

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
9:00 a.m., Thursday, July 9, 2020

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 of Members

Pledge of Allegiance

Public Speakers

The Board of Education encourages public comment on any of the issues on this agenda or under the purview of the Board of Education. Commenters can email all Board Members at boardmembers@lausd.net, or use the US Mail at the address above, or leave a phone message at (213) 241- 6389, or fax (213) 241- 8953. Items received by Tuesday, 6 p.m., July 7, will be distributed to all Board Members.

Individuals wishing to address the Board at the beginning of this meeting should call 1-669-900-6833 and enter Meeting ID 949 6980 9802 from their telephone keypad. Then press #, and then # again when prompted for the Participant ID. Callers will be placed on hold until it is their turn to speak.

For 90 minutes, callers will be selected randomly to speak from the callers on hold. All callers may not be heard by the conclusion of the 90 minutes time period. There will be no advantage to calling early. Each caller will be limited to 3 minutes.

Callers will know to speak when receiving the signal that their phone has been removed from hold and/or unmuted.

If you wish to comment in the Board Room at the beginning of the meeting, please know that social distancing practices will be followed.

Board President's Reports

Labor Partners

Superintendent's Reports

Sustaining the School Facilities Modernization Program

New Business for Action

1. [Board of Education Report No. 001 – 20/21 Charter Schools Division](#)
(Approval of the LAUSD Policy and Procedures for Charter Schools and District Required Language for Independent Charter Schools) Recommends adoption of the attached LAUSD Policy and Procedures for Charter Schools dated July 9, 2020 and approval of the attached District Required Language for independent charter schools dated July 9, 2020. Additionally, amends Board Rule 1008 to reflect this adoption as the policy of the District.

Board Member Resolutions for Action

2. [Ms. Goldberg, Ms. Gonez, Dr. Vladovic - Charting Progress and Expanding Support for Community Schools \(Res-045-19/20\)](#) (Noticed June 9, 2019, Discussed at the June 18, 2020 Committee of the Whole, Postponed June 23, 2020 to July 7, 2020 for action July 9, 2020)

~~Whereas, Strong family and community engagement with schools, and trust in school communities, is more important than ever to keep students connected to learning in virtual environments and to support families in meeting their basic needs during this public health and economic crisis;~~

~~Whereas, There is strong evidence that a comprehensive community school model—one that effectively implements four pillars of integrated student supports, expanded and enriched learning time, active parent and community engagement, and collaborative leadership and practice—has been effective in districts across the country in improving student achievement and well-being;~~

~~Whereas, The Governing Board of the Los Angeles Unified School District’s 2017 resolution Embracing Community School Strategies in the Los Angeles Unified School District called for the creation of a Community Schools Implementation Team which convened stakeholders for a year and submitted a comprehensive set of recommendations in 2018 to pilot and scale the community school model in the District;~~

~~Whereas, Following the historic teacher strike in January 2019, United Teachers Los Angeles (UTLA), the District, and the L.A. Compact agreed to co-convene a Community School Steering Committee to determine a process by which 30 schools in high need areas would apply to begin a Community Schools transformation process across two cohorts;~~

~~Whereas, Many of the schools selected in Cohort 1 of the Community School pilot in the 2019–2020 school year have launched innovative strategies to engage students, families, and community partners in response to the COVID-19 crisis, including:~~

- ~~**Polytechnic High School** has created the Community School Scoop, a weekly e-newsletter that brings together all the best workshops, community events, wellness resources and announcements that are most relevant to their community.~~
- ~~**93rd St. Elementary School** developed a family needs and asset assessment in response to COVID-19 and school closures; the Community School Coordinator trained all the teachers to utilize the tool in outreach with~~

families, and the school discovered that food and housing insecurity were greater challenges than virtual instruction

- ~~Alta California Elementary School's~~ Community School Coordinator created a system for teachers to refer students and families to outside resources and has also been regularly sharing academic, social emotional and COVID-19 resources via school social media platforms and Google Classroom.

~~Whereas, Governor Newsom's May Revise Budget includes \$100 million for grants to county offices of education for the purpose of developing networks of community schools and coordinating health, mental health, and social service supports for high needs students, indicating strong state support for the Community School model as a way to improve supports for students and families during and beyond the current public health crisis; now, therefore, be it~~

~~Resolved, That the stakeholders of the Community Schools program will present to the next meeting of the Committee of the Whole, the successes, challenges and possible next steps as the District expands the number of Community Schools in the 2020-2021 school year, and, be it finally~~

~~Resolved, That the Committee of the Whole will present recommendations to the Governing Board of the Los Angeles Unified School District at the first Regular Board Meeting available following the Committee of the Whole.~~

Whereas, Psychologists, sociologists, and other child advocates have established that multiple factors in a child's community, including the school, affect a child's social-emotional, cognitive development and overall readiness to learn;

Whereas, Schools alone cannot address the needs of the whole child;

Whereas, Students' opportunities to learn increase when schools position themselves as part of a network of support within the community working collaboratively to create the conditions for learning that all children need and deserve, regardless of race, gender or socio-economic status;

Whereas, Schools increasingly are called upon to meet the needs of students created by the neglect of low-income, segregated, and under-resourced communities of color;

Whereas, On June 18, 2020, the Committee of the Whole of the Board of Education heard highlights from principals, Community School Coordinators, and parents from six Los Angeles Unified School District schools on how they have utilized their participation in the Community School Initiative Cohort 1 to develop structures for shared decision making and to collaboratively assess and address the needs of students and families during school closures, resulting in increased connection to school and community resources for District families;

Whereas, The Committee of the Whole also learned of successes of the community school model in regions across the country, including District schools participating in the UCLA Consortium of Community Schools, and community schools that predate the implementation of the District's initiative, have seen increases in attendance, biliteracy, graduation, A-G college preparation course completion, school climate as measured by the District's school experience survey, and teacher retention rates;

Whereas, Community School Steering Committee members and partners also emphasized the following to the Committee of the Whole as they reflected on the first year of the Los Angeles Unified School District Community School Initiative:

- The importance of creating structures for collaborative problem solving to improve teaching and learning and integrated supports;
- The need to increase attention to the role of instruction and improvement science strategies as Cohort 1 schools transition from planning to implementation;
- The necessity of establishing protocols and structures for mutually respectful dialogue and reciprocal learning between the school and community and within the school, as well as mutual accountability for student success;
- Community schools pursue continuous improvement from an asset-based approach that utilizes a growth mindset to build from the strengths of their students and school community;
- The importance of the tenets of community schooling during the current pandemic, to leverage a community's assets to ensure that all students can learn when physical classroom time and space may be limited; and
- The essential role of Community School Coordinators as critical bridge persons connecting the school and the community in long-term, sustainable relationships bringing resources that strengthen the principal in the role of instructional leader;

Whereas, The general public provided the following recommendations for the Los Angeles Unified School District Community School Initiative:

- Prioritize high need schools for participation;
- Increase engagement of community-based organizations who have a history of advancing one or more pillars of the community school model, particularly in high need communities;
- Engage early childhood programs in the community school model; and
- Evaluate the impact of community schools on student and staff success metrics as well as a school's ability to catalyze additional community investments in the school;

Whereas, The Community School Steering Committee shared the following recommendations to improve and expand the Community School Initiative in the District:

- Build on this critical moment for racial justice and community empowerment to engage our community schools in integrating these discussions with students, family and community;
- Increase attention to instruction and improvement science as Cohort 1 moves into the problem-solving phase of the implementation process;
- Adopt a best-practices validated curriculum for Community School Coordinators and co-construct processes to connect schools with specific technical assistance and professional development identified as a need by school teams;
- Formalize a collaborative governance structure and shared decision making for the District's Community Schools Initiative, and build staffing capacity to effectively implement and expand;
- Develop a Community School Partnership Committee to document existing successful partnerships as models for expansion; to assist in brokering and streamlining partnerships across multiple schools; and remove administrative burdens to school partnerships;
- Evaluate early successes and lessons learned from the District's initiative, as well as from broader community school efforts in the region;

- Develop a five year plan for sustainability and expansion; and
- Connect to and support the expansion of a broader community school movement in the L.A. region, that includes existing community school sites and the Los Angeles County Office of Education’s initiative; now, therefore, be it

Resolved, That the Superintendent of Schools, within 60 days, should report back to the Board of Education on the portion of the plan already developed and with a plan to:

- Increase engagement of the Division of Instruction and the District’s Chief Academic Officer in the Community School Initiative;
- Identify and actively seek short and long-term funding sources to sustain the first 30 schools selected for the Community School Initiative and to expand the community school model to an additional 30 schools in the next two years, if initial evaluation efforts of the first cohorts show positive outcomes;
- Establish a task force, including a team of PreK-12 teachers, to work with the Division of Instruction to construct template lessons for both virtual and on-the-ground project-based learning activities that teachers can use or adapt in order to expand learning opportunities in communities at a time when physical attendance at school sites will be reduced;
- Research existing assessment tools for community schools in order to develop an evaluation framework for the initiative;
- Use short-term and long-term metrics to monitor progress in implementing principles of community schools;
- Identify schools in nearby school districts that are implementing one or more components of the 4-pillars of Community Schools to explore opportunities for learning and collaboration;
- Adopt a comprehensive best practice curriculum and training strategy for community schools and coordinators;
- Enroll all current Community School Coordinators in a comprehensive best practices curriculum and training strategy for community schools and coordinators by Fall 2020;
- Explore the development of a Community School Partnership Committee in coordination with UNITE-LA and the L.A. Compact in order to facilitate school partnerships with key city and county agencies, higher education institutions, and others, to open up the use of schools to the community on nights and weekends and to increase school access to public health, instructional and social services; and, be it finally

Resolved, That the Superintendent of Schools and the Community School Steering Committee report back to the Committee of the Whole at least twice a year, in January and in June, on the status of the Community Schools Initiative and progress made towards the recommendations listed above.

3. [Ms. Gonez - Affirming Support of AB 2016 - California Ethnic Studies Model Curriculum Draft \(Res-001-20/21\) \(Waiver of Board Rule 72\)](#)

Whereas, What we teach our youth about their history and culture is essential in the fight for racial justice and equity; and the promise of full inclusion of the legacies of ethnic and cultural groups who have contributed to the development of our country has not yet been realized;

Whereas, The Los Angeles Unified School District was among the first school districts in California and in the country to pass an Ethnic Studies resolution in 2014, and the precepts are now successfully embedded throughout the K-12 curriculum;

Whereas, The District offers Ethnic Studies courses at approximately 100 high schools with over 12,000 students enrolled throughout the District;

Whereas, Students of color from a variety of ethnic and racial backgrounds make up approximately 90% percent of the student population in the District;

Whereas, The District values equity and strives to make social justice a reality in the District schools and the Board of Education has a commitment to diversity and inclusion;

Whereas, Ethnic Studies curriculum in high schools leads to an increase in GPA across disciplines, high school graduation rates, college-going rates, and a sense of belonging ([Stanford University Center for Education Policy Analysis](#), 2016);

Whereas, Studies show that Ethnic Studies curriculum helps to narrow the opportunity gap for students of color as well as benefit white students;

Whereas, California Education Code Section 51204.5 prescribes the inclusion of the legacies of ethnic and cultural groups who have contributed to the history, economic, political, and social development of California and the United States, with particular emphasis on portraying the role of these groups in contemporary society;

Whereas, Ethnic Studies originated in this country during the Civil Rights and Third World Liberation Front struggles and that its evolution includes the study of many ethnic and racial backgrounds from around the world, including those living with oppression, systemic racism and who are denied the right to live with dignity and freedom;

Whereas, The California Department of Education is currently considering the AB2016 Ethnic Studies Model Curriculum (ESMC), focused on the four historically marginalized groups: African American Studies, Mexican American Studies, Asian American Studies and Native American Studies;

Whereas, Support for Ethnic Studies as a subject has grown in recent social and political movements calling for racial and economic equality across the nation;

Whereas, The work of the Save CA Ethnic Studies Coalition has generated widespread support from a broad coalition of intergenerational recognized Ethnic Studies educators, communities of color and leaders across California and beyond; and

Whereas, California has one of the largest and most diverse student populations in the nation with 77% identified as students of color; now, therefore, be it

Resolved, That the Governing Board of the Los Angeles Unified School District affirms its support of the California AB 2016 Ethnic Studies Model Curriculum Draft (ESMC);

Resolved further, That the District affirms support for the ESMC maintaining the draft's framing and guiding language of the discipline, while supporting the continued inclusion of other ethnic and cultural groups in the curriculum; and, be it finally

Resolved, That the District will provide more support to educators to further integrate Ethnic Studies into the PreK-8 curriculum and will ensure that, by 2023-24, all high school students will have the opportunity to take at least one ethnic studies course at their high school.

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 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/07-09-20SpclBd>
Items circulated after the initial distribution of materials are available for inspection at the Security Desk.