INTEROFFICE CORRESPONDENCE
Los Angeles Unified School District
Office of the Deputy Superintendent

The purpose of this Informative is to provide information on the implementation of Community Schools in the Los Angeles Unified School District (LA Unified). The implementation of Community Schools is centered on the recommendations from the Community Schools Implementation Team (CSIT) that was formed as a result of the Board Resolution, entitled *Embracing Community School Strategies in the Los Angeles Unified School District (Res-098-16/17)*. The Resolution requested LA Unified to convene a CSIT to "advise and assist staff in the preparation of a report outlining proposed implementation procedures." The work of the CSIT began Spring 2017 and was completed September 2018 with the submission of their proposal entitled "Recommendation to Support and Expand the Community School Network and Pathways in the Los Angeles Unified School District" (Attachment A).

Community Schooling Evidence-Based School Improvement Framework
In alignment with California Community Schools Network, the Institute for Educational Leadership, the Learning Policy Institute (LPI) research brief ("Community Schools as an Effective School Improvement Strategy: A Review of the Evidence") and other research, the CSIT recommended the following elements for the framework that are centerpieces of a highly functioning community school:

1. **Integrated Student Supports**: Removing barriers to school success by connecting students and families to service providers or bringing holistic programs and services into the school that help families meet their basic needs so that students are able to focus on learning.

2. **Expanded Learning Time and Opportunities**: Ensuring there are before school, after school and summer learning opportunities that augment traditional learning. Some may include additional academic instruction and mentoring, while others offer informal, out of school learning experiences. Out of school learning experiences connect classroom learning with learning within the community. Learning opportunities build upon the cultural, linguistic, and entrepreneurial assets of the community.

3. **Family and Community Engagement**: Incorporating strategies that support effective two-way communication between school and home. This includes parents engaging with learning both in school and at home and families being involved in school decision making and embracing community organizing for school and district reform.

4. **Collaborative leadership and practice**: Strengthening processes whereby, parents, students, teachers, and principals with different areas of expertise work together, sharing decisions and responsibility, with mutual accountability toward a shared vision or outcome. Collaborative school cultures are central to developing professional learning communities improving student learning and transforming schools.

The community schooling model is not a governance model but an approach for schools to create a seamless relationship between the school and community in order to improve student outcomes.

Implementation of Community Schools in LA Unified
LA Unified Community Schools will be best positioned to fully function as community schools if they are able to put in place the characteristics identified in a report on Community Schools conducted by the Learning Policy Institute (LPI) and the National Education Policy Center (NEPC). The themes highlighted in the research were explored in depth by the CSIT during an all-day learning retreat in spring 2018. As a result of this retreat, the CSIT identified the following work streams that would support the institutionalization of community schools in LA Unified:

1. Engagement of Students, Parents, Families and Communities
2. Needs and Asset Assessment, Resource Mapping and Problem Solving
3. Collaborative and Shared Leadership
4. Student Achievement and College and Career Readiness
5. Coordinating Support for Community Schools from Central and Local District Offices
6. Integrating Community School Duties into School Site Positions
7. Application and Designation Process
8. Streamlined Partnerships and MOU Process
9. Funding and Sustaining Community Schools
10. Government and Civic Partnerships
11. Pedagogy and Reciprocal Learning

Timeline and Activities
The following timeline and activities for implementation are aligned with both the CSIT recommendations and the LAUSD/UTLA Community Schools MOU.

Preparing for Year 1: (January -June 2019)
- Onboard the Community School Project Management Administrator to transition the coordination of Community Schools (CS) to an experienced administrator with the background and knowledge of community schooling.
- Develop an application and designation process for schools to apply beginning March 1, 2019. LA Unified has set aside an allocation of $150,000 to each identified school (up to 20 schools) in Cohort 1 for planning and preparing for implementation.
- Schedule briefings for each local district superintendent and their lead administrators to collect their input about creating coherent and interconnected supports for CS using existing Local District professional development systems.
- Establish a Community School Steering Committee that will include representative stakeholders that will serve as essential in supporting and sustaining Community Schools in LA Unified (e.g., high education institutions, City and County of Los Angeles, local businesses, community based organizations and philanthropic foundations, etc.).
- The Community School Project Management Administrator in collaboration with the Local Options Oversight Committee (LOOC) and the Steering Committee will identify a local university to partner with and create a Community School coordinator certificate program.

- Notify selected Cohort 1 schools during May 2019 and host a one-day Fall Institute to support the new cohort of schools.
- School sites will determine funding availability and employee classification that can serve as their community school coordinator to supplement the funding identified in the LAUSD and UTLA MOU for Community Schools.

Preparing for Year 2: (January –June 2020)
- In 2020-2021, the District will provide an allocation of $250,000 to each of the schools in Cohort 1 for implementation of the Community School Model.
- Open the process for school sites to complete the LA Unified CS designation process for Cohort 2 in August/September 2020. The District will provide an allocation of $150,000 to each of the remaining identified schools (up to 30 in Cohorts 1 and 2) for planning and preparing for implementation.
- Notify selected Cohort 2 schools during January/February 2020.
- Organize a two-day professional development Fall Institute in partnership with community partners, universities and existing CS sites to onboard Cohort 2 school sites to the CS model and framework; and to support Cohort 1 and 2 school sites.

Ongoing:
- This process of support will be ongoing and amended annually with feedback received from CS and the steering committee.

For questions or additional information, please contact Daisy Esqueda, Program and Policy Development Specialist, at daisy.esqueda@lausd.net or at 213-241-7925.

Attachments:
- A- List of Community School Implementation Team Members
- B- Recommendations to Support and Expand the Community School Network and Pathways in the Los Angeles Unified School District

c: David Holmquist
        Hilda Maldonado
        Pedro Salcido
        Mary Lu Camacho
        Anthony Aguilar
        Jefferson Crain
        Scott Price
        Frances Gipson
        Alfonzo Webb
        Rob Samples
        David Baca
        Dina Sim
        Pia Escudero
        George Bartleson
        Daisy Esqueda

Community School Implementation Team (CSIT)
Members

Board Resolution entitled *Embracing Community School Strategies in the Los Angeles Unified School District* (Res-098-16/17) called for the establishment of a Community Schools Implementation Team (CSIT) to "advise and assist staff in the preparation of a report outlining proposed implementation procedures." The following individuals were part of the CSIT that was instrumental in developing the report outlining a proposed implementation procedure by which a school site, having expressed the desire to become a community school, may proceed systematically through a community school designation process. This CSIT met on a consistent basis from July 2017 through July 2018.

LAUSD Division/ Community Organization	Representative
Student Health and Human Services	Erika F. Torres or designee - Daisy Esqueda - William Celestine - Jaime Ducreux
Division of Instruction	Dr. Frances Gipson or designee - Alison Towery - Pedro Rivera - Dr. Brenda Manuel, designee, Lorena Franco
Parent and Community Services	Dr. Rosalinda Lugo or designee - Dianne Panossian
School Design Options	George Bartleson LOOC – Elaine Kinoshita, Maria Elena Rico and Julie Van Winkle
Beyond the Bell	Alvaro Cortes or designee
Office of the Superintendent	Antonio Plascencia
Budget Services & Financial Planning	Pedro Salcido
Board Districts	Aixle Aman, Chief of Staff, Board District 5
LAUSD Students (2)	Sumaiya Sabnam, Student, UCLA Community School @ RFK
LAUSD Parents (2)	- Juan Godinez, Parent - Surita Richardson, Parent Representative, Cabrillo Elementary School - Ana Carion, Parent
UTLA	- Noah Lippee Klein, Teacher, Dorsey High School - Rebecca Solomon, Teacher, RFK
AALA	- Jose Navarro, Principal, Humanitas Social Justice at Cesar Chavez Learning Academies - Deborah Lowe, Principal, Humanitas Academy of Art and Technology at Esteban Torres
Local Universities	- Professor John Rogers, Director, UCLA Institute for Democracy, Education, and Access (Idea); Faculty Director, Center X at UCLA - Professor Sylvia Rousseau, Professor of Clinical Education, USC Rossier School of Education - Dr. Michael E. Spagna, Provost, Cal State University, Dominguez Hills also the Chair of the L.A. Compact's Institutions of Higher Education Collaborative, or designee
Non-Profits/Community Orgs	- Kyle Serrette, National Education Association - David Rattray, Executive Vice President, LA Chamber of Commerce - Carrie Lemon, LA Chamber

Community School Implementation Team (CSIT)
Members

	- Sophie Fanelli, Chief of Programs, Stuart Foundation - Roberta Furger, Senior Writer and Director of Storytelling, Learning Policy Institute - Sharon Delugach, ROSLA/AFT - Rudy Gonzalvez, Los Angeles Alliance for a New Economy - Amy Schur, Alliance of Californians for Community Empowerment - Eric Gurna, L.A.'s Best - Laura Beebe, L.A.'s Best

LOS ANGELES UNIFIED SCHOOL DISTRICT
Interoffice Correspondence
Student Health and Human Services
Division of Instruction

TO: Vivian Ekchian, Deputy Superintendent   **DATE:** September 14, 2018

FROM: Community Schools Implementation Team (CSIT)

SUBJECT: RECOMMENDATIONS TO SUPPORT AND EXPAND THE COMMUNITY SCHOOL NETWORK AND PATHWAYS IN THE LOS ANGELES UNIFIED SCHOOL DISTRICT

The purpose of this correspondence is to propose an integrated set of recommendations, and processes that will guide the Los Angeles Unified School District (LAUSD) to create a comprehensive community school framework, and coordinate supports from central and local district offices for schools that are designated by the LAUSD to operate as community schools.

The recommendations included in this correspondence were shaped by multiple voices that represent internal district administrators and community partners, which include members that played a role in support of the Board Resolution entitled *Embracing Community School Strategies in the Los Angeles Unified School District* (Res-098-16/17). The Resolution requests for the LAUSD to convene a Community School Implementation Team (CSIT) to "advise and assist staff in the preparation of a report outlining proposed implementation procedures." The list of CSIT members is included in Attachment I.

BACKGROUND ON COMMUNITY SCHOOLS

Research on Community Schools as Democratic Schools that Invest in Group Capacity and Assets

The concept of Community Schools suggests a belief that every child is entitled to a quality public and district operated school in every neighborhood. This kind of schooling affirms the relationship between democracy and education in which "intellectual pursuits are accessible to all on equal terms" (Dewey, 1916) and not limited based on race or class. Furthermore, Community Schools also call on members of the school community, from the youth, parents, administrators, teachers, staff and community partners to work collaboratively to improve conditions for learning, achievement, and the wrap around services afforded to communities. Michael Fullan (2011) consistently speaks about four drivers that are most effective for whole system improvement, and those include: a focus on capacity building, investments in group/school climate, focus on instruction, and systemic strategies that are coherent and interconnected. Community Schools are examples that complement the democratic school theory and the tenets for continuous and systemic improvement supported by Dewey and Fullan.

Urgency and the Power to Improve Student Achievement

Graduating students that are college, career, and community ready is of the utmost importance, and community schooling offers a proven and systematic model to achieving this goal. The model includes a shift in teaching and learning that honors the diverse linguistic, cultural, and intellectual attributes of children derived from their communities and families. Community

schooling represents a shift from a deficit to an asset perspective that emphasizes the ability of communities to contribute to students' growth and development. The aim of Community Schools is to support the development of stronger communities across Los Angeles by encouraging broad engagement in safe school activities, mutually respectful relationships among students and between youth and adults, and inclusive participation in responsible decision-making.

The community schooling model has proven effective in multiple districts across the country. The city of Cincinnati was able to shrink its racial and socioeconomic achievement gap from 14.5 percent to 4.5 percent from 2006 to 2015; in Texas, two schools located in Austin's highest poverty neighborhood went from the brink of closure to becoming two of the highest performing Title I schools in their city from 2010 to 2015; a school in Baltimore went from being ranked 77th in the city to 2nd in just 5 years; and in Kentucky, the state went from being consistently ranked one of the worst in education in the nation to outperforming half of all states and reducing its socioeconomic achievement gap to the smallest in the nation after community schooling was implemented.

Several individual school sites in LAUSD have also successfully implemented the community schooling model by utilizing Community Schools Coordinators on campus and leveraging the contributions and resources provided by school staff, families, and community partners. Some examples of Community Schools at LAUSD include:

- **Robert F. Kennedy Community Schools: UCLA Community School**
  - o The UCLA Community School is one of two L.A. Unified school sites working with the UCLA Graduate School of Education and Information Studies to coordinate community resources around the families at the RFK campus. Partnerships empower students voice in campaigns addressing issues like sanctuary schools, homelessness in K-town, and ending to random searches to name a few. Collaboration with community based organizations provide students with internships, community forums, volunteers, scholarships, and sharing information with families about the Consulate of El Salvador, CARECEN, KYCC, KIWA, Amanecer, Children's Institute, St. Elmo's Fire, LA Metro, Ninth Church of Christ Scientist, L.I.F.T Foundation and many more. The school has observe continued growth in student achievement outcomes including a 91% graduation rate and a 28% reclassification.

- **Cesar E. Chavez Learning Academy-Social Justice Humanitas Academy (SJHA)**
  - o In 2015, SJHA was selected as one of five Award for Excellence Winners by the National Coalition for Community Schools. On September 22, 2017, the L.A. Times ranked SJHA fourth in Los Angeles for college acceptance. SJHA was the only non-magnet school on the list. These results were achieved through excellent teaching and by leveraging community resources and partnerships.

- **Berendo Middle School**
  - o One of eight community schools in the Youth Policy Institute (YPI) network under the 2016 Promise Neighborhood Grant. Berendo has observed reduced number of student referrals, increased number of enrichment opportunities for student and youth, and grants have supported healthy living, a school garden, and exercise for the school community. Tutoring services resulted with increased eighth graders attaining their middle school certificate. Services have also increased professional development for school staff in the area of restorative justice practices, project based learning, and

instructional coaching for English Learners that integrates academic and social emotional student needs.

- **Diego Rivera Learning Complex, Communication & Technology School (CATS)**
  - One of the Diego Rivera Learning Complex schools, Communication and Technology School (CATS) hosts approximately 10 community partnerships that have supported the areas of student voice, health and wellness, college and career readiness. Recent targeted focus in college readiness included mock interviews, college fairs, and support in digital portfolio presentations, which include senior defense. This collaboration has increased the number of students that apply and are admitted into four-year universities.

- **Esteban Torres Humanitas Academy of Art and Technology**
  - Esteban Torres Humanitas benefits from partnerships with school-based community mental health providers and cultural institutions that make curricular connections with teachers (e.g. the Huntington Library, MOCA). The community school framework is built upon the school's Restorative Justice Program, and the professional leadership developed offered by the Los Angeles Education Partnership, which help teachers and administrators focus on student needs. The focus of the school site is to promote distributive leadership and development of student voice (e.g. Voice Fest, student-curated art shows at the Armory Center for the Arts and at HAAT, Chalk Fest).

Community schooling is an evidence-based school improvement framework. Positive outcomes have been demonstrated in a December 2017 Learning Policy Institute (LPI) research brief ("Community Schools as an Effective School Improvement Strategy: A Review of the Evidence"). According to LPI, a successful, high quality community school will demonstrate the following characteristics:

- *Integrated Student Supports*: Removing barriers to school success by connecting students and families to service providers or bringing holistic programs and services into the school that help families meet their basic needs so that students are able to focus on learning.
- *Expanded learning time and opportunities*: Ensuring there are before and after school, including summer, learning opportunities that augment traditional learning. Some include additional academic instruction and mentoring, and others offer informal, out of school learning experiences. In many cases, the shifts in classroom practices that foster active learners capable of connecting classroom learning with learning within the community. Learning opportunities build upon the cultural, linguistic, and entrepreneurial assets of the community.
- *Family and community engagement*: Incorporating strategies that better support communication between school and home, parents engaging with learning at home, families being involved in school decision making and embracing community organizing for school and district reform.
- *Collaborative leadership and practice*: Strengthening processes whereby parents, students, teachers and principals with different areas of expertise work together, sharing decisions and responsibilities, with mutual accountability toward a shared vision or outcome. Collaborative school cultures are central to school improvement, the development of professional learning communities and the improvement of student learning.

The community schooling model provides schools a systematic process through which they can simultaneously implement multiple interventions, evidence-based resources. and academic programs that most closely track and meet the needs and assets of the surrounding neighborhood. A high-quality community school demonstrates a fundamental change in how its stakeholders (staff, students, parents/guardians, and community members) relate to one another and to the surrounding community and its partners. Decision-making responsibilities rest with school leadership and representatives from a broad, cross-section of stakeholder groups, while also acknowledging the role of principal as a steward of the school community.

RECOMMENDATIONS

Implementing the LAUSD Community Schooling Designation Process

Community Schools Stewardship Group:
In collaboration with school district staff and the Superintendent of Schools, the CSIT proposes a formalized Community Schools Stewardship Group to assist in developing the professional development and expanding a supported network for community schools. As called for in the *"Embracing Community School Strategies in the Los Angeles Unified School District"* resolution, the deep experience and commitment of the members in the CSIT is critical to staying true to the mission of the resolution. The stewardship group will:
- Make recommendations about professional development;
- Identify resources and partnerships for the central office and local district offices to support Community Schools;
- Work collaboratively with the LAUSD Local Options Oversight Committee (LOOC);
- Promote Community Schooling (CS) achievements at LAUSD;
- Learn from existing school site Community School Coordinators (CSC) and school stakeholders from June 2018-December 2018 using an asset and needs assessment;
- Schedule school visits to support LAUSD efforts to create central and local district support for community schools;
- Collaborate with the Community School Project Management Administrator to identify and prepare educators, parents, youth, and community partners to serve on the stewardship group as members with a 2-year term assignment.
- The Community School Project Management Administrator, LOOC, and the stewardship group will:
    - o Develop the application and designation process, and a selection rubric.
    - o Jointly determine which schools are selected to receive the Community School designation each year;
    - o Evaluate the effectiveness of Community Schools.

The stewardship group will meet six times per year, and receive updates on the progress of the Community School Initiative from LAUSD representatives. The process for the stewardship group to make decisions will be developed and vetted with the CSIT and by the central office Project Management Administrator designated to lead the Community School program at LAUSD.

Project Management Administrator—Community Schools

The administrator will coordinate with the Division of Instruction and Student Health and Human Services, and will oversee the direction of the Community Schools Stewardship Group. The administrator, in coordination with the stewardship group and LOOC will coordinate professional development institutes, support schools to learn about the Community Schools designation process, and coordinate central office and local district offices to assist schools as they grow the tenets that will be part of the LAUSD Community Schools framework for selection. The administrator will also convene monthly professional development for school site staff designated to serve as Community School Coordinators in collaboration with the stewardship group, LOOC, and Organizational Facilitators (OF) at the local district offices to assist schools with jumpstarting a CS culture, problem solving, leading assets and needs assessments, and coordinating partnerships with community services.

Community School Coordinators (CSC)

Community School Coordinators will work in close collaboration with teachers, administrators, manages coordination of external partnerships and staff at the school site to ensure that the systems organized to support the community schools are inclusive of all stakeholder groups in a school community. The CSC also carries out administrative duties supporting the school site administrators in stakeholder driven problem solving. CSCs have been supporting LAUSD through partnerships with organizations such as the Los Angeles Education Partnership, EduCare, Youth Policy Institute, and UCLA to name a few. The CSC role possesses unique qualifications that may be fulfilled by existing LAUSD employees. Examples of positions that fulfill CSC responsibilities include and are not limited to the following: Problem-Solving Data Coordinator, Organization Facilitator, Parent Resource Liaison, Parent Community Facilitator, Student and Family Resources Coordinator, and Student and Family Resources Navigator. Decisions related to funding and the employee classification to fulfill the role of CSC will be determined by school site leadership.

Community School Framework Selection

The Community School Project Management Administrator, LOOC, and the Community School Stewardship Group will develop the application and designation process, and a selection rubric. LOOC and the Project Management Administrator will work with the local district offices to ensure that Community Schools have systems and leadership in place so that the model is successful at the school site.

Timeline:

- **Year 1: (June 2018-June 2019)**
  - o Onboard the Community School Project Management Administrator to transition the coordination of Community Schools to an experienced administrator with the background and knowledge of community schooling.
  - o Conduct stakeholder focus groups during the summer of 2018, with a focus on LAUSD schools that self-identify as CS.
  - o Schedule briefings for each local district superintendent and their lead administrators to collect their input about creating coherent and interconnected supports for CS using existing local district professional development systems.
  - o Explore the possibility of collaboration with the L.A. Compact to serve as the convener of the Community School Stewardship Group in partnership with the LAUSD Community School Project Management Administrator and LOOC.
  - o Community School Project Management Administrator, LOOC, and Stewardship Group will identify a local university in order to create a CS coordinator certificate

program. This program will be open to classified and certificated employees. The course university CS certificate will be a winter and spring course sequence that prepares prospective CS coordinators. This program will initially launch through L.A. Unified for Cohort I with a goal of launching the university certificate program for Cohort II.

o LOOC, administrator, and stewardship group to convene university partners with the L.A. Compact to create a CS coordinator certification program.
o Organize a two-day professional development fall institute in partnership with community partners, universities and existing CS sites that introduce interested school sites to the CS model and framework.
o Open the process for school sites to complete the LAUSD CS designation process in November, which will include support to write the narrative, completion of an Asset and Needs Assessment, and interview with the stewardship group.
o LAUSD will aspire to designate 20 district-operated schools through an application process for the first cycle of the CS designation process. The stewardship group and local district leadership will support the application process, and ultimately review and approve school designations.
o School sites will determine funding availability and employee classification that can serve as their community school coordinator. The stewardship group will ensure that the community school coordinators include certificated and classified employees, as well as community partners.
o Notify selected Cohort I schools during January 2019 and host a one-day spring institute to support the new cohort of schools.
o Provide school site designees with a planning stipend for the spring 2019 semester to prepare the school site to open as a CS during the 2019-20 school year.

For a visual representation of this process, please refer to the logic model in Appendix A.

- **Year 2: (August 2019-June 2020)**
    o Organize a two-day professional development Fall institute in partnership with community partners, universities and existing CS sites that introduce interested school sites to the CS model and framework; and to support Cohort 1 school sites.
    o Open the process for school sites to complete the LAUSD CS designation process in October, which will include support to write the narrative, completion of an Asset and Needs Assessment, and interview with the stewardship group.
    o Notify selected Cohort 2 schools during January 2020 and host a spring one-day spring institute to support the new cohort of schools.
    o Provide a school site designee a planning stipend for the spring 2020 semester to prepare the school site to open as a CS during the 2020-21 school year.

- **Ongoing:**
    o This process of support will be ongoing and amended annually with feedback received from CS and the stewardship group.

Structures & Strategies
L.A. Unified Community Schools will be best positioned to fully function as community schools if they are able to put in place the characteristics identified in a report on Community Schools conducted by the Learning Policy Institute (LPI) and the National Education Policy Center (NEPC). The themes highlighted in the research were explored in depth by the Community

Schools Implementation Team during the spring 2018 at an all-day learning retreat and excerpts from the day include the following topics.

A. Engagement, Assessment and Problem Solving

Engagement: Student, Parent, Family, Community
Engaging with important stakeholders at a school--staff, students, parents, and community members--is essential in order to build meaningful relationships that are grounded in trust. The engagement efforts of each school should be spearheaded by a Community School Coordinator, Parent & Family Center Staff, and administrative designees, in coordination with key stakeholders, to complete the following tasks that will assist in identifying root-causes and prescribe solutions and supports for Community Schools:

- A yearlong needs and asset assessment that is incorporated in the annual school planning process (e.g., Single School Plan and budget development) that already takes place.
- A mapping of resources at the beginning of a new school year
- An inventory of successful local school models, including, but not limited to, LAUSD traditional, pilot, magnet, and charter schools, to help identify and learn from best practices.

Needs Assessment/Resource Mapping
The Community School strategy should be central and deeply integrated into the strategic plan of each school. The needs assessment and resource mapping process lays out the guiding principles that drive the development of the specific programs and partnerships at each community school site. In addition, the needs assessment and the resource mapping will create the foundation for problem-solving teams of stakeholders (i.e. parents, staff, students, community members) to begin tackling the challenges identified within their schools and elevate the successes. To properly collect feedback and get at the root causes of key school challenges (e.g. attendance, safety, engagement, etc.), the assessment and mapping processes should employ a mixed-methods approach that consists of both qualitative (e.g. interviews, focus groups, etc.) and quantitative (e.g. surveys, GIS, etc.) instruments for both breadth and depth. Analyzing existing resources, and understanding the community's, particularly families', relationship with their children's schooling will inform a school's course of action. Identify unique assets of the school and community that enhance students' opportunities to learn. All Community Schools must conduct a needs and asset assessment that:

- Engages 75 percent or more of staff, students, families, and their community;
- Strives to determine the root cause of each identified problem;
- Uses surveys, focus groups, forums, and other tactics to determine root causes and school and community assets.
- Used by a principal to improve all key objectives, not just external partner objectives.
- Has broad scope, but with particular attention to:
    1. Integrated Student Supports:
    2. Expanded learning time and opportunities;
    3. Family and community engagement;
    4. Collaborative leadership and practice;
    5. Internal structures and practices;
    6. Emphasis on collaboration for high-quality teaching over high-stakes over high-stakes testing;

7. Healthy school climate. positive behavior practices;
8. Inclusive, collaborative school leadership with a strong commitment to centering a transformational model of community schooling as the guiding principle for day-to-day operation;
9. Ongoing parent and community engagement;
10. Curriculum to ensure it is culturally relevant and engaging.

Problem Solving

After completing the yearlong needs assessment and resource mapping, the job of the Community School Coordinator is to work with other school leaders to coordinate problem solving teams with stakeholders (staff, families. students, and community) dedicated to solving root cause problems that have been identified in the needs and asset assessment and resource mapping process. These teams should use proven problem solving tools, such as Plan Do Study Act (PDSA) and Driver Diagrams. The District will support schools and local districts with building capacity to engage in problem-solving and develop the technical knowledge of implementing a needs and asset assessment.

B. Partnerships

The Community School Coordinator will also be responsible for initiating and managing partnerships for the provision of coordinated and integrated wraparound services. However, the actions to sustain strong and ongoing partnerships will call on all stakeholders to support partnerships arranged by the Community School Coordinator. The partnerships are determined by the strategic work of the stakeholder problem solving teams. These partners should convene regularly to ensure strong coordination.

Integration of wraparound services

Developing and maintaining strategic school partnerships is one of the most important responsibilities of a CSC in each community school. A community school partner is an external group that is committed to addressing stakeholder needs, and provides support through investments of time and resources into schools. Such investments, or wrap-around services, may include, but are not limited to: legal services, mental health, restorative justice practices, career training, professional development, facilitation, outreach support, and more.

Schools will each have their own sets of needs and assets. Insights gathered from the community through both the needs and asset assessment and resource mapping will be important in understanding how success is defined in the context of community school partnerships. Evaluative and quality-control processes will keep partners accountable to a diverse governance of stakeholders in a school.

Partnership/Memorandum of Understanding (MOU) process

The district has an important role in facilitating successful partnerships through a Memorandum of Understanding (MOU) process. The District will create a streamlined process for schools to access strategic partnerships, using a pre-approved vendor model. The MOU for community partnerships will include:

- A mechanism for pre and post- assessment of MOU criteria;
- Alignment to school needs;
- Clear timelines, expectations, and metrics for success.

Government & Civic Partnerships
The District will support Community Schools by coordinating County, City, and private funding/services that can assist with meeting the needs of students, families and school communities. The District will leverage its existing partnerships with public and non-profit agencies and continue to expand to other sectors and agencies, alike.

C. Leadership and Staffing Community Schools

Staffing a Community School
Each Community School will assess funding availability and select employee classification that can serve the duties of a Community School Coordinator (CSC) to ensure that CS efforts are coordinated and owned by all school site administrators and staff at a school site. The CSC will be a certificated or classified district employee or employed by a non-profit organization. The CSC should be included as part of the leadership team of a school. It is highly recommended for a CSC to spend most of the first year of implementation building stakeholder teams and working with those teams to implement the above-mentioned needs and asset assessment, and problem solving exercises to coordinate academic, mental and general health services for the school community.

See skills, qualifications and responsibilities identified staff must possess in Appendix B
Schools should assess their Community School readiness and create tiered levels of support that best align to the funding and resources available at the school site.

See Existing LAUSD Funding Pathways Appendix C

Collaborative & Shared Leadership
Each community school should have a leadership committee that is composed of the following stakeholders:
- Identified school staff member that is fully committed to Community School efforts,
- Parents,
- Students,
- Community members, and
- Teachers

The primary goal of the leadership committees will be to work collaboratively with one another, and the school principal, to solve problems and address immediate student needs. To this end, the leadership committee will share responsibility and decision-making powers for supporting their Community Schools. The Local Districts and/or Central District will provide training for the identified staff member fully committed to Community School efforts and site leaders on:
- Managing and scaling community partnerships;
- Lead a needs/asset assessment,
- Develop mechanisms for shared leadership.

The rest of the committee will receive training on how to work within Community Schools, with the goal of endowing them with the knowledge and confidence to be proactive leaders of a community school.

Some key responsibilities for the committee will be to:

- Assist the identified school staff member fully committed to Community School efforts in conducting needs assessments that monitor new challenges and evolving student needs at school sites;
- Set clear responsibilities delineated to each of its members;
- Develop a transparent process for being elected into a leadership position, and the duration of an elected term;
- Set a schedule of regular meetings that will ensure clear and consistent communication.

D. Designation, Coordination and Funding Community Schools

Designation process

The District will lead an application process for neighborhood schools that are interested in undergoing a Community School designation process. The district will develop a training module that will be available to schools and will describe the process to become a Community School. Schools that are interested applying to receive the Community School designation must meet a set of requirements that includes specific activities as well as a set of weighted criteria. Key criteria will include the following:

- Demonstration of buy-in from school leadership and stakeholders in the form of a formal sign-on from key stakeholders including the school principal;
- The percentage of votes in favor of proceeding with the designation of a CS will be adopted in collaboration with labor partners during fall 2018;
- Strong Community support, including
    - Well-organized stakeholder groups; OR
    - Existing community organization partnerships; OR
    - Measureable community support of another type (e.g. PTA, Booster Clubs);
- School Feeder Patterns;
- Priority given to existing district-operated highest needs schools.

Integration of CS Duties into School Site Positions

The Community School Project Management Administrator and the Community School Stewardship Group will lead the Community School process, including the coordination of supports within the local district structure. The administrator with the stewardship group will develop a comprehensive description of the skills, qualifications and responsibilities the identified school staff member that will be fully committed to Community School efforts, and review similar job classifications to determine if there is enough alignment of duties to re-constitute an existing job classification.

The administrator with the stewardship group will also be responsible for training identified school site staff members, which will include regular convening and a process to share best practices. The District will provide training for principals and related staff to ensure that the duties at each school site are aligned and supportive. This will include Community Organizations that are service providers for Community School efforts.

Sustaining Community Schools & Funding

The District has developed a plan for schools to invest in Community Schools through the following funding pathways (Appendix C). Examples of existing District resources that will be available for schools to utilize include but are not limited to:

- Partner Matching Fund – There is an allocation of $2.9 Million for schools and community organizations that have been pre-approved to submit joint work orders (up to $250,000), outlining their plan for expanding student services on campus.
- Student Equity Needs Index (2018) Funding – The Board of Education approved the allocation of $25 Million to identified schools (list of schools attached).
- School Innovation funds – The Board of Education authorized an allocation of $50 million for fifty schools (see attached list), as a result of a settlement. The select schools will utilize this funding to intensely focus on mathematics, English language arts/English language development, school climate, and attendance and student engagement efforts.
- General and categorical funds allocated to schools.

The District will create a Community Schools package with potential menus of services that include the resources available for schools to utilize. Additionally, schools will be able to leverage other resources provided by external agencies, including but not limited to, funding from city and county governmental agencies, grants, etc. that will support and sustain Community Schools.

E. Pedagogy and Reciprocal Learning

The ultimate purpose of Community Schools is to create equitable and appropriate access to opportunities to learn. Practices of dialogue, collaboration, and active engagement, characteristic of community school partnerships should be reflected in classroom practices as well. To accomplish this goal, the district – encompassing school sites, local district and central offices – will need to rethink the use of existing resources to ensure that school staff have the time and resources they need to shift towards a model where teachers and students are collaboratively constructing knowledge and learning from their shared experiences. This will be achieved by implementing critical elements that include, but are not limited to:

- Creating a professional development model that promotes a culture of ongoing learning allowing time and space for teachers to collaborate and support one another in constructing dialogic classrooms that build on students' funds of knowledge derived from their communities and families.
- Teachers, parents, and community partners to work collaboratively to connect learning in school to learning within students' communities to enable students to develop a grasp on the meaning of their education.
- Professional development at every level of the district (e.g. superintendents, administrators, directors, etc.) is important to ensure that the District's policies, practices, expectations allow for the building of relationships and other Community School key levers.
- Work with local community colleges as partners to create academic pathways to college readiness and careers, using California standards for Career and College Readiness.

Coordinating Support for Community Schools (Central and LD Offices)

The Community School Project Management Administrator, the Community School Stewardship Group, and LOOC will be the primary source of coordination between Community Schools. They will oversee the work of multiple school-site Community School coordinators to ensure proper training, support and accountability. In collaboration with the District staff, LAUSD school board members, and the stewardship group will continue to be involved in the preparation, implementation and evaluation of Community Schools.

Academic Achievement, College/Career/Community Readiness
Education provided in Community Schools is a catalyst for success in college, career, and in all other aspects of life. Under the community schooling model, schools should offer courses to educate the public on the key elements of Community Schools, such as community development. This is important in order to understand the socio-cultural backdrops behind communities where schools are located. In addition, understanding the expectations of students and indicators of academic success will equip families with the information that is needed to better engage in their children's schooling.

Successful Community Schools help to promote an environment of responsive teaching and project-based learning. Community Schools should have a vertical articulation that essentially functions as a "cradle-to-college" pipeline, whereby students benefit from community schooling all the way from early education to high school. For this, partnerships will be crucial in creating pathways to higher education, and promoting positive life outcomes. In the community school framework, all students have access to rigorous learning experiences within the context of their cultural and language backgrounds, which are essential to learning.

c: Community Schools Implementation Team Members

Community School Implementation Team (CSIT)
Members

LAUSD Division/ Community Organization	Representative
Student Health and Human Services	Erika F. Torres or designee - Daisy Esqueda - William Celestine - Jaime Ducreux
Division of Instruction	Dr. Frances Gipson or designee - Alison Towery - Pedro Rivera - Dr. Brenda Manuel, designee, Lorena Franco
Parent and Community Services	Dr. Rosalinda Lugo or designee - Dianne Panossian
School Design Options	George Bartleson
Beyond the Bell	Alvaro Cortes or designee
Office of the Superintendent	Antonio Plascencia
Budget Services & Financial Planning	Pedro Salcido
Board Districts	Aixle Aman, Chief of Staff, Board District 5
LAUSD Students (2)	Sumaiya Sabnam, Student, UCLA Community School @ RFK
LAUSD Parents (2)	- Juan Godinez, Parent - Surita Richardson, Parent Representative, Cabrillo Elementary School - Ana Carion, Parent
UTLA	- Noah Lippee Klein, Teacher, Dorsey High School - Rebecca Solomon, Teacher, RFK
AALA	- Jose Navarro, Principal, Humanitas Social Justice at Cesar Chavez Learning Academies - Deborah Lowe, Principal, Humanitas Academy of Art and Technology at Esteban Torres
Local Universities	- Professor John Rogers, Director, UCLA Institute for Democracy, Education, and Access (Idea); Faculty Director, Center X at UCLA - Professor Sylvia Rousseau, Professor of Clinical Education, USC Rossier School of Education - Dr. Michael E. Spagna, Provost, Cal State University, Dominguez Hills also the Chair of the L.A. Compact's Institutions of Higher Education Collaborative, or designee
Non-Profits/Community Orgs	- Kyle Serrette, National Education Association - David Rattray, Executive Vice President, LA Chamber of Commerce - Carrie Lemon, LA Chamber - Sophie Fanelli, Chief of Programs, Stuart Foundation - Roberta Furger, Senior Writer and Director of Storytelling, Learning Policy Institute - Sharon Delugach, ROSLA/AFT - Rudy Gonzalvez, Los Angeles Alliance for a New Economy - Amy Schur, Alliance of Californians for Community Empowerment - Eric Gurna, L.A.'s Best - Laura Beebe, L.A.'s Best

APPENDIX A. COMMUNITY SCHOOL LOGIC MODEL

DISTRICT & SCHOOL LEVEL COMMUNITY SCHOOL LOGIC MODEL

The Situation:
1) Multiple barriers stand in the way of achieving equity for all children in LAUSD.
2) Graduating students that are college, career, and community ready is of the utmost importance and community schooling offers a proven, systematic model to achieving this goal.
3) Deficit strategies of remediation and intervention have perpetuated unfounded biases that perpetuate inequities

PRIORITIES: What are the foci?	INPUTS: What is invested in 2018/19?	ACTIVITIES: What are the collaborative actions steps?	OUTCOMES: What is reached?		
			SHORT-TERM	MEDIUM-TERM	LONG-TERM

PRIORITIES

Integrated Student Supports connecting students and families to service providers to address the housing, health and development, and safety concerns that affect learning

Expanded learning time and opportunities before and after the typical school day to connect classroom learning with learning within the community

Family and community engagement as an ongoing process to include broad based coherent approaches that connect family, school and community resources

Collaborative leadership and practice: processes whereby families, students, educators and principals share decisions and responsibilities toward a shared vision or outcome

Graduating students that are college, career, and community ready

Teaching and learning that shifts from a deficit perspective to an asset perspective emphasizing the diverse linguistic, cultural and intellectual attributes of children, derived from their communities and families

INPUTS

- Community School Stewardship Group
- Community School Coordinator (CSC)
- Problem Solving Data Coordinator, Parent Resource Liaison, Parent Community Facilitator, Parent & Family Resource Navigator, Student & Family Resources Coordinator
- Providing a menu of funding pathways for school-based leadership to invest in CS: Partner Matching Fund, SENI 2018, School Innovation Funds, and General Funds.
- Community School Project Management Administrator to oversee the work of all CS school-sites in coordination with local district leadership, and LOOC
- Project Management Administrator, CSSC, DOI and SHHS to define operating budget and fundraising strategy to support CS professional development
- District partners with local university in order to create a CS coordinator certificate for certificated and classified personnel.
- LOOC expands role to support Community Schools.

ACTIVITIES

- District convenes the CS Stewardship Group meeting every other month.
- Project Management Administrator and CSC job descriptions created with human resources and personnel commission
- Partnership formed with university to create Community School Coordinator certificate.
- Application process for the CSC position
- Select the first cohort of Community Schools using the rubric developed with the Stewardship Group
- Schedule briefings and input sessions with local district leadership
- Develop and implement a plan to scale up and support the number of Community Schools each year
- Identify and develop partnerships with SHHS for wraparound services supporting CS.
- Assess and establish compatibility between existing district initiatives and implementation of Community Schools

OUTPUTS:
What is the general timeline?

Pre-Year 1 (June-August 2018):
- CSSC and district conduct focus groups in summer and fall of 2018 for feedback from a range of stakeholders. (95% of invited stakeholders attend, and at least 70% rate them as useful)
- District and CSSC design the application process for CS, and a two-day professional development fall institute to introduce interested and existing school sites to the CS model and framework.

Year 1 (September 2018–June 2019):
- A significant percentage of school staff/teachers/stakeholders conduct democratic process, such as petition or survey to demonstrate buy-in, key stakeholders formally sign on.
- Each Community School conducts a process to assess community support among existing community partnerships.
- Host the first CS coordinator certificate course for prospective candidates
- The District will identify existing school site staff whose responsibilities align with the needs of community schooling implementation.
- Host a two-day professional development fall institute in

SHORT-TERM
- LAUSD and Stewardship Group continue aspiring to add 20 schools annually based on the progress of implementation
- Project Management Administrator and LOOC coordinate problem solving between schools.
- CSCs form stakeholder teams dedicated to solving root cause problems and achieving continuous improvement
- Mediation and Restorative Practices training for all facilitators is in progress
- Community Schools working with local district offices create a plan and budget for school teams (teachers, staff, youth, and families) to collaborate during/beyond school day enabling students to meet the cognitive demand, context, and concepts inherent to learning. PD is aligned to this plan
- Establish "cradle-to-college" partnerships from early care and education to community college and beyond

MEDIUM-TERM
- Community School's stakeholders are regularly solving problems that they identify.
- Community Schools establish new cost-free partnerships that meet strategic needs, and the district maintains/updates a cadre of public and government partnerships for multiple schools.
- Community coordinators facilitate strategic school partnerships with school teams to provide wrap-around services according to specific school needs that include, but are not limited to: legal services, mental health, restorative practices, career training, professional development, facilitation, outreach support, and more
- The local district offices and/or Central LAUSD provide ongoing training for the CSC and site leaders on how to manage and scale community partnerships, lead a needs/asset assessment, and develop mechanisms for shared leadership
- District, local district, principals, and

LONG-TERM
- More students have the opportunity to graduate college, career and community ready
- Over time, all LAUSD schools will become Community Schools
- School schedules and budgets are submitted to move professional development from a series of separate single events to a culture of ongoing learning among teachers to construct dialogic classrooms building on students funds of knowledge derived from their communities and families.
- Community Schools develop and implement a vertical early learning through 16 articulation built on school readiness and college and career readiness standards for teachers, including community college partners, to create an enriched curriculum

educators share metrics in addition to test scores to demonstrate student learning, social-emotional development, and academic proficiency with parents and community.

---

partnership with community partners, universities, and existing CS sites that introduce interested school sites to the CS model and framework.

- Open the CS designation process and professional development workshops for prospective schools sites
- Aspire to designate 20 district-operated schools as CS and Cohort 1 for the CS designation process by Winter 2018

Year 2 (September 2019–June 2020):

- CSC in coordination with key stakeholders conducts a 1-year needs assessment, and a mapping of resources at the beginning of a new school year to diagnose and prescribe specific solutions and supports for the community schools.
- Each Community School leadership committee has a clear set of responsibilities delineated to each of its members, along with a transparent process for being elected into a leadership position, and the duration of an elected term.
- The district will facilitate streamlined successful partnerships through the Memorandum of Understanding (MOU) process.
- The District will convene and enlist services and support from public agencies from various levels of government in Los Angeles, along with other similarly-sized public and nonprofit entities to partner with multiple Community Schools.
- The Local Districts and/or Central District provide training for the CSC and site leaders on how to manage and scale community partnerships, lead a needs/asset assessment, and develop mechanisms for shared leadership
- The District will provide initial and ongoing quarterly training for principals and related staff to carry out duties aligned with and supportive of the evidence-based community school model
- The District hosts a needs and assets assessment during late Winter to determine existing central office staffing needs to oversee the work of multiple school-site community school coordinators, to ensure proper training, support and accountability, and to differentiate support for new and existing CS.

APPENDIX B:
SAMPLE JOB DESCRIPTION FOR
SCHOOL-SITE COMMUNITY SCHOOL COORDINATOR

General Function:
To support the school site's Community Schools initiative, the Community School Coordinator will work with the school's leadership team (including community and family members, students, school staff, administrators and educators) to develop a school's plan, based on the extensive needs and assets assessment. She/he initiates, facilitates and coordinates programs and strategies that are aligned with that plan. He/she develops, promotes and furthers the wisest use of community resources to create optimal positive impact by enhancing community and individual assets, meeting critical human service needs, and promoting long-term community solutions.

Skills and Qualifications:
- Excellent networking, training, communication and interpersonal skills.
- Demonstrated ability in grassroots community outreach and organizing, and leadership training.
- Demonstrated ability to work with diverse communities, i.e., communities of color, low-income communities, communities with language differences, etc.
- Knowledge of political, economic, and social barriers to educational equity
- Good organization/planning, team building, verbal and written communication skills
- 4-year college degree and experience in coordinating comprehensive program activities.

Principal Activities:
1) Participate as key leader in the school needs and assets assessment process to identify gaps in service for students, family and community members and to also identify existing resources in the community to fill those gaps.
2) Work with school site leadership team to analyze information from needs and assets assessment.
3) Establish problem-solving teams for identified needs.
4) Overall responsibility for writing and implementing the school plan.
5) Engage community in partnerships that meet critical needs and support student achievement. Integrate and align resources to school site goals.
6) Maintain and update agreements for all partners and programs. Collaborate with school site team on monitoring effectiveness of partnerships.
7) Coordinate all community resources serving school, including tutoring, primary health, mental health, arts, recreation, afterschool, and other any other resources identified as partners per the community engagement process (needs assessment) and district-wide initiatives.
8) Facilitate communication and relationship-building with community building partners, key stakeholders, and volunteers including participation in community groups and/or committees.
9) Prepare reports for stakeholders and district leadership.
10) Provide coordination of programing during and beyond the school day for students, families and the community during extended daily hours and year long.

APPENDIX C: EXISTING FUNDING PATHWAYS

Funding Type	Amount	Description	All Schools/Select Schools
Partner Matching Fund	$2.9	There is an allocation of $2.9 Million for schools and community organizations that have been pre-approved to submit joint work orders (up to $250,000), outlining their plan for expanding student services on campus.	All Schools via an Application and work order process.
Student Equity Needs Index (2018) Funding	$25 Million	The District updated the current index to incorporate indicators listed in Equity is Justice 2.0 resolution. A one-time investment of $25 million will be distributed to 227 schools for the 2018-19 school year. This will include all "highest need" and "high need" schools, but will not include schools receiving Reed and/or Innovation Funds.	227 schools (list attached).
School Innovation Funds	$50 Million	The Board of Education authorized an allocation of $50 million for fifty schools (see attached list), as a result of a settlement. The select schools will utilize this funding to intensely focus on mathematics, English language arts/English language development, school climate, and attendance and student engagement efforts.	50 Schools (list attached)
General Fund School Program School Categorical Funds	Varies by school	Schools use resources in the General Fund School Program to support the basic operational and instructional program at the school site, and School Categorical Funds to supplement the core program. These funds support core and supplemental positions such as administrators, counselors, teachers, and clerical staff to best meet the needs of students.	All Schools

MEMORANDUM OF UNDERSTANDING
Between
Los Angeles Unified School District & United Teachers Los Angeles
January 20, 2019

<u>COMMUNITY SCHOOLS</u>

Consistent with LAUSD Board of Education Resolution 098-16/17 as approved on June 13, 2017, the parties agree to the following:

1. The Community Schools Steering Committee (CSSC), in collaboration with the Local Options Oversight Committee (LOOC) shall determine a process by which 30 schools in high need areas will apply to begin Community Schools transformation process.
2. By June 30, 2019, the CSSC, in collaboration with LOOC, shall designate 20 schools in high need areas to begin a Community Schools transformation process for the 2019-2020 school year.
3. For the 2019-2020 school year, the District shall allocate $150,000 to each of the 20 schools designated for Community Schools transformation for full implementation during the 2020-2021 school year.
4. For the 2020-2021 school year, the District shall allocate $250,000 to each of the 20 schools designated for a Community Schools transformation.
5. By June 30, 2020, the CSSC, in collaboration with LOOC, shall designate an additional 10 schools in high need areas to begin a Community Schools transformation process for the 2020-2021 school year.
6. For the 2020-2021 school year, the District shall allocate $150,000 to each of the 10 schools designated for Community Schools transformation for full implementation during the 2021-2022 school year.
7. For the 2021-2022 school year, the District shall allocate $250,000 to each of the 10 schools designated for a Community Schools transformation.
8. Each school designated for a Community Schools transformation shall be required to utilize part of the District 2019-2020 and 2020-2021 funding allocations to hire a Community Schools Coordinator.
9. The Community Schools Coordinator position shall be recognized as part of the certificated bargaining unit represented by United Teachers Los Angeles.
10. Any school that is designated a Community School transformation school shall be protected from reconstitution, new charter co-location, or renewed charter co-location, unless prohibited by law.
11. By June 30, 2021, the CSSC, in collaboration with LOOC, shall produce an assessment of the Community Schools transformation process at the initial 20 designated schools and provide recommendations.
12. The governing council of Community Schools shall be the Local School Leadership Council as defined in Article XXVII, with the following modifications (to replace Article XXVII, Sections 2.4-2.5):

a. <u>Functions And Responsibilities</u>: The local school leadership councils shall consider all points of view and shall solicit the advice and counsel of parent organizations, other employee groups and all other interested parties. The local councils shall have the following functions and responsibilities:

   i. Participation in shared decision making training. It is recommended that they participate in training prior to beginning their decision-making.
   ii. Determination, by majority vote, of the following matters:
      1. All site based professional development for UTLA-represented employees
      2. Annual development, approval, and evaluation of a School Climate, Student Discipline, and Positive Behavior Support Plan.
      3. Schedule of school activities and events, and special schedules (e.g., final exam schedules and schedules designed to accommodate additional preparation time for elementary teachers). For purposes of this paragraph, "schedule" shall include, but not be limited to, a determination by the Council of what activities shall take place. The Council shall not have authority over the scheduling of school activities and events mandated by the Board of Education.
      4. Guidelines for use of school equipment, including the copy machine
      5. Expenditure of all school-based discretionary funds, including but not limited to LCFF funds distributed by the District
      6. School-based implementation of initiatives or programs mandated by the local, state, or federal government, including but not limited to Breakfast in the Classroom and periodic assessments
      7. Course electives and program options (e.g. Visual and Performing Arts, Ethnic Studies, & double periods for specific subjects)
   iii. In making determinations in the matters listed above, the local school leadership council operates within the same set of powers and constraints as previously applied to the principal. However, future additional District restrictions upon local discretion shall be consistent with applicable laws, regulations, and collective bargaining agreements. The focus of local council activity shall be upon establishment of local policy and planning direction rather than day-to-day administration or execution of policy and plans. The local council shall not be obliged to act in the designated areas, and may delegate its authority to existing school committees if it believes they are functioning satisfactorily.

b. <u>Decisions</u>: The attainment of consensus whenever possible shall be a primary goal. Both parties recognize that decisions made by consensus are the most effective in promoting cooperation and commitment to the policies which are established by the local Council. Only if consensus cannot be reached shall decisions on the matters set forth in Section 2.4b be made by majority vote. In order to be resolved by vote at the meeting in the event consensus fails, the meeting agenda (see Article XXVII, Section 2.6)

must have identified the proposed action with sufficient particularity that the Council members could have, prior to the meeting, meaningfully consulted with all interested parties with respect to the specific action under consideration, as provided in Article XXVII, Section 2.4. The vote required shall be a majority of those committee members present at the meeting. With respect to procedures governing voting matters, Robert's Rules of Order shall be applicable to issues not addressed herein. The site administrator shall ensure that written minutes for all Local School Leadership Council meetings shall be made available to all staff and school community.

_____   _____
LAUSD   UTLA

_____   _____
Date   Date

Memorandum of Understanding
Between
United Teachers Los Angeles and Los Angeles Unified School District
Pilot Program - Green Spaces

The Los Angeles Unified School District shall create a Green Space Task Force that includes representatives from LAUSD, UTLA, and the City of Los Angeles. The task force shall be charged with creation of a plan to be presented to the Board of Education no later than December 1, 2019. The task force shall be tasked with creating a plan to increase green space, as defined in LAUSD's school design guide for all new projects (unless prohibited by law). The parties are in agreement that school greening projects enrich and strengthen our campus environments.

The District will work with UTLA, the City of Los Angeles, the County of Los Angeles, and appropriate nonprofit partners in an effort to create to the maximum extent possible, adequate green space for student physical activity.

In creating a task force plan, green space shall be studied in order of priority as follows:
  a. Schools without any existing green space and not located near parks
  b. Schools without any existing green space
  c. Schools with small amounts of green space and communities with limited to no access to parks and recreation

LAUSD shall enter into any and all agreements with the City of Los Angeles, County of Los Angeles, and/or State of California (as permitted by law) necessary to secure funding from available sources, such as Proposition K (LA City parks measure), Proposition A (LA County parks measure), Proposition W (LA County stormwater measure) to create the above green space consistent with any plan adopted by the Board of Education.

The Facilities Services Division shall continue with the goals as listed in the Strategic Execution Plan that involves the removal of unused bungalows.

LAUSD staff shall report to the Board of Education annually on the progress towards creating green space as well as compliance with the Rodiguez Consent Decree.