Strong Partnerships Address Hunger, Homelessness & Support Positive Youth Outcomes
Today’s Session Agenda

Welcome

About ILG

About the Cities Counties Schools Partnership

Culver City’s Experience
Meghan Sahli-Wells, Councilmember

Upward Bound House
Christine Mirasy-Glasco

Culver City Unified School District
Drew Sotelo

Q&A
Session Objectives:

To explore the benefits and opportunities collaborative efforts provide while working toward solutions for youth hunger, homelessness and essential student services.

To learn from Culver City leaders about their community-wide efforts, including how the partnership got started to the development of the Culver City Compact and the effort to sustain success.

To examine the factors, strategies and best practices contributing to effective, collaborative initiatives.
Today’s Panel & Connecting via Twitter

Meghan Sahli-Wells, Councilmember, City of Culver City
@M_Sahli_Wells

Drew Sotelo, Culver City Unified School District
@ccusd

Christine Glasco, Upward Bound House
@BeUpwardBound

Randi Kay Stephens, Institute for Local Government
@instlocgov
ILG’s Mission

• Promoting good government at the local level
• Practical, impartial and easy-to-use materials
ILG’s Program Areas

- Public Engagement
- Sustainable Communities
- Ethics & Transparency
- Collaborations & Partnerships
- Local Government Basics
ILG is the non-profit research and education affiliate of
The Cities Counties Schools Partnership is dedicated to improving the conditions of children, families and communities at the local level by promoting and encouraging coordination, integration and increased efficiency of local services and joint facilities use among cities, counties and schools in all California communities. As of 2015, CCS Partnership is a program of the Institute for Local Government.
Role of CCS Partnership

- **Convenings of Leadership** of the California State Association of Counties, the California School Boards Association and the League of California Cities to share on items of mutual interest and discuss issues impacting California’s local government agencies.

- **Recent Discussion Topics of Interest to Three Partners:**
  - Community Schools Partnerships
  - Mental Health Supports and Access to Services
  - Food Access and Obesity Prevention
  - Realignment
  - Bullying and Violence Prevention

- **Sampling of Resources to Help Elected Officials and Staff**
  - Safe Routes to School Toolkit
  - Community Schools Partnerships Toolkit
  - Stretching Community Dollars Guidebook
Culver City’s Experience

School-Municipal Partnership

City Priorities & Partnerships

Greater Impact on Culver City’s Work
The Goals of The Culver City Compact: A Declaration of Our Interdependence

In 2014, the Culver City Unified School District, City Officials and the Chamber of Commerce engaged other key stakeholders in developing this document – a public declaration of our vision and commitment for a highly collaborative, responsive and innovative educational system that ensures every child succeeds before, during and after high school.

GOAL ONE
All students graduate from high school

GOAL TWO
All students graduate high school with the skills, passion, and sense of purpose to succeed in higher learning

GOAL THREE
All students have access to and experience in pathways to relevant, sustainable jobs and careers
Strong Partnerships Address Hunger and Homelessness & Support Positive Youth Outcomes

CHRISTINE MIRASY-GLASCO, EXECUTIVE DIRECTOR
UPWARD BOUND HOUSE
cglasco@upwardboundhouse.org
LEGAL FRAMEWORK

- **The McKinney-Vento Act** reauthorized in December 2015 by Title IX, Part A, of the *Every Student Succeeds Act (ESSA)*. It’s purpose is to provide all children significant opportunity to receive a fair, equitable, and high-quality education, and to close educational achievement gaps.

- The Homeless Emergency Assistance and Rapid Transition to Housing (HEARTH) Act of 2009. The Act requires the Continua of Care leads to:
  1) establish policies and practices that are consistent with the McKinney-Vento Act and other laws relating to the provision of educational and related services to individuals and families experiencing homelessness, and their policies and practices must not restrict youth’s education rights. 2) ensure that homeless programs serving families & youth must designate a staff person to ensure that children are enrolled in school and connected to the appropriate services within the community.
COMMUNITY IMPLEMENTATION OF THE HEARTH ACT - Continuum of Care Board

- HEARTH establishes the Continuum of Care (CoC) Board as the planning body responsible for meeting the goals of ending and preventing homelessness. It is established by representatives of relevant organizations within a geographic area.

- Each CoC Board is expected to tailor itself according to its unique community circumstances, however, it needs to involve all the players required to further local efforts to end and prevent homelessness.

- Examples of CoC membership: Nonprofit homeless providers, Victim services providers, Faith-based organization, units of local government, Businesses, Advocates, Public housing agencies, School districts, Mental health agencies, Hospitals, Universities, Affordable housing developers, Law enforcement, Veteran organizations, Homeless and formerly homeless persons.
TARGET/PRIORITY POPULATION - HOMELESS PERSONS

- There is more than one “official” definition of homelessness.
- Department of Housing and Urban Development (HUD)
- Department of Education
- Department of Health and Human Services
- Primary difference - HUD’s definition is more limited, it does not include “doubled-up” persons, those living in unstable and non-permanent situations.
BRIDGING THE GAP

- The CoC Board is a vehicle through which the needs of homeless children and youth may be prioritized. The CoC must ensure that their communities:
  - Collaborate with School Districts to assist in the identification of homeless families and youth and inform them of their eligibility for McKinney-Vento education services; and
  - Consider the educational needs of children when families are placed in emergency or transitional shelter and to the maximum extent practicable, placing families with children as close to possible to their school of origin so as not to disrupt the children’s education.
- HUD requires the school district homeless liaison to be integrally involved with the CoC and its service providers.
3-WAY PARTNERSHIP: CITY OF CULVER CITY, CULVER CITY UNIFIED SCHOOL DISTRICT & UPWARD BOUND HOUSE

- Upward Bound House is a community-based organization whose mission is to end family homelessness in Los Angeles County by providing housing, advocacy and supportive services. We operate crisis, transitional and permanent housing programs throughout LA County and serve approximately 300 families annually.

- In 2008, we purchased a motel in Culver City; and with the City’s backing (financial and political), we converted it to an emergency shelter --- Family Shelter.
The City contributes approximately 25% of the annual shelter budget.

Family Shelter is the only shelter program in the City, the facility has 18 units, commercial kitchen, office space, laundry facilities, computer lab and resident manager’s unit.

With the establishment of the shelter in 2010, the next logical relationship was with the School District. The City facilitated the connection and soon a 3-way partnership was formed. We begun working closely with the school homeless liaison, accepting referrals of homeless students and their families.

Today, we **prioritize** homeless families referred through the School District. If the shelter is full, we place them in our other temporary housing programs in nearby locations.
This partnership allows us to maximize community resources and provide homeless children and their families better services. The District’s resources can only be used for limited purposes whereas UBH can not only use its program resources but also leverage its relationships with a variety of providers enabling families to receive wrap-around services.

- Services offered on-site include: development of a housing stability plan, employment assistance (work clothes, exam or certification fees, training fees, job placement) case management, food etc.
- We regularly communicate with the homeless liaison and share important elements of the family’s plan to housing stability.
LESSONS LEARNED

- It’s **ALL** about political will. Money is important but without the support and approval of the City, this project would not have been possible.

- There is no such thing as over-communication. We use every opportunity to share the successes of our partnership i.e. City Council meetings, we also attend all the meetings sponsored by the Committee on Homelessness where we provide more current information on the collaborative partnership.

- Schools provide good access to the front door to homelessness. We are able to prevent homelessness for at-risk families who present certain risk factors i.e. absenteeism.

- School districts have a wealth of information (birth certificates, immunization records etc.) that if shared under the right circumstances can assist in reducing the length of time families experience homelessness.
Whole Child-Whole Community

*Culver City Unified School District*

Strong Partnerships Address Hunger and Homelessness & Support Positive Youth Outcomes

*Thursday, September 14, 2017*
What’s Holding Kids Back?
Success and “Whole”

- SAFE
- HEALTHY
- CARED FOR AND SUPPORTED
- ENGAGED AND CONNECTED
- CHALLENGED
- HOPEFUL
Hope and Success

- Children who succeed do so when they have people in their lives who believe they can succeed.
- Children who succeed have meaningful relationships with caring adults.
- Children who succeed are nurtured by a culture that is focused on success and strengths.
- Children who succeed have “Treasure Hunters” in their lives who have and hold them to high expectations.
A Pledge of Hope

I am a Kid at Hope.
I am talented, smart & capable of success.
I have dreams for the future and I will climb to reach those goals & dreams everyday.
All Children are Capable of Success, No Exceptions!
Success as a Choice?

Absolute Fact: Not a single child CHOSE to be hungry, to be sick, to be in foster care, to not have a Dad, to have a disability, to move multiple times, to be homeless, to be hopeless....
Why Do **SCHOOLS** Exist?

“Our school systems are not responsible for meeting every need of their students... ...but when the need directly affects learning, *the school must meet the challenge.*”

Our Fundamental Purpose

TO ENSURE HIGH LEVELS OF LEARNING FOR ALL STUDENTS.

ALL. EACH. EVERY. PERIOD.
A Cliché or A Call to Action?

“It takes a village to raise a child.”
Schools Systems are the “Backbone”

- Know Our Kids
- Know Our Community
- Know Our Strengths/Resources
- Know Our Needs
- Take the Lead to Connect Resources to Our Needs

*Being all things to/for all kids does not mean we provide every service – it simply means developing purposeful partnerships with those who do provide the services our kids need!***
Success for All Takes Us All!

“….the spread of a new approach that will enable us to solve today’s most serious social problems with the resources we already have at our disposal.”

*Collective Impact*, Kania and Kramer
All Starts with Why

“When an organization is clear about its purpose or its WHY, everyone, from employees to customers, can understand it. This clarity allows everyone who interacts with the organization to become champions of the cause.”

Simon Sinek – Start with Why
Success for All
Takes US ALL!
Family Engagement, Community & District Partnerships

Compliant/Action Track: Partnerships for ALL CCUSD Students and Staff
- Lead and Facilitate Whole Community-Whole Child Collaborative
- Continuous Recruitment and Enlistment of Community Partners
- Nurture and Build Partnerships to Enhance Pathways for All Students from “Cradle to Career”
- Active Engagement of Stakeholders for Master Facility Plan Implementation

Compelling Track: Collective Impact; Declaring our Interdependence
- Success for All Takes US ALL!
- Whole Child, Whole Community
- Trusting Relationships within Schools and Community
- CCUSD: A Family of Schools! The Power of US!
- The Success of Every Child is Dependent on Our Collective Beliefs and Behaviors.
We Cannot Do it Alone…
Our Purpose, Our Promise

CULVER CITY COMPACT
Success for All Takes Us All!

Collective Input, Collective Action, Collective Impact
The Culver City Compact enlists our rich and diverse community stakeholders around a common goal: engaging, relevant and rigorous educational pathways for all students from “cradle to career.”

The Goals of The Culver City Compact: A Declaration of Our Interdependence

In 2014, the Culver City Unified School District, City officials and the Chamber of Commerce engaged other key stakeholders in developing this document—a public declaration of our vision and commitment for a highly collaborative, responsive and innovative educational system that ensures every child succeeds before, during and after high school.

GOAL ONE: All students graduate from high school.

Culver City is a full-service charter city of 40,000 people located in the western Los Angeles County. The City’s multi-ethnic of multicultural diversity and its incorporation in 1917 around the burgeoning movie industry. At one time, the City housed five major studios and is still the home of Sony Pictures Entertainment and The Culver Studios, as well as a growing number of creative media and technology companies ranging from Symantec to the NFL Network. The City is also home to the Los Angeles Theatre, the Ahmanson Theatre and soon to be relocated Jazz Bakery. There is also a symphony orchestra, chamber orchestra and public theater, and the high school operates its own Academy of Visual and Performing Arts. The City was recently named as the third-fastest municipality in Los Angeles County for governance, finance and transparency by the civic grand jury.

Due to redevelopment, the City was able to revitalize its downtown and has garnered a positive image for tourism, recreation and entertainment resulting in a vibrant local economy.

Because a strong education system is at the heart of a robust economy, highly trained workforce and overall development, CCUSD and the City established a partnership with the community to focus on the whole child and how the community can work together to achieve the following goals: ensuring all students graduate from high school, all students graduate high school with the skills, knowledge, and sense of purpose to succeed in higher learning, and all students have access to and experience in pathways to relevant, sustainable jobs and careers.

By establishing a common agenda and shared measurement practices, supporting aligned activities; building public will and advocating policy reform, the Culver City Compact works to transform education outcomes in Culver City from cradle to career.
Summer Lunch and Fun

- Vision Tests and Glasses
- Arts & Crafts
- High School Athletes
- City Library
- UCLA Youth Source
- Culver Closet
- Back to School “Shopping”
- Young Story Tellers
- Culver City Bus
- Free Lunch
- SONY Studios
- Local Fire and Police Dept.
- Farmers Market
- Dental Clinics
- Book Pals
- Song and Story Time

Young Story Tellers
Success for All
Takes US ALL!
“There can be no keener revelation of a society’s soul than the way in which it treats its children.”

Nelson Mandela
Whole Child Resolution

Culver City Unified School District
RESOLUTION #17−2014/2015
WHOLE CHILD

WHEREAS, the children of the Culver City Unified School District are our future who will provide the leadership, creativity, and productivity to strengthen and sustain the quality of life in our communities;

WHEREAS, the Culver City Unified School District must ensure our children have the community support and educational opportunities to succeed in our universities, workplaces, and neighborhoods;

WHEREAS, each child in the Culver City Unified School District has the right to enter school healthy and ready to learn;

WHEREAS, each child in the Culver City Unified School District has the right to learn in a safe and nurturing environment;

WHEREAS, each child in the Culver City Unified School has a right to be actively engaged in learning and in the community;

WHEREAS, each child in the Culver City Unified School has a right to access and support from caring adults who can serve as mentors and advisors;

WHEREAS, each child in the Culver City Unified School has the right to rich, well-rounded learning experiences—including art, music, foreign language and extra-curricular activities—in a caring, encouraging and challenging environment;

WHEREAS, each Culver City Unified School student is capable of success, without exception!

WHEREAS, a successful child is a whole child and Success for All Takes US ALL,

THEREFORE, The Culver City Unified School District “Declares our Interdependence” and resolves to support EVERY Child, the WHOLE Child to ensure all of our children are safe, healthy, hopeful, engaged, supported, and challenged.

Adopted this 10th Day of March, 2015
The Board of Directors

CCLSD: The Power of US
Safety For All

Resolution 06 - 2016-2017
Renaissance Foundation Safety For All:
Culver City Unified School District Campus as Safe Zones
and Resource Centers for Students and Families

Whereas, the United States Supreme Court held in 1992 that no public school district has a basic duty to ensure that children are safe from harm on or near school property, stating that children have rights to be safe from violence over their location status, stating that those who fail to ensure the safety of their students, committing acts of violence, shall be held accountable;

Whereas, even though large scale immigration and Customs Enforcement (ICE) operations have not yet been carried out in Southern California, a shift signaled by the incoming Federal Administration's immigration enforcement rhetoric has created a climate of heightened fear and anxiety for many CCUSD students and their families;

Whereas, ICE activities in and around schools, early education centers, and adult school facilities and/or fear of arrest around such potential activities would be a serious disruption to the learning environment and educational setting for students;

Whereas, state government officials have advocated policies that restrict any government action that may contribute to the discovery of a person's immigration status;

Whereas, ICE's 2011 policy states that it will not conduct immigration enforcement activity at any sensitive location, which includes schools, without prior notification to the school, unless a federal judge issues a specific federal law enforcement order, unless exigent circumstances exist;

Whereas, there is no written state or federal law that addresses that local districts avoid ICE in the enforcement of immigration laws;

Whereas, the City of Culver City is in turn to its CCUSD student body and staff consist of people of many different faiths and no faith, as well as many races of faith, including Christian, Buddhist, and Muslim traditions, Koreans, and Japanese;

Whereas, many in our community have concerns that the incoming Federal Administration has signaled it intends to be a beacon of racism and xenophobia;

Whereas, we do collect information about race and ethnicity;

Whereas, the City of Culver City is in turn to its CCUSD student body and staff consist of people of many different faiths and no faith, as well as many races of faith, including Christian, Buddhist, and Muslim traditions, Koreans, and Japanese;

Whereas, many in our community have concerns that the incoming Federal Administration has signaled it intends to be a beacon of racism and xenophobia;

Whereas, CCUSD prides itself on being a beacon of diversity, understanding, and acceptance, now, therefore, be it

Resolved that the Board declares that every Culver City Unified District site is a safe place where students and their families can seek help, assistance, information, and sanctuary if faced with fear and anxiety about related immigration enforcement and/or "regressive" efforts, or any other efforts to engulf or devour civil rights and human rights, and that we will protect our students’ civil rights and promote civic engagement across every grade level and learning context;

Resolved further, that the Superintendent shall establish all K-12, child development centers, and adult school resources and information sites for students and their families, and that the Board encourages the Superintendent to increase and enhance partnerships with community-based organizations and legal service organizations who provide resources for families facing deportation and/or re-education and/or other civil rights restrictions in a result of actions of the Federal Administration and that a signed waiver or release be required to access any affiliated children and their family members;

Resolved further, in order to provide a public education, regardless of the child's or family's immigration status, religious, sexual orientation, gender identity, race, gender, or any other protected class under California law, including but not limited to disabilities, according to our current practices, the District shall abide by the following conduct:

1. District personnel shall not ask if a student is eligible for the receipt of all school services, including but not limited to, educational instruction, the free and reduced lunch program, and transportation;

2. District personnel shall not be required to inquire about a student's immigration status, religion, disability, or sexual orientation, including that of family members;

3. Any request related to immigration status, or any request related to an individual's status; to be the right to have such information or proof of an individual's religion, race, or ethnicity, or for information to be accessed to school sites shall be immediately forwarded to the Superintendent for review and a decision on whether to allow access to the site, and the information to ensure District compliance with Hyde and other applicable laws;

Resolved further, that the Superintendent shall ensure that all teachers, school administrators, and staff will be trained on how to implement these guidelines, and notification will be distributed to families to fully inform them of their rights in the District, and, if so requested;

Resolved further that the Board encourages the Superintendent to forward a copy of this resolution to the City of Culver City's delegation members of Congress.

Signed the 22nd Day of November, 2006

Steven Levin, Ph.D., President

Kevin Popoff, Esq., Vice President

Susanne Bolick, Clerk

Kelly Hart, Ph.D., Member

Anna Allan-Koerber, Member

Seth A. Arnold, Ed.D., Superintendent
Resources

- Community Schools: http://nationalcenterforcommunityschools.childrensaidso ciety.org/
- ASCD: Whole Child: http://www.wholechildeducation.org/
Culver City Compact

www.ca-ilg.org/culver-city-compact

CULVER CITY COMPACT
Success for All Takes Us All!

Collective Input, Collective Action, Collective Impact
The Culver City Compact builds on our rich and diverse community stakeholders around a common goal: engaging, relevant and rigorous educational pathways for all students from cradle to career.

This Goals of The Culver City Compact: A Declaration of Our Interdependence

In 1998, the Culver City Unified School District, City of Culver City and the University of Southern California embarked on a comprehensive, community-based initiative to establish partnerships and collaborations for student achievement, wrap-around services and comprehensive student supports. The initiative included an annual meeting of community leaders and public officials - after discussions, the Culver City Compact was formed.

GOAL: All students graduate from high school

We are committed to high achievement for all students, regardless of background or context. Culver CityCompact partners work to ensure that all students graduate from high school

HQ: All students have access to and opportunities forwrap-around services, including health, nutrition and legal services.

www.ca-ilg.org/culver-city-compact

Collaborative Strategies to Meet Goals

1. Build Collaborative Leadership Capacity
2. Close Data
3. Map Community Resources
4. Model, Create and Dynamically Revise Practices
5. In-Service, Sustain and Maintain High-Quality Teaching and Learning in All Classrooms
6. Coordinate Advocacy for Educational Equity and Educational Equity 7. Partner, Build, and Enthusiastically Student Pathways for All Students and All Grades
8. Research, Build, and Access to All Resources and Funds

Signers

Jeff Cooper
Mayor
City of Culver City

Natalie Chihab
President
West Los Angeles College

Angelette Stephens
Director
Culver City Office of Child Development

Laura Sheeley
Principal
Culver City High School

Shane Martin, Ph.D.
Dean
California State University
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Stacie J. Rice
President
Culver City Chamber of Commerce

Jamie Klein
Director
Culver City Recreation

Dunn Coates
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Mervin Gonzalez
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Culver City Elementary-PreK Program

Dunne Weeks
Principal
Culver City Middle School

John Nordahl
City Manager
City of Culver City

Judy Buhler
President
Culver City PTA

Mike A. Chihab
President
West Los Angeles College

Veronica Mariscal
Principal
Culver City Elementary-PreK Program

Debbie Strube
President
Culver City Recreation

www.ca-ilg.org
Resources & Tools

Cities Counties Schools Partnership:
www.ca-ilg.org/ccs-partnership

Shared Services & Joint Use:
www.ca-ilg.org/shared-services-and-joint-use

Whole Child Education:
www.wholechildeducation.org

National Center for Community Schools:
www.nccs.org

www.ca-ilg.org
Contact Information

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Randi Kay Stephens, Institute for Local Government, rstephens@ca-ilg.org
Follow the Institute on Twitter @instlocgov
Questions?
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Culver City is a full-service charter city of 40,000 people located in the westside of Los Angeles County. The City’s motto “Heart of Screenland” denotes its incorporation in 1917 around the burgeoning movie industry. At one time, the City boasted five major studios and is still the home of Sony Pictures Entertainment and The Culver Studios, as well as a growing number of creative media and technology companies ranging from Symantec to the NFL Network. The City is also home to the Kirk Douglas Theater, the Actors’ Gang and soon to be relocated Jazz Bakery. There is also a symphony orchestra, chamber orchestra and public theater, and the high school operates its own Academy of Visual and Performing Arts. The City was recently rated as the third-best municipality in Los Angeles County for governance, finance and transparency by the civil grand jury. Due to redevelopment, the City was able to revitalize its downtown and has garnered a positive image for fine restaurants and entertainment resulting in a vibrant local economy.

Culver City Unified School District benefits from strong parent, business and community involvement and support. Expectations are high for our schools and our students, where teaching and learning focuses on the successful development of the whole child. Ensuring that children are safe, challenged, connected, cared for, healthy, hopeful and challenged is both a shared vision and shared responsibility. Our rich arts-related pathways for students K-12 are a by-product of this vision and are made possible by many generous, invested partners. Our “whole child—whole community” focus reflects our belief that in order for all children to learn at high levels, we must form purposeful partnerships that nurture growth, inspire achievement and build community.

Because a strong education system is at the heart of a robust economy, highly trained workforce and civic development, CCUSD and the City established a partnership with the community to focus on the whole child and how the community can work together to achieve the following goals: ensuring all students graduate from high school; all students graduate high school with the skills, passion, and sense of purpose to succeed in higher learning; and all students have access to and experience in pathways to relevant, sustainable jobs and careers.

By establishing a common agenda and shared measurement practices, supporting aligned activities, building public will and advocating policy reform, the Culver City Compact works to transform education outcomes in Culver City from cradle to career.

With shared goals and a public commitment from key leaders and organizations, the Culver City Compact will deepen our collaborative work, bring greater clarity to our strengths and needs, and generate innovative approaches in pursuit of our common goals. From new or redesigned partnerships to changing or creating policy, the Culver City Compact provides direction while harnessing our interdependence to benefit all children—from cradle to career."There can be no keener revelation of a society’s soul than the way in which it treats its children.” Nelson Mandela.
Collaborative Strategies to Meet Goals

We believe all children are capable of learning at high levels—without exception. We believe that each child’s experience is dependent on our collective beliefs and behaviors. We believe that Success for All Takes Us All and, therefore, we will support and contribute to the following strategies:

1. Build Collaborative Leadership Capacity
2. Share Data
3. Map Community Resources
4. Identify, Celebrate and Expand Successful Practices
5. Invest in, Develop and Reinforce High-Quality Teaching and Learning in All Classrooms
6. Develop Inter-Agency Professional Learning Communities Focused on Student Learning
8. Coordinate Advocacy for Educational Policy and Funding Issues
9. Partner, Create and Enhance Student Pathways for Workforce and Career
10. Ensure Support Services for All Students and Families

Signers

Jeff Cooper
Mayor
City of Culver City

Nabil Abu-Ghazaleh
President
West Los Angeles College

Audrey Stephens
Director
Culver City Office of Child Development

Laura Chardiet
President
CCUSD Board of Education

Shane P. Martin, Ph.D.
Dean
Loyola Marymount University School of Education

Veronica Montes
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Debbie Hamme
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Culver City Association of Classified Employees

Dave LaRose
Superintendent
Culver City Unified School District

Marcia Shulman
President
Culver City Education Foundation Board of Trustees

David Mielke
President
Culver City Federation of Teachers

John Nachbar
City Manager
City of Culver City

Marcia Antopol
Executive Director
Fineshriber Family Foundation

Jody Reichel
President
Culver City Council PTA
Culver City Unified School District
RESOLUTION #17 – 2014/2015
WHOLE CHILD

WHEREAS, the children of the Culver City Unified School District are our future who will provide the leadership, creativity, and productivity to strengthen and sustain the quality of life in our communities;

WHEREAS, the Culver City Unified School District must ensure our children have the community support and educational opportunities to succeed in our universities, workplaces, and neighborhoods;

WHEREAS, each child in the Culver City Unified School District has the right to enter school healthy and ready to learn;

WHEREAS, each child in the Culver City Unified School District has the right to learn in a safe and nurturing environment;

WHEREAS, each child in the Culver City Unified School has a right to be actively engaged in learning and in the community;

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WHEREAS, each child in the Culver City Unified School has the right to rich, well-rounded learning experiences—including art, music, foreign language and extra-curricular activities—in a caring, encouraging and challenging environment;

WHEREAS, each Culver City Unified School student is capable of success, without exception!

WHEREAS, a successful child is a whole child and Success for All Takes US ALL;

THEREFORE, The Culver City Unified School District “Declares our Interdependence” and resolves to support EVERY Child, the WHOLE Child to ensure all of our children are safe, healthy, hopeful, engaged, supported, and challenged.

Adopted this 10th Day of March, 2015
The Board of Directors

CCUSD: The Power of US
Whereas, the United States Supreme Court held in *Plyler v. Doe* (1982) that no public school district has a basis to deny children access to education based on their immigration status, citing that children have little to no control over their immigration status, the harm it would inflict on the child and society itself, and equal protection rights of the 14th Amendment;

Whereas, even though large scale Immigration and Customs Enforcement (ICE) operations have not yet been carried out in Southern California, a shift signaled by the incoming Federal Administration’s immigration enforcement rhetoric has created a climate of heightened fear and anxiety for many CCUSD students and their families;

Whereas, ICE activities in and around schools, early education centers, and adult school facilities and/or fear and anxiety around such potential activities would be a severe disruption to the learning environment and educational setting for students; and

Whereas, some government agencies have adopted policies that resist any government action that may lead to the discovery of a person’s immigration status;

Whereas, ICE’s 2011 policy states that it will not conduct immigration enforcement activity at any sensitive location, which includes schools, without special permission by specific federal law enforcement officials; unless exigent circumstances exist;

Whereas, there is no written state or federal law that mandates that local districts assist ICE in the enforcement of immigration laws;

Whereas, the City of Culver City is home to and our CCUSD student body and staff consist of people of many different faiths and no faith, as well as many houses of faith, including Christian, Jewish, and Muslim churches, temples and mosques;

Whereas, many in our community have concerns that the incoming Federal Administration has signaled it intends to have a registry for people of a particular faith which has further created a climate of heightened fear and anxiety for many CCUSD students and their families;

Whereas, we do collect information about race and ethnicity;

Whereas, the City of Culver City is home to and our CCUSD student body and staff consist of lesbian, gay, bisexual and transgender people;

Whereas, many in our community have concerns that the incoming Federal Administration has signaled it believes in “conversion therapy” and other restrictions to the LGBT community’s civil and human rights, including restricting parental, adoption and marriage rights which has further created a climate of heightened fear and anxiety for many CCUSD students and their families;

Whereas, CCUSD prides itself on being a beacon of diversity, understanding, and acceptance; now, therefore, be it
Resolved that the Board declares that every Culver City Unified District site is a safe place where students and their families can seek help, assistance, information, and sanctuary if faced with fear and anxiety about related immigration enforcement and/or “registration” efforts, or any other efforts to curtail or deny civil or human rights, and that we will protect our students’ Free Speech and promote civic engagement across every grade level and learning context.

Resolved further, that the Superintendent shall establish all K-12, child development centers, and adult schools as resource and information sites for students and their families, and that the Board encourages the Superintendent to increase and enhance partnerships with community-based organizations and legal services organizations who provide resources for families facing deportation and/or registration and/or other civil rights restrictions as a result of actions of the incoming Administration, and that a rapid response network be created to assist any affected children and their family members;

Resolved further, in order to provide a public education, regardless of a child or family’s immigration status, religion, sexual orientation, gender identity, race, gender, or any other protected class under California law, including but not limited to disability, according to our current practices, the District shall abide by the following conduct:

1. District personnel shall treat all students equitably in the receipt of all school services, including, but not limited to, educational instruction, the free and reduced lunch program, and transportation;

2. District personnel shall be reminded not to inquire about a student’s immigration status, religion, disability, or sexual orientation, including that of family members;

3. Any request related to immigration status, or by anyone tasked with registering or profiling people of a particular religion, race or ethnicity for information or to access a school site shall be immediately forwarded to the Superintendent for review and a decision on whether to allow access to the site, and/or the information to ensure District compliance with Plyler and other applicable laws;

Resolved further, that the Superintendent shall ensure all teachers, school administrators, and other staff will be trained on how to implement these directives, and notification will be distributed to families to fully inform them of their rights in the District; and, be it finally

Resolved, the Board instructs the Superintendent to forward a copy of this resolution to the City of Culver City’s delegation members of Congress.

Signed this 22nd Day of November, 2016.

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Steven Levin, Ph.D., President            Katherine Paspalis, Esq., Vice President

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Susanne Robins, Clerk   Kelly Kent, Ph.D., Member

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Anne Allaire-Burke, Member  Joshua Arnold, Ed.D., Superintendent