

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

REGULAR MEETING ORDER OF BUSINESS

333 South Beaudry Avenue, Board Room
1 p.m., Tuesday, February 9, 2021

Board Members may participate by telephone or teleconference
as allowed by California Executive Order N – 25 – 2
which suspends specific provisions of the Open Meeting Laws.

Roll Call

Pledge of Allegiance

Board President's Reports

Labor Partners

Student Voices

Superintendent's Reports

Distance Learning Update

2021-22 Instructional Calendar

Public Speaking

Public Comment

There will be a new process for addressing the Board at this meeting.

There will be no speakers or visitors allowed into the Board Room due to adherence to the Stay At Home directives.

Speakers must sign up in advance using the website.

Individuals wishing to address the Board can sign up to specific items for action on this agenda using the Speaker Sign Up website: <https://boardmeeting.lausd.net/speakers>

The website will be open 24 hours before the meeting, at 1 p.m., Monday, February 8. Each item will allow for 7 speakers.

This is a Regular Board Meeting. The Board of Education encourages public comment on the items for action on this agenda and all issues related to the school district. You may sign up to speak on line and call in during the meeting but please consider using our alternative methods. Commenters can email all Board Members at boardmembers@lausd.net, or use the US Mail at 333 S. Beaudry Ave., Los Angeles, CA 90017, or leave a phone message at (213) 443-4472, or fax (213) 241-8953. Items received by 1 p.m. on Monday, February 8, 2021 will be distributed to all Board Members. Speakers to issues that are not one of the items on this agenda will need to sign up as Public Comment speakers. These speakers will be called on by name at the beginning of the meeting. There will be up to 15 Public Comment speakers to issues not on the agenda.

Speakers who have signed up on the Speaker Sign Up website for this meeting must:

1. Call 1-669-900-6833 and enter Meeting ID **810 1988 0157** at the beginning of the meeting.
2. Press #, and then # again when prompted for the Participant ID.
3. Remain on hold until it is your turn to speak. You can watch the meeting on the live video stream until your item comes before the Board. [Live Video Stream](http://lausd.granicus.com/MediaPlayer.php?publish_id=18) (http://lausd.granicus.com/MediaPlayer.php?publish_id=18)
4. Callers will be identified based on their phone number. You will need to call in from the same phone number entered into the sign up form on the website. Callers will need to have their phone number ID displayed and may need to adjust their phone settings.
5. Callers will know to speak when receiving the signal that their phone has been removed from hold and/or unmuted. Callers will then press *6 and be brought into the meeting.
6. You will have 3 minutes to speak.

Speakers to issues that are not one of the items on this agenda will need to use the alternative methods of contacting the Board indicated above.

Please contact the Board Secretariat at 213-241-7002 if you have any questions.

Consent Items

Items for action below assigned by the Board at the meeting to be adopted by a single vote. Any item may be pulled off of consent for further discussion by any Board Member at any time before action is taken.

New Business for Action

1. Board of Education Report No. 222 – 20/21
Office of Labor Relations
(California School Employees Association Reopening of Schools Agreement) Approval of the Sideletter between the District and the California School Employees Association regarding Unit D, which the parties have met and negotiated as required by law on the effects of going to hybrid instruction. The parties reached tentative agreement on December 9, 2020.

2. Board of Education Report No. 223
Office of Labor Relations
(SEIU, Local 99, Units B, C, F, and G Reopening of Schools Agreement) Approval of the Sideletter between the District and the Service Employees International Union regarding Units B, C, F, and G, which the parties have met and negotiated as required by law on the effects of going to hybrid instruction. The parties reached tentative agreement on December 9, 2020.

3. Board of Education Report No. 201 – 20/21
Procurement Services Division
(Procurement Actions) Recommends approval of procurement actions taken by staff for professional services, agreement amendments and purchases within the delegated authority of the Superintendent as described in Attachment A for a total amount of approximately \$53.5 million for student empowerment and leadership training, development assistance for tobacco use cessation programs, nursing program services for Licensed Vocation Nursing program, E-rate advisory consulting services, mobile broadband telecommunication services, virtual employment test proctoring services, and 7,181 procurement transactions and low value contracts. Additionally, recommends approval of professional services contracts goods and general services contracts with agreements and amendments for amounts over \$250,000 not under the delegated authority, as detailed in Attachment B, including a five year contract to provide E-Rate managed services for uninterruptable power supplies for \$25 million, a two year contract for services to motivate high achieving students to prepare for college for \$858,088, a five year contract for gym equipment for \$3.6 million, a seventeen month contract for cafeteria software maintenance for \$652,058, and 2 seventeen month contract for software support for Cisco and Aruba network equipment for \$1.7 million. Also, approval of 9 revenue contracts to provide reimbursement to the Division of Adult and Career Education related to apprenticeship programs, and an amendment to increase the capacity of a revenue contract for youth work readiness training and paid work experience with the City of Los Angeles.

4. Board of Education Report No. 157 – 20/21
Procurement Services Division - Facilities Contracts
(Facilities Contract Actions) Recommends approval of actions executed within the delegated authority of the Superintendent including the approval of the award of 4 advertised construction contracts for approximately \$17.4 million; 4 job order contract awards in the amount of \$1.4 million; 6 job order contract amendments in the amount of 8.5 million; 212 change orders for approximately \$1.9 million; the completion of 26 contracts; the award of 24 informal contracts for \$653,709; the rejection of 1 bid; the assignment and assumption of rights and delegation of duties for 2 professional task order services agreements; award of 1 goods and services contract in the amount of \$47,500; and extra services and amendments for architectural and engineering contract for \$859,135.

Additionally, awards contracts and amendments not under the delegated authority, as detailed in Attachment B, for approval of two professional and technical services capacity increases for contracts in support of the District's Drinking Water Program Phase III in the amount of \$500,000.

5. Board of Education Report No. 207
Facilities Services Division
(Amendment to the Facilities Services Division Strategic Execution Plan to Define and Approve Eleven Local District Priority and Board Member Priority Projects) Recommends approval of an amendment to the Strategic Execution Plan to define and approve 11 Local District priority and Board Member projects for a combined budget of \$1,007,120.
6. Board of Education Report No. 225 – 20/21
Facilities Services Division
(Amendment to the Facilities Services Division Strategic Execution Plan to Approve Construction Activities for Three Projects that Address Critical School Repair Needs) Recommends approval of an amendment to the Strategic Execution Plan to approve three projects that address critical school repair needs at specified schools for a total combined budget of \$18,516,101.
7. Board of Education Report No. 226 – 20/21
Office of Environmental Health & Safety
(Adoption of the Negative Declaration for the Hamilton High School Comprehensive Modernization Project) Recommends adoption of the Negative Declaration for the proposed Hamilton High School Comprehensive Modernization Project pursuant to the California Environmental Quality Act.
8. Board of Education Report No. 227 – 20/21
Facilities Services Division
(Project Approval for the Hamilton High School Comprehensive Modernization Project) Recommends project approval for the Hamilton High School Comprehensive Modernization Project at 2955 S. Robertson Blvd. in the Castle Heights neighborhood of Los Angeles with a project budget of \$257,866,948.
9. Board of Education Report No. 229 – 20/21
Facilities Services Division
(Selection of The Watts Conservatory of Music as the Preferred Proposer to Design, Fund, and Provide Programming for a Converted Music Conservatory Space at Edwin Markham Middle School, and Authorize the Negotiations and Execution of Agreements) Recommends selection of The Watts Conservatory of Music as the preferred proposer and authorization for specified District staff to negotiate and execute agreements to fund, design, construct, and provide programming for the conversion of one existing classroom into a music conservatory space at Edwin Markham Middle School.
10. Board of Education Report No. 235 – 20/21
Accounting and Disbursements Division
(Report of Cash Disbursements, Request to Reissue Expired Warrants, Donations of Money, and Report of Corporate Card Charges) Recommends approval of warrants for things such as salary payments for a total value of \$1,229,683,998.78; the reissuance of 4 expired warrants totaling \$659.09; the acceptance of 3 donations to the District totaling \$163,455.00; and and the report of charges made against funds of the District totaling \$2,737.01 from the quarter ending December 31, 2020.

11. Board of Education Report No. 220
Human Resources Division
(Routine Personnel Actions) Recommends approval of 2,154 routine personnel actions such as promotions, transfers, leaves, terminations, etc. . Additionally, authorizes District staff to send notice that senior management employees may be released from their contract positions on March 31, 2021.
12. Board of Education Report No. 230 – 20/21
Human Resources Division
(Non-Routine Personnel Actions) Recommends the demotion of one classified employee.
13. Board of Education Report No. 221 – 20/21 **NOT ON CONSENT**
Human Resources Division
(Provisional Internship Permits) Recommends approval of the continuing employment of 1 teacher who is employed under the Provisional Internship Permit requirements, allowing the District to continue to staff subject field shortage classrooms.
14. Board of Education Report No. 232 – 20/21
Division of Adult and Career Education
(Division of Adult and Career Education Grant Award) Recommends acceptance of the 2020-21 Strengthening Career Technical Education Act (Perkins V) grant award in the amount of \$1,329,374 to strengthen and enhance the Career Technical Education programs.
15. Board of Education Report No. 234 – 20/21
Division of Instruction
Office of the Chief Strategy Officer
(Revise Policy on the Release of Student Directory Information) Recommends updating the current District policy regarding the release of student directory information to add the City of Los Angeles Housing and Community Investment Department as an authorized recipient of specified directory information.
16. Board of Education Report No. 239 – 20/21
Office of Government Relations
(Legislative Priorities for 2021) Recommends authorization for District staff to sponsor, support and advocate for specific legislation and regulations in the 2021 State Legislative session.

Board Member Resolutions for Action

17. Dr. McKenna - Strategic Priorities for Elevating and Advancing Black Student Success (Res-011-20/21) (Noticed December 8, 2020)

Whereas, The most widely accepted measure of school and student “success” is the student “proficiency” scores on standardized tests primarily focused on reading, writing and mathematics skills;

Whereas, Black students have consistently had the lowest level of proficiency in English Language Arts (ELA) and Math on State-wide testing;

Whereas, The Distance Learning Update presented to the Committee of the Whole on November 17, 2020 indicates that in 8th grade math, 52 percent of Black students are currently earning D and F grades during distance learning;

~~Whereas, The Los Angeles Unified School District has been directed by the California Department of Education to take corrective action because of the overrepresentation of Black students in referrals to special education and for disciplinary action;~~

Whereas, The California Department of Education (CDE) found the Los Angeles Unified School District to be significantly disproportionate for (a) the identification of Black students with an eligibility of emotional disturbance and, (b) the suspension of Black students with disabilities, and the District was required to submit an improvement plan to the CDE by December 15, 2020 and reserve 15 percent of its individuals with Disabilities Education Act (IDEA) funds for the coordination and implementation of Coordinated Early Intervening Services (CEIS);

Whereas, The attention of racially motivated crimes has caused many elected officials, public agencies, corporations, national brands, and organizations to issue statements, adjust operating practices, and make strategic investments in local communities to underscore the declarative statement that “Black lives matter”;

Whereas, The current climate of racial unrest has amplified the importance for educators to embrace anti-racist and anti-Black practices in school curricula and operating practices;

Whereas, The District’s community of schools and civic partnerships support our students’ in and out of classroom needs;

Whereas, On April 23, 2019, the Governing Board of the Los Angeles Unified School District unanimously adopted the resolution Making Good on Los Angeles Unified School District’s Commitment to All Students: Maximizing the Talents and Gifts of Black Students by Putting Equity into Action (Res-025-18/19);

Whereas, In September 2019 the District launched the Humanizing Education for Equitable Transformation (HEET) Community Schools Plan, a comprehensive, research-based, equity-focused plan to achieve parity for 16 low-performing schools (3 high, 2 middle and 11 elementary schools) in Local District West;

Whereas, School districts serving the largest populations of Black students from low income families receive 13 percent less local funding per student; and

Whereas, The opportunity and access gaps that many students are experiencing via distance learning have accelerated the need to take urgent actions to address the needs of our most vulnerable student body members; now, therefore, be it

Resolved, That the Governing Board of the Los Angeles Unified School District directs the Superintendent to reaffirm the commitment to fully implement and fund Making Good on Los Angeles Unified School District's Commitment to All Students: Maximizing the Talents and Gifts of Black Students by Putting Equity into Action (Res-025-18/19);

Resolved further, That the Board directs the Superintendent to prepare a status report on the implementation and any funds associated with said implementation of Resolution Number 025-18/19;

Resolved further, That the Board directs the Superintendent to allocate funding to achieve full time staffing, based on student needs and to accelerate academic achievement, at the targeted 16 Humanizing Education for Equitable Transformation (HEET) schools for positions inclusive of:

- School Nurses;
- School Librarians;
- Community School Coordinators;
- Assistant Principal;
- Restorative Justice Counselor;
- Two (2) Parent Representatives per school;
- Academic Counselor with a 1:250 student ratio;
- College Counselors;
- Off-Norm Counselors (secondary);
- Math and Literacy Coaches;
- Academic English Mastery Program (AEMP) Coordinators;
- Psychiatric Social Workers/Pupil Services Workers/School Psychologists; and
- Special Education Instructional Specialist (where more than 4 SPED classes are on campus);

Resolved further, That the Superintendent direct funds to provide HEET Schools five additional days of professional development before school starts;

Resolved further, That the Superintendent direct funds to expand the Academic English Mastery Program by the Access, Equity and Acceleration unit to support the needs of Standard English Learners, including Black students;

Resolved further, That the Superintendent direct funds to provide one off-norm teacher at each elementary school and two at each secondary school within the HEET Network; and, be it finally

Resolved, That the Superintendent assign school-based Community School Coordinators to work with the Community of Schools Administrators (COSA) in collaborative teams to ensure alignment and continuity of resources.

18. Dr. McKenna – Celebration of Black History Month 2021 (Res-012-20/21)
(Waiver of Board Rule 72)

Whereas, Black History Month, or National African American History Month, is an annual celebration of achievements by Black Americans and a time for recognizing the central role of African Americans in United States history;

Whereas, Carter G. Woodson, a Harvard trained historian, like W.E.B. DuBois before him, believed that truth would not be denied and that reason would prevail over prejudice, and as a result announced “Negro History Week” in 1925 to raise awareness of the contributions of African Americans;

Whereas, It is commonly stated that Carter G. Woodson selected February as the month to host “Negro History Week” because it encompasses the birthdays of two great Americans who played a prominent role in shaping black history, namely Abraham Lincoln and Frederick Douglass, whose birthdays are February 12th and 14th respectively;

Whereas, Carter G. Woodson believed that history was created by great people and not simply great men; he envisioned the study and celebration of Black people as a race, not simply as the producers of great men and emphasized the contributions of countless Black men and women who contributed to the advancement of human civilization;

Whereas, Since 1976, the commemoration was extended from a week-long event to the entire month of February;

Whereas, Every United States President has officially designated the month of February as Black History Month and other countries around the world, including Canada and the United Kingdom, also devote a month to celebrating Black history;

Whereas, The legacy of Carter G. Woodson lives on in the continued work of the Association for the Study of African American Life and History (ASALH), an organization now in its 105th Year;

Whereas, The 2021 theme for Black History Month established by the ASALH is “The Black Family: Representation, Identity and Diversity;”

Whereas, The Black family has been a topic of study in many disciplines—history, literature, the visual arts and film studies, sociology, anthropology, and social policy thus making it a unifying theme for celebration in 2021;

Whereas, While the role of the Black family has been described by some as a microcosm of the entire race, its complexity as the “foundation” of African American life and history can be seen in numerous debates over how to represent its meaning and typicality from a historical perspective—as enslaved or free, as patriarchal or matriarchal/matrifocal, as single-headed or dual-headed household, as extended or nuclear, as fictive kin or blood lineage, as legal or self-defined, and as Black or interracial, etc.;

Whereas, The Black family offers a rich tapestry of images for exploring the African American past and present;

Whereas, The representation, identity, and diversity of Black people have been revered, stereotyped, and vilified from the days of enslavement to our own time;

Whereas, Black people continually remain optimistic and confident about the path ahead while leading the courageous, yet hard fought fights for the rights, liberties, and freedoms that many marginalized communities are now beneficiaries; and

Whereas, Our democracy's founding ideals were false when they were written, but Black Americans have continuously fought to make them true; now, therefore, be it

Resolved, That the Governing Board of the Los Angeles Unified School District recognizes February as National Black History Month;

Resolved further, That the Board acknowledges that all people of the United States are beneficiaries of the wealth of history given to all by Black Culture, Black Inventors, Black Artists, Black Artisans, Black Advocacy Black Leaders, and Black Civic Engagement;

Resolved further, That the Board direct the superintendent to convene a committee or working group to identify strategies and tactics to align resources targeted toward championing anti-racist educational practices and closing the gap of academic achievement outcomes for Black Students, and, be it finally

Resolved, That the Superintendent will work with educators, librarians, all the schools of the District, and our wider community to recognize and celebrate this month with culturally relevant and appropriate curriculum, programs, ceremonies, and activities that generate in-depth discussion of the complex factual history of the United States and the legacy of Black Americans.

19. Ms. Goldberg, Ms. Gonez - Creating New School Gardens and Campus and Community-Shared Green Spaces to Provide Outdoor Learning Opportunities and Create Sustainable and Healthy Environments (Res 042-19/20) (Noticed March 10, 2020)

Whereas, The 2019 Collective Bargaining Agreement between the District and the United Teachers Los Angeles (UTLA) included the creation of a Green Space Task Force consisting of UTLA, the Los Angeles Unified School District and the City of Los Angeles (City);

Whereas, Approximately four out of ten Angelenos do not live within walking distance of a park or open space and residents in low income communities generally have less access to open space and suffer from poorer health outcomes;

Whereas, Green space has been demonstrated to enrich student health and enhance school curriculum;

Whereas, The District is committed to sustainability by placing a high priority on creating campus green spaces that enhance students' learning environment, combat the negative effects of climate change, lessen the urban heat island, reduce stormwater run-off and capture rainwater, and improve air quality;

Whereas, Projects at Eagle Rock Elementary School, Victory Elementary School, Saturn Elementary School, Walnut Park Elementary School and Fremont High School, are examples of projects that were made possible through partnerships with nonprofit organizations and local public agencies;

Whereas, The District is investing in campus greening through various Bond Program initiatives, including the Sustainable Environment Enhancement Developments for Schools (SEEDS) program, the Early Education Center Outdoor Classroom Projects, Portable Removal projects, Paving Replacement projects, and Campus Major Modernization projects, with numerous projects in planning, construction, and completed;

Whereas, The District is currently working with more than 20 partnership organizations to fund and provide community access to the District's green spaces in an effort to leverage City, State and Federal funding programs, or leverage our partnerships to maximize funding;

Whereas, The City has a goal to increase the number of residents who have access to a park within a half of mile of their residence, and has partnered with the District in creating Community School Parks (CSP), where the outdoor play areas at schools are open to the community during non-school hours for periods of recreational use;

Whereas, The City, in partnership with the District, initiated the Community School Parks program in 2018 at 75th Street Elementary School, Cahuenga Elementary School, Harvard Elementary School, and Leo Politi Elementary School;

Whereas, The City has a goal of expanding its CSP Program from four schools to thirty schools in three years, and is working with the District to identify potential school sites that are in 1) park deficient areas; 2) located in disadvantaged communities, and 3) lack green space and tree canopy coverage on/and around school play yard;

Whereas, The Portable Removal Program (PRP) is a bond funded program to remove used and unneeded portable buildings and restore outdoor play areas and or parking;

Whereas, District staff has proposed to consolidate current Bond Program funding associated with portable building programs, to make available \$8.2 Million to support future projects related to portable relocation and removal; and

Whereas, New green spaces can be created through the removal of portables as part a PRP project which may include all or some of the following: disconnecting associated site utilities, demolition/removing the portable building, restoring the areas under removed portable building, new asphalt, cool coating, decomposed granite, and concrete curb to make area "garden ready", greening and or installation of sustainable features; now, therefore, be it

Resolved, That the ~~Governing Board of the~~ Los Angeles Unified School District, in collaboration with the Green Space Task Force and school site staff, maximize to the extent feasible the creation of new green spaces, through the execution of portable removal and site restoration projects funded by ~~the proposed \$8.2 million Portable Building programs~~ in Bond Program funding associated with portable building programs, prioritizing schools in areas of very high and high park need, based on the Trust for Public Land's analysis of public park access within a 10-minute walk;

Resolved further, That the District work to identify additional funds available through recently passed local and state bond measures, federal stimulus money, and other sources that could be used to further expand the creation of new green spaces over and above the \$8.2 million in Bond Program funding associated with portable building programs, prioritizing schools in areas of very high and high park need;

Resolved further, That ~~Leverage bond-funded~~ the \$8.2 million in Bond Program funding and any additional identified funds be directed toward programs and projects such as Sustainable Environment Enhancement Developments for Schools (SEEDS), Early Education Center Outdoor Classroom, Portable Removal and Paving Replacement, ~~and~~ Campus Major Modernization projects, ~~as potential sites for~~ Community School Parks, and ~~or~~ other joint-ventures with local governments and public agencies that aim to broaden community access to green spaces and active green play areas;

Resolved further, That the ~~District~~ Facilities Services Division work with the City of Los Angeles, the County of Los Angeles and other municipalities that comprise the District (including, but not limited to, the cities of San Fernando, Carson, and Southgate) to identify school sites for Community School Parks and other joint-use initiatives that include green spaces which encourage active play, especially for girls; ~~and, be it finally~~

Resolved further, That the Green Space Task Force continue to collaborate to identify funding opportunities, including grant funding programs to support playground improvements and greening initiatives, active play green spaces, and partnerships that share maintenance costs and responsibilities in addition to external funding sources to pay for long-term maintenance; and, be it finally

Resolved, That the Green Space Task Force shall report back to the Governing Board of the Los Angeles Unified School District as to progress and challenges within 60 days and then twice a year thereafter.

Board Member Resolutions for Initial Announcement

20. Ms. Ortiz Franklin - Improving Racial Equity in College Readiness through Mastery-Based Learning and Equitable Grading (Res-013-20/21) (For Action February 23, 2021)

Whereas, Los Angeles Unified School District is committed to preparing all students to graduate with the academic, social and emotional skills necessary to thrive in post-secondary education including successful completion of A-G requirements;

Whereas, Nationwide, distance learning has exacerbated previously existing inequities in access to supportive learning environments and academic outcomes, particularly for Black, Latinx, Filipino and Indigenous students, emergent bilingual speakers, students with disabilities, foster youth and students experiencing homelessness;

Whereas, Learning environments are currently impacted by layers of personal and professional challenges to students, families, educators and school staff caused by both the global pandemic and historic, institutionalized racism, including, but not limited to, illness, death, stress, fear, anxiety, housing insecurity, unemployment, and absenteeism;

Whereas, The District has taken responsive, though tardily communicated, steps to support our students during COVID-19 and physical school closures, including no Fails in Spring 2020 and encouraged extensions of incompletes for Fall 2020, indicating a need to revisit the established grading policies and communicate clear, consistent expectations;

Whereas, Nationwide, school districts are revisiting grading practices and social-emotional supports to respond to the shifting learning context as a result of distance learning and the ways in which traditional grading contributes to inequitable outcomes for historically marginalized students;

Whereas, Research indicates that traditional, behavior-oriented grading systems stifle growth mindsets, hide meaningful information and provide misleading information, invite conscious and unconscious biases, demotivate and disempower both students and educators;

Whereas, The District's Fall 2020 15-week report card showed double digit increases over the previous year in the number of D's and F's for high-need students including Black and Latinx students, English learners, students with disabilities, foster youth and students experiencing homelessness;

Whereas, As of January 2021, 42 percent of District high school students are on-track for A-G UC/CSU eligibility, 28 percent of the class of 2021 is five or more classes off track, and both indicators demonstrate gaps across student groups based on race, language, disability, and whether students are foster youth or experiencing homelessness;

Whereas, The Governing Board of the Los Angeles Unified School District supports District educators in the use of grading and feedback practices that reflect standards-based proficiency and student learning, clearly communicating with students and families the distinct expectations of academics, work habits and cooperation marks;

Whereas, Mastery Learning and Grading is a growth mindset approach to teaching and learning, based on the expectation that everyone can learn when provided with the right conditions and support, and a wealth of academic literature and research supports the importance and effectiveness of implementing a mastery-based approach to teaching as a more accurate reflection of student learning and growth;

Whereas, The District currently has over 1,800 certified educators and 130 certified facilitators in Mastery Learning and Grading, waiting lists for professional development opportunities, and multiple courses for independent study on Schoology;

Whereas, Becoming proficient in mastery-based learning and grading is a learning process for educators, families and students, and implementation must reflect and respect the learning of individuals and school communities; and

Whereas, The District's secondary grading policies have not been revised since 2012 (homework and make-up work) and 2005 (marking practices and procedures); now, therefore, be it

Resolved, That the Governing Board of the Los Angeles Unified School District commits to achieving racial equity in college readiness for all students and recognizes that replacing inequitable grading policies with a supportive approach to mastery-based learning and grading is one important step towards doing so;

Resolved further, That the Board directs the Superintendent to develop a comprehensive and multi-year plan by December 2022, based on recommendations from the Equitable Grading Advisory Group (described below), to transition the District to mastery-based learning and grading practices, including all requisite supports necessary for universal and differentiated implementation;

Resolved further, That the Board directs the Superintendent to establish an Equitable Grading Advisory Group, chaired by the Division of Instruction, to advise the Superintendent on the creation and implementation of a District-wide comprehensive equitable grading plan and to present progress to the Board quarterly, beginning in May 2021 and ending in May 2024. The Equitable Grading Advisory Group shall:

- Consist of 20-30 diverse representatives who are teachers, counselors, administrators, parents, students, and others with expertise and/or an important perspective on grading policies, as determined by the Division of Instruction;
- Review current and relevant research, articles and tools, including the District's Mastery Learning & Grading_Elementary Rubric, Secondary Rubric, and Implementation Rubric;
- Analyze quantitative and qualitative data, including at least A-G C+ on-track by student group, alignment of grades and performance on SBAC and other assessments, and key questions from the School Experience Survey;
- Seek additional input from relevant stakeholders, beginning with educators who have participated in Mastery Learning and Grading professional development;
- Develop recommendations for District-wide multi-year SMARTE (specific, measurable, ambitious, realistic, time-bound and equitable) goals and strategies towards equitable grading;
- Provide recommendations to the Superintendent on the revisions of the secondary marking practices and procedures policy, so as to reflect the current research and best practices for equitable grading;
- Consider options and approaches for providing educators the ability to choose and use multiple assessments for grade-level learning targets across all disciplines that are easily accessible and understandable;

Resolved further, That the Board directs the Superintendent to update District plans and systems to reflect the Board's commitment by May 2021:

- Articulate a vision for racial equity in college readiness in the 2021-22 Local Control Accountability Plan (LCAP) and District budget, aligned to student outcome goals and supported by strategic approaches, including mastery learning and grading;
- Provide universal access to and awareness of differentiated professional learning opportunities to build educator's background knowledge about the inequitable impact of traditional grading and the research-based best practices to shift to mastery-based learning and grading;
- Communicate supports and resources currently available for educators to progressively incorporate equity-based grading practices, prioritizing practices that support students during distance learning, such as:

- Providing flexible due dates and avoiding grading practices that reduce an academic grade because of behavior or attendance
- Providing opportunities for revision and reassessment, ideally using the most recent or highest scores that reflect current and true academic performance rather than an averaging of scores that may reflect learning still in progress
- Limiting the weight of practice assignments (e.g. homework and classwork) in a student’s final academic grade
- Documenting intervention and collaborative supports, including communication with students and their families, provided before issuing any Fails on final report cards
- Invest in necessary upgrades to the Gradebook in Schoology, the District’s Learning Management System, to give teachers the necessary tools and resources to implement mastery-based grading (including refining grading comments to incorporate standards-based feedback and progress).

21. Ms. Goldberg, Mr. Melvoin – Critical Media Literacy (Res-015-20/21) (For Action March 9, 2021)

Whereas, Ever since President Reagan ended “equal time” in news reporting, people have been able to hear/see news reported from only one point of view;

Whereas, Over 70 million people believed that former President Trump was re-elected by a “landslide”, and the election was stolen from him by fraud;

Whereas, The misinformation spread by social media and one-sided press helped make the January 6th Insurrection at our nation’s Capitol a reality;

Whereas, Instagram, Facebook and Twitter are used by millions of people including many school-aged youth, many of whom use social media as their sole source of news and information; and

Whereas, The Los Angeles Unified School District has no regularly scheduled instruction for students on how to critically understand what is fact and what is fiction and fantasy; now, therefore be it

Resolved, That the Governing Board of the Los Angeles Unified School District directs the Superintendent to ask the Division of Instruction to develop a plan for teaching Critical Media Literacy at all grade levels (1-12);

Resolved further, That the Division of Instruction will bring to the Board in 90 days, what can be done to begin implementing Critical Media Literacy instruction for the 2021-2022 school year;

Resolved further, That the proposed plan will include the number of minutes, the courses this will be added to, and where content and professional development might come from;

Resolved further, That a Critical Media Literacy Campaign, comprised of teachers and 12th grade students, be informally conducted this semester to discuss and informally submit to the Division of Instruction ideas and best practices for a future Critical Media Literacy instruction program; and, be it finally

Resolved, That a fully realized proposal for Critical Media Literacy, including all of the above, be brought to the Board for consideration in enough time to act on it before the opening of the 2021-2022 school year.

Miscellaneous Business

Correspondence and Petitions

22. Report of Correspondence (ROC-007-20/21)

Minutes for Board Approval (Min-004-20/21)

23. October 15, 2019, Special Closed Session, 9:45 a.m.
February 18, 2020, Regular Closed Session, 10:00 a.m.
November 24, 2020, Special Board Meeting, 9:00 a.m.

Public Hearings

24. Resolution of Intention to Dedicate Easements to the Southern California Edison at Legacy High School (032-20/21)

Announcements

Adjournment

Please note that the Board of Education may consider at this meeting any item referred from a Board Meeting 5 calendar days prior to this meeting (Education Code 54954.2(b)(3)). The Board of Education may also refer any item on this Order of Business for the consideration of a committee or meeting of the Board of Education, which meets on the Thursday immediately after this meeting.

Requests for disability related modifications or accommodations shall be made 24 hours prior to the meeting to the Board Secretariat in person or by calling (213) 241-7002.

Individuals wishing to speak at a Board meeting must sign up at the meeting. There will be no sign ups in advance of the meeting. Speakers must sign up prior to the item being acted upon by the Board. Speakers should plan to arrive early as items with no speakers may be acted on at the beginning of the meeting.

If you or your organization is seeking to influence an agreement, policy, site selection or any other LAUSD decision, registration may be required under the District's Lobbying Disclosure Code. Please visit <http://ethics.lausd.net/> to determine if you need to register or call (213) 241-3330.

Materials related to an item on this Order of Business distributed to the Board of Education are available for public inspection at the Security Desk on the first floor of the Administrative Headquarters, and at:
<http://laschoolboard.org/02-09-21RegBd>

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