally competent. The supports are aligned to the classroom using thorough and continuous data collection, analysis, and reflection. Space for these services is allocated within the building or within walking distance;
4. *Positive discipline practices,* such as restorative justice and social and emotional learning supports, are stressed so that students can grow and contribute to the school community and beyond. School safety and positive school climate are achieved through these mechanisms. Suspensions and harsh punishments are eliminated or greatly reduced;
5. *Authentic parent and community engagement.* The full community actively participates in planning and decision-making at each school site. This process recognizes the link between the success of the school and the development of the community as a whole, and;
6. *Inclusive school leadership* who are committed to making the Community School strategy integral to the school's mandate and functioning. They ensure that the Community School Coordinator is a part of the leadership team and that a Community School Committee — which includes parents, community partners, school staff, youth, and other stakeholders that are representatives of the school's various constituencies and has a voice in the planning and implementation of the strategy.

Whereas, LAUSD further defines a Community School as a school that achieves success by implementing the above strategies through the following mechanisms:

1. An annual asset and needs assessment of and by both school and community;
2. A strategic plan that defines how educators and community partners will use all available assets to meet specific student needs and get better results;
3. The engagement of partners who bring assets and expertise to help implement the building blocks of Community Schools, and;

4. A dedicated staff member at the community school site whose primary job is to facilitate the development and implementation of the strategic plan in collaboration with school and community members/partners, and to ensure alignment of solutions to needs;

Whereas, Many school sites throughout LAUSD have already incorporated some of these strategies and mechanisms into their approaches to teaching and community engagement;

Whereas, Transparent decision-making and accountable governance are necessary pre-conditions for sustainable community engagement and are essential components of any community school; and

Whereas, The community school framework provides a systematic approach for incorporating and expanding upon existing Board resolutions whose goals include preventing domestic violence, developing career pathways for school staff, fostering sustainability through gardens and other programs, and expanding dual language instructional pathways; now, therefore, be it

Resolved, That the Governing Board of the Los Angeles Unified School District recognizes the positive impact community school strategies can have on schools and communities;

Resolved, That the Los Angeles Unified School District endorses Community Schooling as a research backed strategy for school improvement and community development which expands access to:

- a) Enriching curricular and extracurricular experiences that support the holistic development of Los Angeles youth;
- b) School-based health, mental health, and social services that offer essential supports for students and their families;
- c) Community-centered curriculum that engages youth in social inquiry and civic action;
- d) Restorative justice programs that build a non-violent, respectful, and justice-enhancing community;
- e) Professional development programs that link educators with families and community partners and provide educators with the knowledge and skills necessary to support community-based curriculum and school-community partnerships; and
- f) Inclusive and democratic leadership structures that engage family members and community partners alongside educators as vital members of community school teams

Resolved further, That in support of this declaration the Board of Education will direct staff to prepare a report outlining an implementation procedure by which a school site, having expressed the desire to become a community school, may proceed systematically through a community school transformation process;

Resolved further, That the report will also include a proposal for: 1) the optimal number of school sites for an initial cohort that shall be allowed to undergo a community school transformation; 2) the selection criteria for this initial cohort of community schools; 3) a proposal

to responsibly scale the number of community schools throughout LAUSD; 4) mechanisms to ensure school sites are transparent in decision-making processes and accountable to community concerns; and 5) an assessment of the direct costs to borne by the district for each community school; and be it finally

Resolved, That the staff shall present its findings and recommendations to the Board of Education within 90 days of the passage of this resolution.

## **CLOSED SESSION ITEMS (Purpose and Authority)**

### **B. Conference with Legal Counsel**

Existing Litigation (Government Code Section 54956.9(d)(1))

Erika Arreola, et al., v. Los Angeles Unified School District and Los Angeles County  
Los Angeles Superior Court Case No. BC 504041

Anticipated Litigation (Government Code Section 54956.9(d)(4))  
3 Cases

### **C. Personnel (Government Code Section 54957)**

Employee Discipline/Dismissal/Release

Public Employment

Chief Facilities Executive  
Construction Manager (2)  
Deputy Chief Facilities Executive  
Deputy Director of Facilities Maintenance & Operations  
Executive Director, Federal and State Education Programs  
Executive Director, Student Integration Services  
Executive, Director, School Design Options  
Local District Superintendent (3)

Employee Evaluation

Inspector General  
Superintendent of Schools

### **D. Conference with Labor Negotiator (Government Code Section 54957.6)**

Negotiator: Mr. Najeeb Khoury  
Employee Organizations:

Associated Administrators of Los Angeles  
California School Employees Association  
Los Angeles County Building and Construction Trades Council  
Los Angeles School Police Association

Los Angeles School Police Sergeants and Lieutenants Association  
Service Employees International Union, SEIU Local 99  
Teamsters  
United Teachers Los Angeles  
District Represented Employees and Contract Management Personnel

E. Student Discipline Matters (California Education Code Sections 48918(c), (f))

### **Recess into Closed Session**

### **Reconvene to Open Session**

Report on any actions taken

### **Adjournment**

Please note that the Board of Education may consider at this meeting any item referred from a Board Meeting five 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.

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 [www.lausd.net/ethics](http://www.lausd.net/ethics) 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/05-09-17RegBdCS>

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