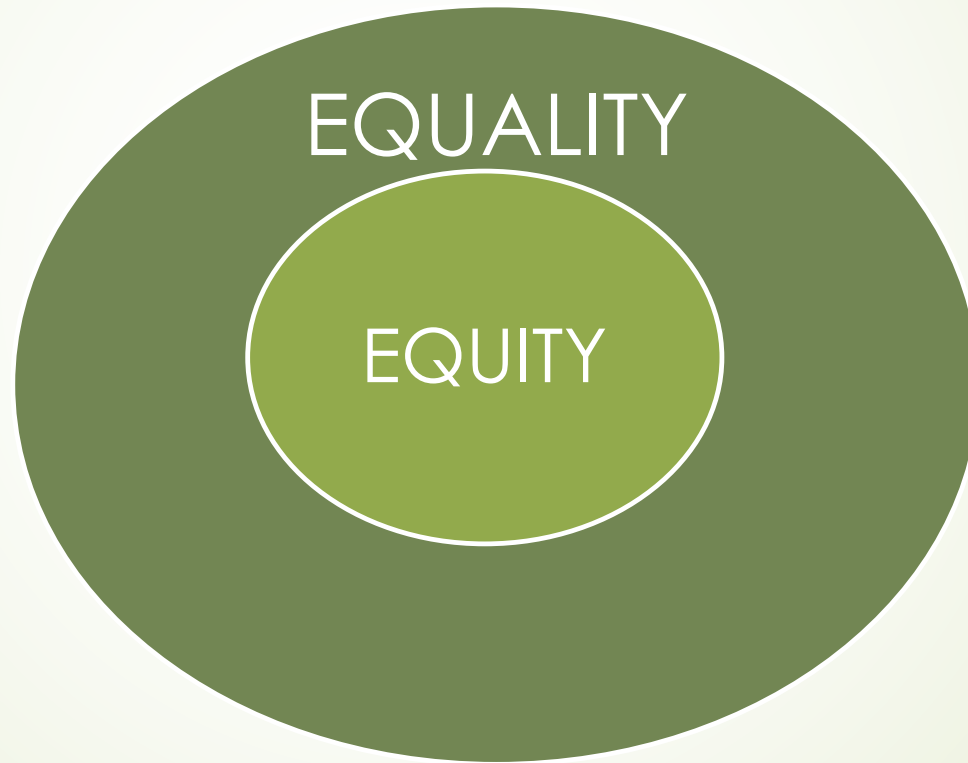



Los Angeles Unified School District Community Schools Workshop

Dr. Sylvia G. Rousseau
Professor Emerita, USC



Equality First





Every Child's First Choice

- In a democratic society, there is no real choice unless every child has in her or his own neighborhood a quality school that meets the standards of quality to which all schools are held accountable regardless of the child's race, language, gender, or family income.



A Call for Systemic Change Based on Changed Beliefs

Premise:

- Schools have operated on the false premise captured in George Orwell's allegory *Animal Farm*: "*All animals (children) are equal, but some are more equal than others.*"
- Systems and structures in American schooling once created to exclude some children are still shaping schools, **despite our hard work.**
- It's a system of avoidance and substitutions, always leaving the same children behind.

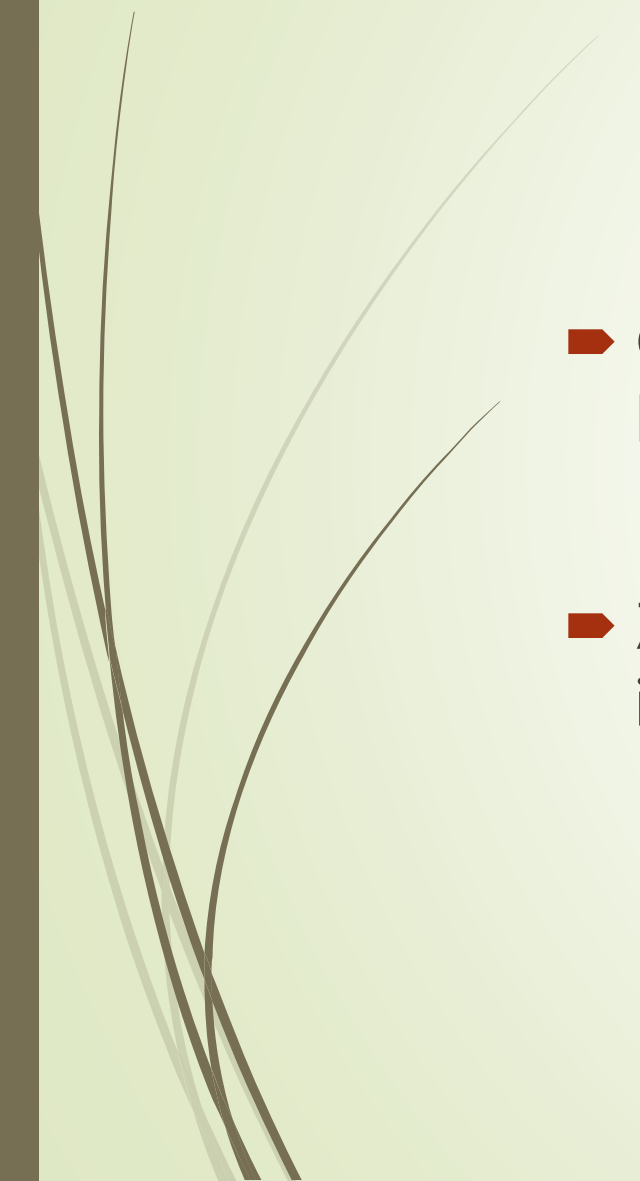
- Test prep instead of enriched curriculum
- Test scores - the only criteria for success
- Overdoses of remediation
- Intervention instead of prevention
- A panoply of school choices to avoid the mandate to educate all children
- Disproportionate special education for Black boys
- Disproportionate suspensions and punitive measure
- So-called magic & fail-proof" programs as patchwork




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Getting off the Treadmill

- ▶ Community school concept acknowledges that all human beings share common conditions for learning.
 - ▶ Zip codes imply conditions for learning, not inadequacies in people.
- 



To get unstuck,
first stop doing
things that got
you stuck.



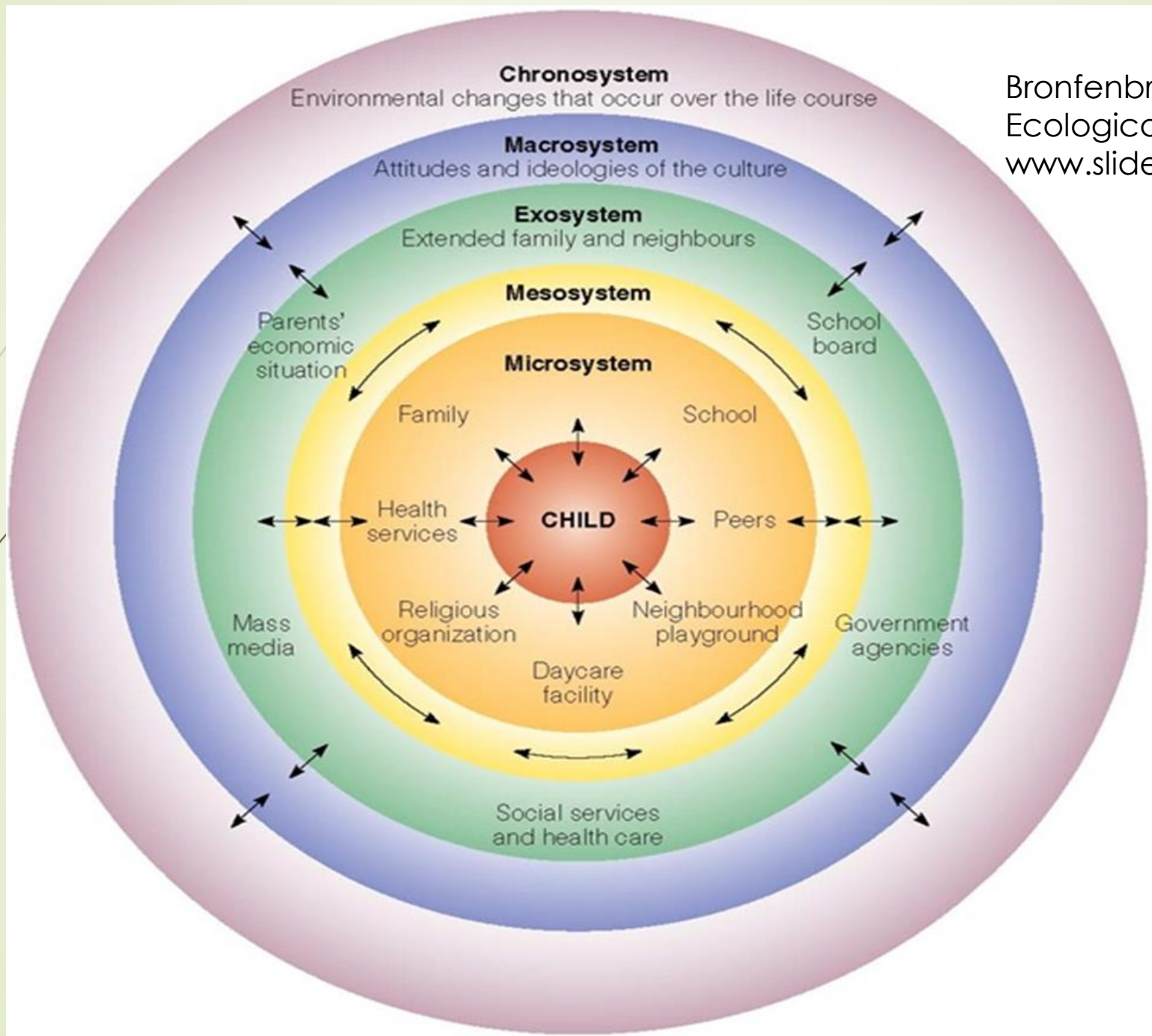
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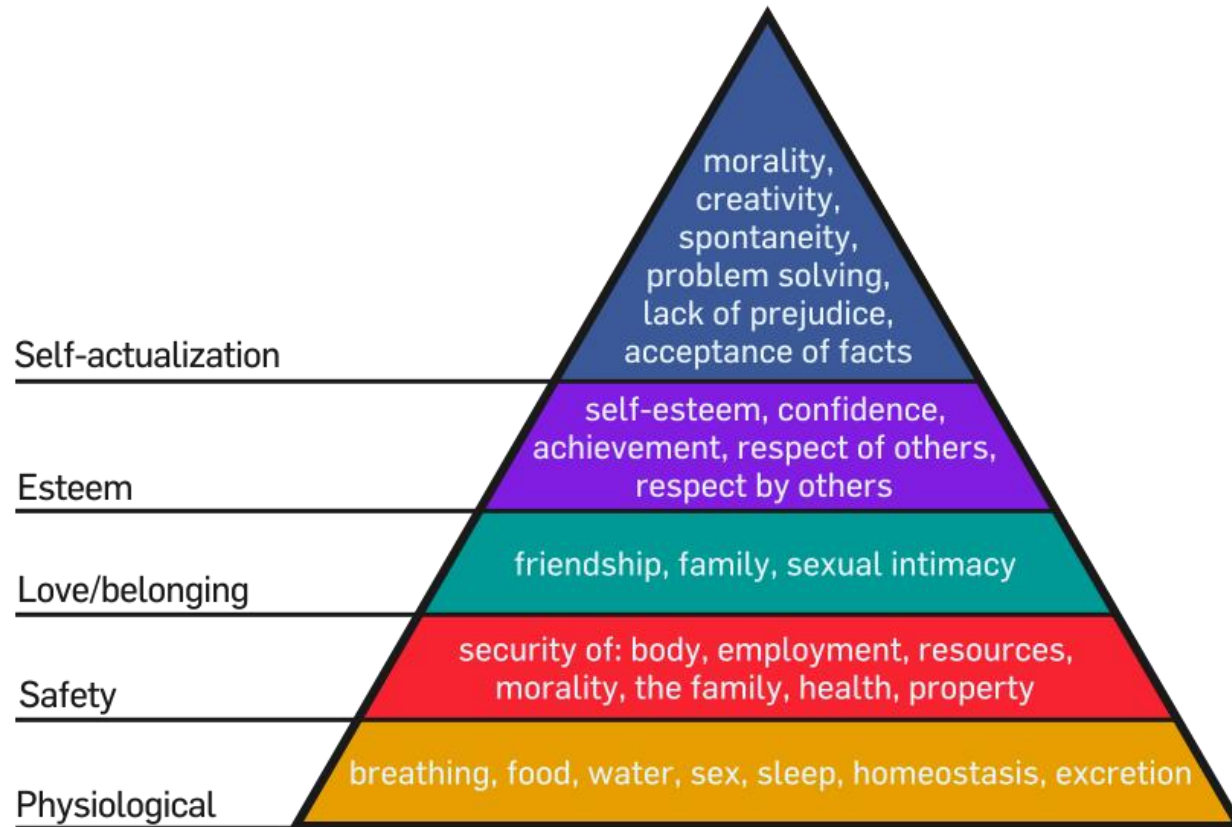
Equality & Equity

- ▶ Habitus is created and reproduced unconsciously, 'without any deliberate pursuit of coherence... without any conscious concentration' (Bourdieu)

Bourdieu, P. (1986). 'The Forms of Capital'. Handbook of Theory and Research for the Sociology of Capital. J. G. Richardson. New York, Greenwood Press: 241-58



Bronfenbrenner's (1979)
Ecological Systems Theory
www.slideshare.com



Mazlow's Hierarchy of Needs



A Democratic Mandate

What the best and wisest parent wants for his own child that must the community want for all its children. Any other ideal for our schools is narrow and unlovely; acted upon it destroys our democracy.

Dewey , J. (1907). *School and Society* in chapter 1, The school and social progress.



Community and Schools



- ▶ John Dewey (1927) described *community* as the place where interactions among its members allow residents to make their wants and needs known and work together to create the conditions that support every child's right to learn.
- ▶ Partnerships between schools and communities strengthen parents' ability to hold schools accountable for implementing policies and practices that meet standards of excellence on behalf of all children.

Inside
schools



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Outside
school

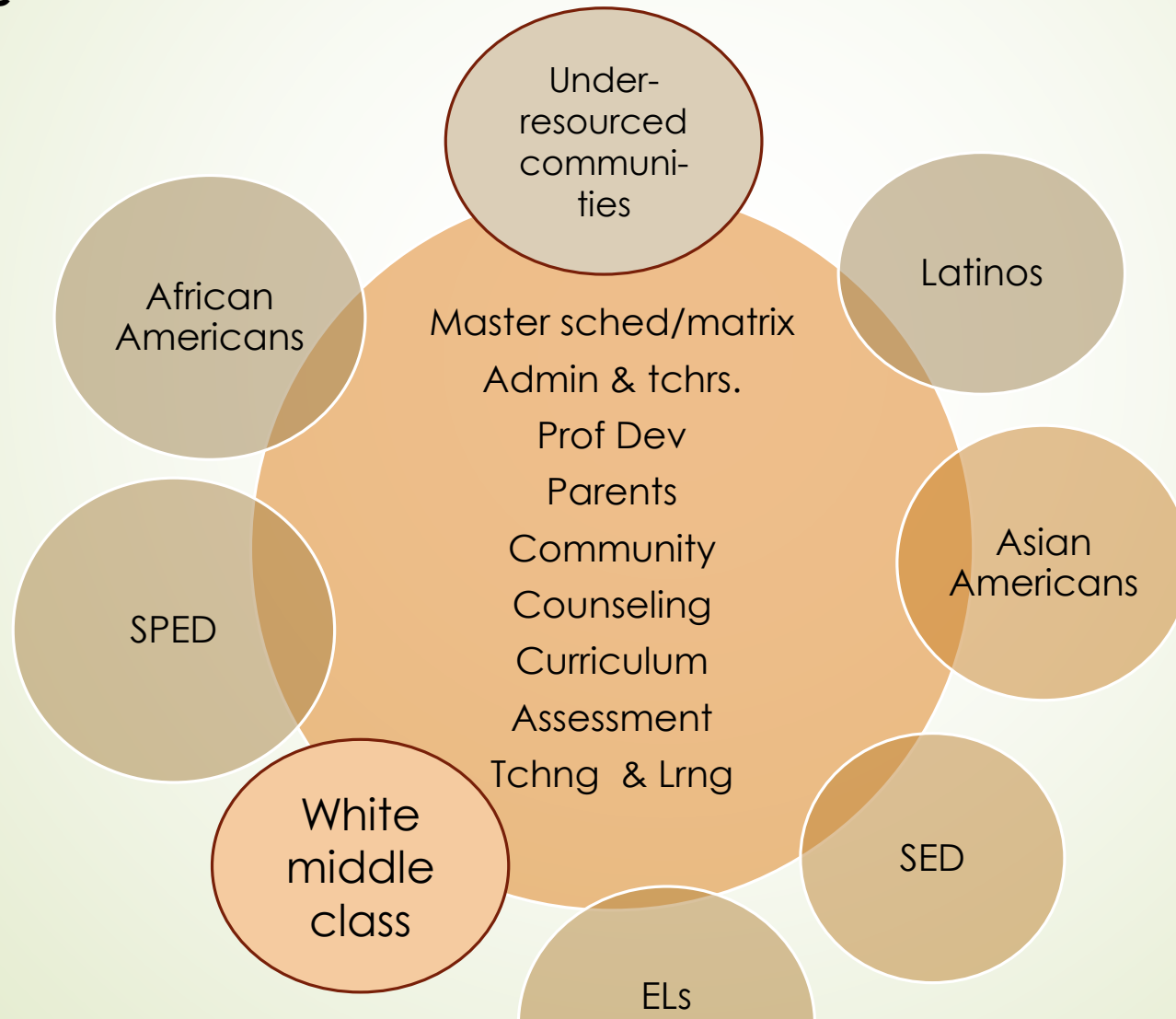


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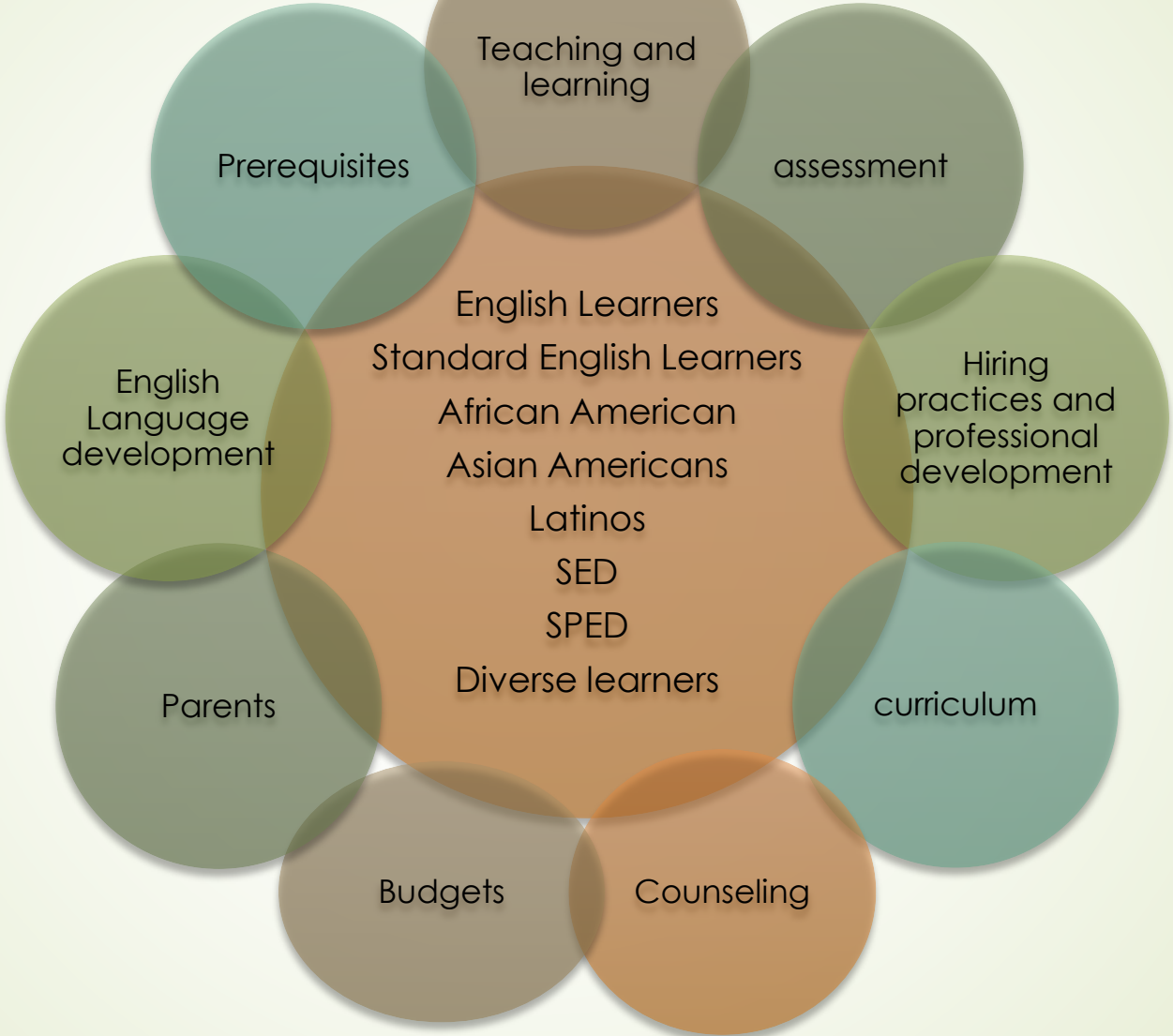
Legacy Model of Schools in America

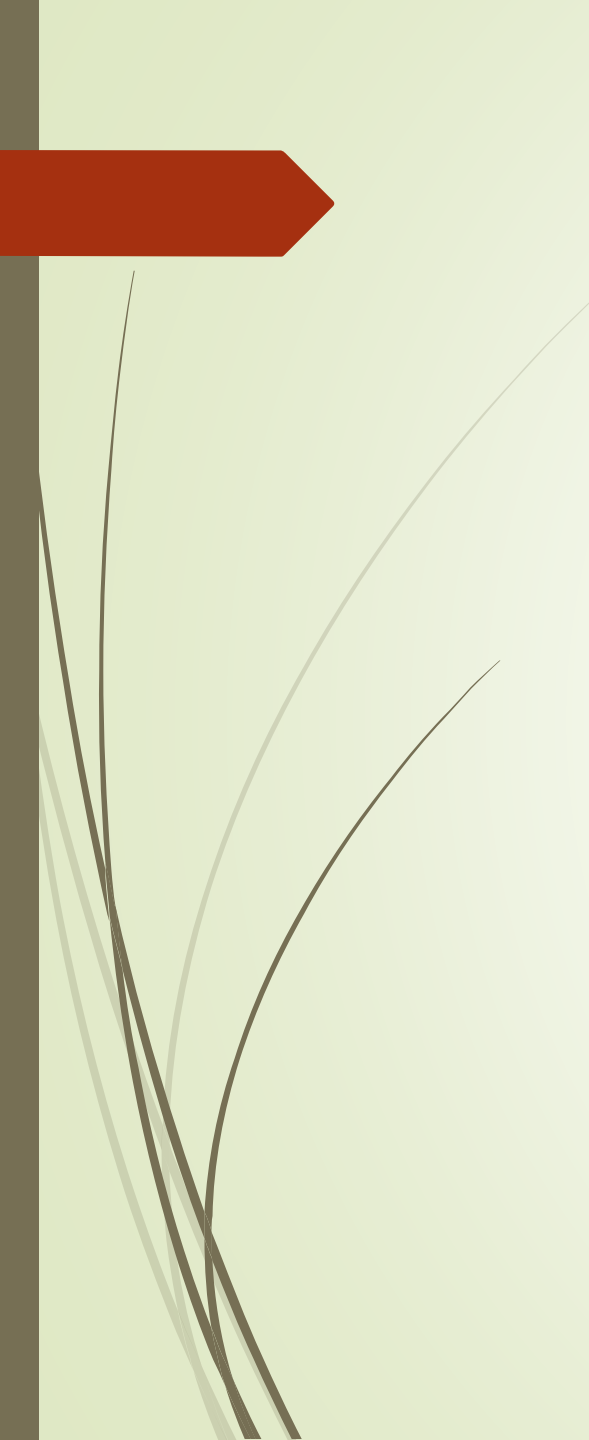
Inside the School



Equity Model

Inside the School





“ Leaders who do not act dialogically, but insist on imposing their decisions, do not organize the people--they manipulate them. They do not liberate, nor are they liberated: they oppress.”

— Paulo Freire, **Pedagogy of the Oppressed**



Strong communities produce strong schools.

Strong schools produce strong communities