

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

REGULAR MEETING MINUTES
333 South Beaudry Avenue, Board Room
1 p.m., Tuesday, April 10, 2018

The Board of Education of the City of Los Angeles, acting as the Governing Board of the Los Angeles Unified School District, met in regular session on Tuesday, April 10, 2018, at the Los Angeles City Board of Education Administrative Offices, Board Room, 333 South Beaudry Avenue, Los Angeles, California.

Board President Mónica García called the meeting to order at 1:07 p.m.

The following Board Members were present: Ms. Kelly Gonez, Dr. George McKenna, III, Mr. Nick Melvoin, Dr. Ref Rodriguez, Mr. Scott Schmerelson, Dr. Richard Vladovic and Board President Mónica García.

Student Board Member Mr. Benjamin Holtzman was present.

Associate Superintendent Vivian Ekchian was present.

Mr. Holtzman led the Pledge of Allegiance.

STUDENT VOICES

BOARD DISTRICT 1 – BOYS ACADEMIC LEADERSHIP ACADEMY

Dr. McKenna welcomed the Boys Academic Leadership Academy to the Board meeting.

Mr. Donald Moorer, Principal, and sixth grade students, Mr. Jaden Epps, Mr. Nicolas Primus, and Mr. Andrew Cawley introduced themselves and spoke briefly about the school.

The boys concluded their presentation by reciting the poem Invictus by William Ernest Henley.

Remarks were heard from Dr. McKenna and Superintendent Ekchian.

SUPERINTENDENT'S REPORTS

SPECIAL EDUCATION UPDATE: AUTISM, AWARENESS, ACCEPTANCE, EMPOWERMENT

Introductory remarks were heard from Superintendent Ekchian.

Ms. Beth Kauffman, Associate Superintendent, Division of Special Education, began her presentation defining Autism Spectrum Disorder (ASD) as a range of conditions characterized by challenges in social communication and interaction and restrictive and repetitive behaviors. Ms. Kauffman reviewed data related to identification, enrollment, demographics, curriculum, educational setting, and behavior intervention implementation service for students with ASD.

Ms. Marie Bennett, Parent and Autism Support Teacher, stated that students with autism benefit from visual supports and structured learning environments combined with a concentration on social communication, social emotional learning, and executive functioning and behavior. She also discussed the various program supports available for students with ASD.

The Academy of Integrated Arts and Technology at Portola Middle School (AIAT), a program which serves gifted and twice exceptional (GATE) students, was highlighted. Dr. Stephanie McClay, Director, Local District Northwest, provided an overview. AIAT is a pilot college preparatory program designed to serve the needs of District GATE identified students who are often sent to non-public and private school settings. Dr. McClay discussed the program's staffing, supports, and design.

Eighth grade student, Mr. Jonathan Chua, and his parents, Mr. Jerome Chua and Dr. Angelica Ang, shared their experiences at AIAT.

Remarks were heard from Board Members and Mr. Holtzman.

Ms. Lisa Kendrick, Director of Instruction, responded to questions from Ms. Gonez regarding autism support teachers.

Remarks were heard from Superintendent Ekchian.

CONSENT ITEMS

Items for action below to be adopted by a single vote:

NEW BUSINESS FOR ACTION:

BOARD OF EDUCATION REPORT NO. 389-17/18

Report of Cash Disbursements, Request to Reissue Expired Warrants, and Donations of Money

BOARD OF EDUCATION REPORT NO. 365-17/18

Routine Personnel Actions

BOARD OF EDUCATION REPORT NO. 350-17/18

Enroll in Southern California Edison's Charge Ready Program and Execute Agreements for the Installation, Operation, and Maintenance of Electric Vehicle Charging Infrastructure and Stations at Four School Sites

BOARD OF EDUCATION REPORT NO. 351-17/18

Resolution of Intention to Dedicate an Easement at James A. Garfield High School

BOARD OF EDUCATION REPORT NO. 352-17/18

Resolution of Intention to Dedicate an Easement at Maywood Academy High School

BOARD OF EDUCATION REPORT NO. 353-17/18

Resolution of Intention to Dedicate an Easement at South Gate High School

BOARD OF EDUCATION REPORT NO. 354-17/18

Resolution of Intention to Dedicate an Easement at South East High School

BOARD OF EDUCATION REPORT NO. 370-17/18
Resolution to Exempt the Proposed North Hollywood High School Comprehensive Modernization Project from Local Land Use Regulations under California Government Code Section 53094(b)

BOARD OF EDUCATION REPORT NO. 371-17/18
Mitigated Negative Declaration for the North Hollywood High School Comprehensive Modernization Project

BOARD OF EDUCATION REPORT NO. 372-17/18
Project Approval of the North Hollywood High School Comprehensive Modernization Project

BOARD OF EDUCATION REPORT NO. 382-17/18
Amendment to the Facilities Services Division Strategic Execution Plan to Define and Approve a Project to Address Fire Damages in the Kindergarten Building at Coliseum Elementary School

BOARD OF EDUCATION REPPORT NO. 383-17/18
Amendment to the Facilities Services Division Strategic Execution Plan to Define and Approve 15 Board Member Priority and Local District Priority Projects

BOARD OF EDUCATION REPORT NO. 384-17/18
Amendment to the Facilities Services Division Strategic Execution Plan to Define and Approve the University Pathways Public Service Academy Upgrade Project at Charles Drew Middle School

BOARD OF EDUCATION REPORT NO. 385-17/18
Amendment to the Facilities Services Division Strategic Execution Plan to Define and Approve the University Pathways Medical Magnet Academy Upgrade Project at Gompers Middle School

BOARD OF EDUCATION REPORT NO. 387-17/18
Tobacco Use and Prevention Education (TUPE) Cohort K Grant

BOARD OF EDUCATION REPORT NO. 391-17/18
Tobacco Use and Prevention Education (TUPE) Cohort L Grant

BOARD OF EDUCATION REPORT NO. 390-17/18
Merger of the Dr. Julian Nava Learning Academy School of Arts and Culture (JNLAAC) and Dr. Julian Nava Learning Academy School of Business and Technology (JNLABT) for the 2018-19 School Year

BOARD OF EDUCATION BOARD REPORT NO. 396-17/18
A More Perfect Union (AMPU) Grant

BOARD MEMBER RESOLUTIONS FOR ACTION:

Dr. Vladovic, Dr. Rodriguez, Mr. Schmerelson, Ms. Gonez – National Autism Awareness Month (Res-031-17/18) (Noticed March 13, 2018)

Whereas, Recognizing April as National Autism Awareness Month began in the United States in the 1970's to draw attention to the challenges faced by the community of individuals with autism;

Whereas, April 2nd is observed internationally as World Autism Awareness Day;

Whereas, There is no cure for autism, and one in every 110 children in America are diagnosed on the autism spectrum;

Whereas, Participation and observance in National Autism Awareness Month helps to promote awareness through education on the needs of this community;

Whereas, The Los Angeles Unified School District Division of Special Education, through its services and transition programs, provides support to all students with disabilities, and assists students with the help they need to transition from high school to post-secondary life; and

Whereas, The District celebrates the community of individuals with autism and their unique characteristics and contributions to the makeup of the District, now, therefore, be it

Resolved, That the Governing Board of the Los Angeles Unified School District hereby declares April 2018 as National Autism Awareness Month and directs the Superintendent to make the necessary directives to ensure all proper activities are undertaken to promote autism awareness and education throughout the District.

RESOLUTIONS REQUESTED BY THE SUPERINTENDENT:

Reappointment of Member to the School Construction Bond Citizens' Oversight Committee (Sup Res 009-17/18)

Resolved, That the Governing Board of the Los Angeles Unified School District ratifies the reappointment of Mr. Greg Good, representing the Los Angeles Mayor's Office, as Member to the School Construction Bond Citizens' Oversight Committee for a two-year term commencing April 12, 2018. The Board has determined that Mr. Good is not an employee, official, vendor, contractor, or consultant of the District.

CORRESPONDENCE AND PETITIONS:

Report of Correspondence (069-17/18)

Ms. Gonez moved that the Consent Items be adopted. Dr. Rodriguez seconded the motion.

Remarks were heard from Dr. Vladovic regarding donations.

Mr. Mark Hovatter, Chief Facilities Executive, responded to questions from Dr. Vladovic and Dr. Rodriguez regarding the District's relationship with Southern California Edison, project locations, and the impact of electric vehicle charging stations on schools.

Remarks were heard from Dr. Rodriguez regarding standards for modernization, equity, and costs.

Remarks were heard from Mr. Schmerelson regarding the number of completed modernization projects.

Remarks were heard from Ms. Gonez regarding the prioritization of projects.

Dr. Vladovic requested more information regarding the curriculum and selection process for the AMPU grant.

The following speakers addressed the Board on Consent Items:

Ms. Kate Dove, California Charter Schools Association (CCSA), on National Autism Awareness Month (Res-031-17/18)

Mr. Enrique Duarte, Student, on National Autism Awareness Month (Res-031-17/18)

Ms. Lisette Duarte, Parent, on National Autism Awareness Month (Res-031-17/18)

Remarks were heard from Dr. Vladovic regarding supports for students with autism and early intervention.

Remarks were heard from Dr. Rodriguez regarding partnerships.

Following the speakers, the Consent Items were adopted by general consent.

Mr. Holtzman recorded an advisory vote of aye.

NEW BUSINESS FOR ACTION

BOARD OF EDUCATION REPORT NO. 334-17/18 Procurement Actions

Mr. Melvoin moved that the report be adopted. Ms. Gonez seconded the motion.

Mr. Ryan Solchenberger, Director, Transportation Services Division, responded to questions from Mr. Melvoin regarding student transportation contracts and the use of bond funds.

Remarks were heard from Mr. Melvoin regarding advertising District schools and programs on school buses.

Remarks were heard from Dr. Vladovic regarding the cleanliness of buses.

Mr. Solchenberger and Mr. Jefferson Crain, Executive Officer of the Board, responded to questions from Dr. Vladovic regarding the purchase of used buses.

After discussion and on roll call vote, the report was adopted, 6 ayes with Dr. Vladovic recording no votes on Contract Nos. 4400006278, 4400006279, 4400006353, 4400006354, 4400006355, 4400006356, and 4400006357 (First Student; Student Transportation of America). Dr. Rodriguez was absent.

Mr. Holtzman recorded an advisory vote of aye.

Later in the meeting, Dr. Rodriguez recorded an aye vote on the report.

President García modified the Order of Business.

BOARD MEMBER RESOLUTIONS FOR ACTION

Ms. Gonez moved the following amended version of the resolution:

Ms. Gonez, Mr. Melvoin – Achieving Excellence for All: Establishing a Framework for Continuous Improvement (Res-036-17/18) (Noticed April 3, 2018)

Whereas, The Los Angeles Unified School District is committed to improving educational outcomes for all children, in keeping with its goal of 100% graduation and all students being prepared for college, career, and life;

Whereas, The Governing Board of the Los Angeles Unified School District, as a democratically elected body, is ultimately responsible and accountable to the public for the District's success – namely, improving student learning and achievement, while also ensuring a system of high-performing schools;

Whereas, The District's portfolio of schools contains 260 magnet schools and programs, 133 dual language or bilingual programs, 150 Schools for Advanced Studies, 94 autonomous schools (48 Pilot, 24 Expanded School-Based Management Model (ESBMM), and 22 Local Initiative Schools), 44 Linked Learning pathways, 7 schools with International Baccalaureate programs, 277 charter schools (affiliated and independent), and hundreds of traditional schools – all with varying levels of student success – and there is currently no uniform tool in the District to track and compare performance across these schools;

Whereas, In order to foster a culture of continuous improvement and success, set effective policy, and identify needed supports, targeted resources, and strategies to help schools improve, the District must have a framework in place that provides a comprehensive picture of school performance based on student learning and achievement, while also considering other measures related to overall school success;

Whereas, Families have a right to know how well public schools are performing across a variety of measures (encompassed by a summative, overall ranking rating), so that they can better understand the diverse options within the District, make informed decisions when determining the best fit for their child (including via Unified Enrollment and the School Finder tools), and hold the Board accountable for student outcomes; and the District no longer provides the School Report Card, which families and communities utilized for many of these purposes; and

Whereas, A school performance framework comprised of multiple measures can enable a holistic and objective view of school performance; support continuous improvement; help identify schools for differentiated supports, strategies, and targeted resources to improve student achievement; facilitate comparisons across schools; inform charter school reauthorization and renewal decisions; and provide transparency for parents and communities; now, therefore, be it

Resolved, That the Governing Board of the Los Angeles Unified School District will establish the development and use of a Districtwide school performance framework that is holistic, reliable, accurate and consistent across all school models, as a tool to support continuous improvement at every school, inform the equitable distribution of resources to the District's highest needs schools, and ensure success for all students;

Resolved further, That the Board directs the Superintendent to convene a working group within 60 days that is comprised of representatives from all relevant stakeholder groups – including teachers, administrators, parents, labor partners, community-based and civil rights organizations, researchers, subject matter experts, and charter partners, as well as staff from the District’s Division of Instruction, Office of Data and Accountability, Charter Schools Division, Office of School Design Options, Information and Technology Division, Human Resources, Parent Services, Federal and State Education Programs Branch, Local Districts, and Board Offices – with the express goal of working collaboratively toward the development of a Districtwide school performance framework;

Resolved further, That the Board directs the Superintendent (with input from the working group and regular updates to the Board) to develop a draft recommended school performance framework within 150 days (due date may be extended if it is determined, during regular updates to the Board, that additional time is needed). The draft framework shall meet the following objectives and criteria:

Objectives

- Enables the District to identify and track the overall performance of each school annually
- Enables the District to evaluate all schools with a uniform set of measures
- Enables parents to understand and evaluate school performance for a variety of options

Criteria

- Incorporates a standard set of valid and reliable data measures (static and growth) from the academic, socio-emotional, and culture-climate domains, both school-wide and for significant subgroups, with a primary emphasis on student achievement and growth
- Includes a single, summative rating for each school, which is determined based upon performance within each (and all) of the included data measures
- Identifies schools within a clearly defined set of performance bands that differentiate performance level, and
- Is calculated on an annual basis and made available in an easy to read, accessible format and translated into multiple languages.

The anticipated draft framework shall be presented to the Board for their input before finalizing the tool; and, be it finally

Resolved, That the Board directs the Superintendent to present the final school performance framework to the Board within 180 days (cumulatively), along with a proposed implementation, communications, and community outreach plan and accompanying strategies for its rollout and use. Due date may be extended by the Board if it is determined that additional time is needed.

Mr. Melvoin seconded the motion.

The following speakers addressed the Board:

Mr. Michael Jimenez, Speak Up
Ms. Gloria Martinez, United Teachers Los Angeles (UTLA)
Ms. Anna Parks, Speak Up
Ms. Daphne Radfar, Speak Up
Ms. Tanisha Hall, Speak Up
Ms. Fidelia Muralles, Parent Revolution
Ms. Keshara Shaw, Parent Revolution
Ms. Sandy Mendoza, Families in Schools
Ms. Laura Salvador, Parent
Ms. Dominga Verduzco, Parent

Remarks were heard from Ms. Gonez and Mr. Melvoin regarding school performance, equity, recognition of best practices, achievement gaps, school supports, data, and allocation of resources.

Remarks were heard from Dr. McKenna regarding his opposition to the resolution, ranking students, expectations, resource allocation, and the need for change and improvement.

Remarks were heard from Dr. Vladovic regarding partnership with charter schools, unintended consequences of grading schools, declining enrollment, and data.

Remarks were heard from Mr. Holtzman regarding objective decision making, long range impacts, and equity.

Ms. Gonez responded to remarks from Board Members regarding ranking, the inclusion of charter schools, and implementation.

Remarks were heard from Mr. Melvoin regarding high performing schools.

Remarks were heard from Dr. Rodriguez regarding ranking. He moved that the resolution be amended to add the following bullets regarding Criteria:

- The framework will not rank or grade schools
- Schools will publicly provide plans that they will implement to address academic growth

With the consent of the resolutions mover and seconder, the amendments were accepted as friendly.

Remarks were heard from Dr. McKenna regarding philanthropy, equity and adequacy, and miseducation.

Remarks were heard from Mr. Holtzman regarding school performance.

Ms. Gonez responded to questions from Mr. Holtzman regarding the difference between ranking and rating.

Remarks were heard from Ms. García regarding choice and options.

Ms. Gonez amended the resolution to add the following language to the Objectives:

- Enable schools to track their progress, accelerate improvement and foster innovation

Remarks were heard from Superintendent Ekchian regarding the amendment.

After discussion and on roll call vote, the resolution was adopted as amended, 6 ayes, 1 no, Dr. McKenna.

Mr. Holtzman recorded an advisory vote of aye.

The final version of the resolution reads as follows:

Ms. Gonez, Mr. Melvoin – Achieving Excellence for All: Establishing a Framework for Continuous Improvement (Res-036-17/18) (Noticed April 3, 2018)

Whereas, The Los Angeles Unified School District is committed to improving educational outcomes for all children, in keeping with its goal of 100% graduation and all students being prepared for college, career, and life;

Whereas, The Governing Board of the Los Angeles Unified School District, as a democratically elected body, is ultimately responsible and accountable to the public for the District's success – namely, improving student learning and achievement, while also ensuring a system of high-performing schools;

Whereas, The District's portfolio of schools contains 260 magnet schools and programs, 133 dual language or bilingual programs, 150 Schools for Advanced Studies, 94 autonomous schools (48 Pilot, 24 Expanded School-Based Management Model (ESBMM), and 22 Local Initiative Schools), 44 Linked Learning pathways, 7 schools with International Baccalaureate programs, 277 charter schools (affiliated and independent), and hundreds of traditional schools – all with varying levels of student success – and there is currently no uniform tool in the District to track and compare performance across these schools;

Whereas, In order to foster a culture of continuous improvement and success, set effective policy, and identify needed supports, targeted resources, and strategies to help schools improve, the District must have a framework in place that provides a comprehensive picture of school performance based on student learning and achievement, while also considering other measures related to overall school success;

Whereas, Families have a right to know how well public schools are performing across a variety of measures (encompassed by a summative, overall rating), so that they can better understand the diverse options within the District, make informed decisions when determining the best fit for their child (including via Unified Enrollment and the School Finder tools), and hold the Board accountable for student outcomes; and the District no longer provides the School Report Card, which families and communities utilized for many of these purposes; and

Whereas, A school performance framework comprised of multiple measures can enable a holistic and objective view of school performance; support continuous improvement; help identify schools for differentiated supports, strategies, and targeted resources to improve student achievement; facilitate comparisons across schools; inform charter school reauthorization and renewal decisions; and provide transparency for parents and communities; now, therefore, be it

Resolved, That the Governing Board of the Los Angeles Unified School District will establish the development and use of a Districtwide school performance framework that is holistic, reliable, accurate and consistent across all school models, as a tool to support continuous improvement at every school, inform the equitable distribution of resources to the District's highest needs schools, and ensure success for all students;

Resolved further, That the Board directs the Superintendent to convene a working group within 60 days that is comprised of representatives from all relevant stakeholder groups – including teachers, administrators, parents, labor partners, community-based and civil rights organizations, researchers, subject matter experts, and charter partners, as well as staff from the District's Division of Instruction, Office of Data and Accountability, Charter Schools Division, Office of School Design Options, Information and Technology Division, Human Resources, Parent Services, Federal and State Education Programs Branch, Local Districts, and Board Offices – with the express goal of working collaboratively toward the development of a Districtwide school performance framework;

Resolved further, That the Board directs the Superintendent (with input from the working group and regular updates to the Board) to develop a draft recommended school performance framework within 150 days (due date may be extended if it is determined, during regular updates to the Board, that additional time is needed). The draft framework shall meet the following objectives and criteria:

Objectives

- Enables the District to identify and track the overall performance of each school annually
- Enables the District to evaluate all schools with a uniform set of measures
- Enables parents to understand and evaluate school performance for a variety of options
- Enable schools to track their progress, accelerate improvement and foster innovation

Criteria

- Incorporates a standard set of valid and reliable data measures (static and growth) from the academic, socio-emotional, and culture-climate domains, both school-wide and for significant subgroups, with a primary emphasis on student achievement and growth
- Includes a single, summative rating for each school, which is determined based upon performance within each (and all) of the included data measures
- Identifies schools within a clearly defined set of performance bands that differentiate performance level, and
- Is calculated on an annual basis and made available in an easy to read, accessible format and translated into multiple languages.
- The framework will not rank or grade schools
- School will publicly provide plans that they will implement to address academic growth

The anticipated draft framework shall be presented to the Board for their input before finalizing the tool; and, be it finally

Resolved, That the Board directs the Superintendent to present the final school performance framework to the Board within 180 days (cumulatively), along with a proposed implementation, communications, and community outreach plan and accompanying strategies for its rollout and use. Due date may be extended by the Board if it is determined that additional time is needed.

PUBLIC COMMENT

The following speakers addressed the Board on the subjects indicated:

Mr. Evencio Vargas, Parent	Colocation
Ms. Olga Vargas, Parent	Colocation
Ms. Giselle Reyes, Students Not Suspects	Random Searches
Ms. Vanessa Jackson, Collegiate Charter HS	Facilities
Ms. Shawna Draxton, WISH Charter	Facilities
Ms. Dorothy Hellman, KIPP LA	Facilities
Ms. Lillian Galvez, Teacher	School Safety
Mr. Nick Zanoria, Los Feliz Arts	Facilities
Mr. Bob Moore, Valley International Prep HS	Facilities
Ms. Sarah Martinez, Parent Revolution	Low Performing Schools
Ms. Erica Morales, Parent Revolution	Low Performing Schools
Ms. Ekaterina Singh, Parent Revolution	Low Performing Schools
Ms. Anita Baltazar, Parent Revolution	Low Performing Schools
Mr. David Castro, Parent	West Adams School Site Council
Ms. Jennifer Love	Dr. Rodriguez
Mr. Evencio Botello, Parent	Colocation
Ms. Rachel Greene	Student Equity Needs Index

President García resumed the Order of Business.

NEW BUSINESS FOR ACTION (continued)

BOARD OF EDUCATION REPORT NO. 346 - 17/18
Facilities Contract Actions

Mr. Melvoin moved that the report be adopted. Dr. Vladovic seconded the motion which by general consent was adopted.

Mr. Holtzman recorded an advisory vote of aye.

President García modified the Order of Business.

RESOLUTIONS REQUESTED BY THE SUPERINTENDENT

Ms. Gonez moved the following resolution:

Declaration of Need for Fully Qualified Educators Senate Bill 435 (Watson) and Senate Bill 148 (Bergeson) (Sup Res 010-17/18)

Resolved, That the Governing Board of the Los Angeles Unified School District declares that it is necessary to apply for emergency permits as additional authorizations for credentialed teachers under provisions of Education Code 44300. Such permits/authorizations allow teachers to earn Bilingual and/or Cross-Cultural Language and Academic Development (BCLAD and CLAD) certificates, Resource Specialist (RSP) certificate (for experienced special education teachers whose credentials do not specifically authorize RSP services), and teacher librarian certificates for credentialed teachers who are serving in librarian positions while completing their library media programs. The Board also declares that it may be necessary to apply for Limited Assignment Permits for credentialed special education teachers to authorize service to students with an Autism Spectrum Disorder, or when a credentialed general education teacher is assigned to teach a course in a subject outside of his/her credential area.

Mr. Melvoin seconded the motion which by general consent was adopted. Dr. Vladovic was absent.

Mr. Holtzman recorded an advisory vote of aye.

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The meeting was recessed at 5:10 p.m. and reconvened at 6:58 p.m.
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The following Board Members were present: Ms. Kelly Gonez, Dr. George McKenna, III, Mr. Nick Melvoin, Dr. Ref Rodriguez, Mr. Scott Schmerelson, Dr. Richard Vladovic and Board President Mónica García.

Student Board Member Mr. Benjamin Holtzman was absent.

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President García resumed the Order of Business.
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NEW BUSINESS FOR ACTION (continued)

BOARD OF EDUCATION REPORT NO. 366 - 17/18
Provisional Internship Permits

Mr. Melvoin moved that the report be adopted. Dr. Vladovic seconded the motion.

The following speaker addressed the Board:

Mr. David Tokofsky

Following the speaker and by general consent, the report was adopted.

Mr. Holtzman was absent.

BOARD OF EDUCATION REPORT NO. 368 - 17/18

Certification of the Final Environmental Impact Report, Adoption of the Mitigation Monitoring and Reporting Plan, Findings of Fact, and Statement of Overriding Considerations for the Huntington Park High School Comprehensive Modernization Project

This item was withdrawn.

BOARD OF EDUCATION REPORT NO. 369 - 17/18

Project Approval of the Huntington Park High School Comprehensive Modernization Project

This item was withdrawn.

BOARD MEMBER RESOLUTIONS FOR ACTION (continued)

Mr. Melvoin moved the following amended resolution:

Dr. Vladovic, Dr. Rodriguez – Protecting Our Students and School Sites (Res-032-17/18) (Noticed March 13, 2018)

Whereas, Student safety is and always should be, a critical element of the mission of the Los Angeles Unified School District;

Whereas, The District’s Strategic Plan clearly states that school safety is a top objective and that “schools must have a safe and orderly environment that is conducive to learning, where all students and staff are safe and supportive”; and

Whereas, The District must also be certain it takes steps to secure school facilities in a manner that will protect students and staff alike within the boundaries of best practices and the current fiscal outlook the District; now, therefore, be it

Resolved, That the Governing Board of the Los Angeles Unified School District directs the Superintendent to:

- As a part of the recently created task force by Res-030-17/18, conduct within 90 days of the task force’s first convening, a review of current District practices and policies with regards to secure entryways at elementary schools, including any necessary site assessments of entrances directly into main offices;
- ~~Commission within 120 days a report on establishing a timeline of~~ Implementation and construction of best practice-based secure entrances/exits, security cameras and buzzer entry access systems for elementary schools; ~~and~~
- Directs appropriate staff to complete a comprehensive assessment of the security equipment currently present at our elementary school campuses, paying specific attention to campuses with existing equipment, if said equipment meets the established best practices standards, and schools without equipment at all; and

- Direct appropriate staff within 180 days to identify and consider all options for reallocating ~~reallocate~~ current District ~~facilities bond~~ resources to fund the design and construction of secure entrances/exits, security cameras and buzzer entry access systems for elementary schools across the District based upon the task force's identified best practices methods and campus needs, modifications, and upgrades.

Ms. Gonez seconded the motion.

Remarks were heard from Mr. Melvoin and Dr. Vladovic.

The following speakers addressed the Board:

Ms. Karla Ysais

Remarks were heard from Board Members regarding safety concerns.

After discussion and by general consent, the resolution was adopted as amended.

Mr. Holtzman was absent.

The final version of the resolution reads as follows:

Whereas, Student safety is and always should be, a critical element of the mission of the Los Angeles Unified School District;

Whereas, The District's Strategic Plan clearly states that school safety is a top objective and that "schools must have a safe and orderly environment that is conducive to learning, where all students and staff are safe and supportive"; and

Whereas, The District must also be certain it takes steps to secure school facilities in a manner that will protect students and staff alike within the boundaries of best practices and the current fiscal outlook the District; now, therefore, be it

Resolved, That the Governing Board of the Los Angeles Unified School District directs the Superintendent to:

- As a part of the recently created task force by Res-030-17/18, conduct within 90 days of the task force's first convening, a review of current District practices and policies with regards to secure entryways at elementary schools, including any necessary site assessments of entrances directly into main offices;
- Implementation and construction of best practice-based secure entrances/exits, security cameras and buzzer entry access systems for elementary schools;
- Directs appropriate staff to complete a comprehensive assessment of the security equipment currently present at our elementary school campuses, paying specific attention to campuses with existing equipment, if said equipment meets the established best practices standards, and schools without equipment at all; and

- Direct appropriate staff within 180 days to identify and consider all options for reallocating current District resources to fund the design and construction of secure entrances/exits, security cameras and buzzer entry access systems for elementary schools across the District based upon the task force’s identified best practices methods and campus needs, modifications, and upgrades.

The following resolution was postponed to May 8, 2018:

Dr. Rodriguez, Dr. Vladovic – Revisiting the Policy for Charter School Authorizing and Administrative Procedures (Res-035-17/18) (Noticed April 3, 2018)

Whereas, According to the Charter Schools Act of 1992 and subsequent state legislation, charter schools are encouraged to use different and innovative teaching methods and increase learning opportunities for students, particularly those who have been traditionally underserved, while also being held accountable for achieving measurable student outcomes;

Whereas, According to the National Association of Charter School Authorizers “The purpose of charter school authorizing is to improve student achievement. A quality authorizer engages in responsible oversight of charter schools by ensuring that schools have both the autonomy to which they are entitled and the public accountability for which they are responsible.”;

Whereas, In January 2010, the Governing Board of the Los Angeles Unified School District approved Board of Education Report No. 164-09/10, Adoption of the LAUSD Policy for Charter School Authorizing, the result of more than twelve months of collaboration through public meetings of the Board and the Charters and Innovation Committee; discussions of the Charter Stakeholders Policy Taskforce; and consideration of the input of various stakeholders;

Whereas, The Policy for Charter School Authorizing called for the development and implementation of the Administrative Procedures for Charter School Authorizing, which was adopted in August 2010 (Board of Education Report No. 031-10/11), and informed by the work of a Charter Schools Collaborative, in which the Procedures state: “Transparent and consistent authorizing promotes a rigorous and respectful relationship among charter school operators, advocates and authorizers;”

Whereas, The last revision of the Policy for Charter School Authorizing was completed on February 7, 2012, and the last revision of the District’s Administrative Procedures for Charter School Authorizing was completed on September 10, 2013;

Whereas, The Policy for Charter School Authorizing “is a living document, subject to periodic review and consideration.” Furthermore, the “Board of Education may update the policy to reflect changes in law or for other purposes. In such cases, Administrative Procedures for Charter School Authorizing will also be updated to ensure conformity to amendments in the Policy for Charter School Authorizing and applicable law.”;

Whereas, There has been an increase in the number of independent charter schools authorized by the District since the policy and administrative procedures were revised – 179 in 2011-12, 185 in 2013-14, and 224 in 2017-18;

Whereas, It was the intent of the Board that the Policy for Charter School Authorizing and the Administrative Procedures for Charter Authorizing “be developed and implemented collaboratively with charter school stakeholders in a manner that promotes quality, creates efficiencies, and upholds charter schools’ autonomy while ensuring their accountability”;

Whereas, The Charter Schools Division is committed to high quality educational opportunities and outcomes for students through exemplary charter school authorizing, oversight, and sharing of promising practices. The Charter Schools Division decisions and actions are rooted in core values such as a commitment to putting students’ interests first, developing productive relationships with charter schools and other stakeholders, and serving with professionalism and integrity; and

Whereas, The Office of the Chief Academic Officer and Charter Schools Division recently convened a working group to review a list of applicable District policies related to District authorized independent charter schools for the Board of Education’s consideration in April 2018; now, therefore, be it

Resolved, The Governing Board of the Los Angeles Unified School District directs the Superintendent to renew the Charter Schools Collaborative, as described in the existing Policy for Charter Authorizing to examine the District’s Policy for Charter Authorizing and the Administrative Procedures for Charter School Authorizing;

Resolved further, That the Charter Schools Collaborative will develop suggestions, which will be presented to the Superintendent for review, to address both the Policy for Charter Authorizing and Administrative Procedures for Charter School Authorizing, as well as priority policy areas (e.g., issues that have come before the Board in recent years), which might include, but not be limited to:

- Considerations for charter schools that may have limited publicly available data at the time of renewal as part of the District’s holistic renewal analysis (e.g., charter high schools, schools beginning in TK or Kindergarten) that prioritizes student academic outcomes and draws upon the petition’s measurable pupil outcomes, official data submitted to the State, as well as valid alternative measures that show increases in pupil academic achievement for all groups of pupils schoolwide and among significant subgroups, and Local Control and Accountability Plan (LCAP). These considerations should not supersede State requirements;
- Potential updated criteria for determining a set of "Similar Schools" and ~~and~~ "Resident Schools" as part of the District’s holistic renewal analysis by which charter schools are compared that replace obsolete State metrics (e.g., CSTs, API scores) with more relevant, local metrics and considers demographics, school model types, and school size that do not supersede State requirements;
- The potential further development and implementation of a tiered system of performance-based oversight (i.e., achievement, fiscal, operations, governance) that supports schools’ autonomy and accountability while also factoring in each organization’s record of performance to inform appropriate differentiation;
- An updated oversight process that uses various strategies to increase efficiency for both charter operators and the District, including the potential development of an electronic submission system and archive to reduce redundant submission of documentation, where feasible;

- Updated parameters as to when charter schools must submit a Material Revision to their charter petition that is approved by the Board and when administrative revisions can be handled by the Superintendent through delegated authority;
- Examples of some of the types of issues that may result in either a renewal Benchmark, a Corrective Action, a Notice to Cure, or a Notice of Concern, and potential implications of each in regards to charter petition renewals and revocation, in order to improve accountability and best ensure consistency and transparency for District staff and charter operators;
- The establishment of admission preferences for siblings of charter school students, and students matriculating to other schools within the same charter management organization; and
- Concrete and formalized methods for sharing promising practices, focused on learnings from high-performing charter schools, and the allocation of appropriate funding obtained from existing charter school oversight fees (consistent with the California Education Code) for such innovative practices;

Resolved further, That the Superintendent, upon review of suggestions provided by the Charter Schools Collaborative, develop potential recommendations for the Board's consideration that will continue to support the District's authorizing and oversight processes in a manner that provides clear, transparent, and fair conditions necessary to ensure accountability. These suggestions may also potentially serve as part of a separate process framework that the District may use in the future for reviewing performance of District-operated schools;

Resolved further, That the Superintendent present any proposed revisions of the Policy for Charter School Authorizing and/or the Administrative Procedures for Charter School Authorizing for Board approval within 180 days; and provide updates and recommended action items, on a prioritized basis, to make progress on any such Board-approved revisions every two months after the passage of this resolution until implemented, so that any potential recommendations related to this resolution are considered by the Board for implementation prior to the beginning of the 2018-2019 school year; and, be it finally

Resolved, That the Superintendent examine and evaluate the Charter School Division's current staffing levels, capacity and resources, and make recommendations to the Board as to what, if anything, is needed to effectively and efficiently implement any potential recommended revisions to the Policy for Charter School Authorizing or the Administrative Procedures for Charter School Authorizing.

BOARD MEMBER RESOLUTIONS FOR INITIAL ANNOUNCEMENT

The following resolution will be for action at the April 10, 2018 Special Board meeting:

Ms. García – Equity is Justice 2.0: Moving toward a New Direction (Res-037-17/18)

Whereas, A high-quality education is critical to how our students will spend their adult lives as a quality education means higher earnings, better health, and a longer life – all critical factors for a just democracy;

Whereas, The Los Angeles Unified School District receives approximately \$1 billion annually in Local Control Funding Formula (LCFF) supplemental and concentration funds, which are intended to be targeted to the District's highest-need students and Governor Brown has proposed that LCFF be fully funded during fiscal year 2018-19 (instead of 2020-21), meaning the District will receive approximately \$137 million in new funding over the next two years;

Whereas, In 2014, the District passed the Equity is Justice Resolution, mandating that the District construct and adopt an equity-based student need index as the means for identifying the highest-need schools in the District, and use such index as the foundation for the distribution of funds;

Whereas, The District has an historic opportunity to develop bold investments that reflect the spirit and intent of LCFF by ensuring that the supplemental and concentration dollars target its highest and high needs schools first;

Whereas, Under the LCFF notion of elevating equity, the Los Angeles Equity Alliance comprised of Advancement Project, Community Coalition, and InnerCity Struggle in collaboration, have developed a research based updated Student Equity Need Index that takes into account the state dashboard, and health and safety variables to rigorously and comprehensively assess student need; and

Whereas, By taking a comprehensive approach to LCFF investments and using the updated Student Equity Need Index 2.0 to inform the allocation of funds, the District can effectively address the achievement and opportunity gap and set a new standard for equity that truly lives into the spirit of LCFF legislation; now, therefore, be it

Resolved, That the Los Angeles Unified School District adopt the Student Equity Need Index 2.0 as the primary means for (a) identifying high and highest-needs schools in the District and (b) targeting LCFF investments to high and highest-need schools, and (c) through the implementation of Student Equity Need Index 2.0 create the equity based funding formula;

Resolved further, That for the 2018-19 budget, the District will use the equity based funding formula to immediately allocate the \$100 million LCFF funds from Governor Brown's January 2018 proposed budget and any new dollars from the State May 2018 revise as incentive grants to all high and highest-need elementary schools identified in the Student Equity Need Index 2.0; including high and highest-need middle and high schools not currently designated as Reed or Innovation schools;

Resolved further, That starting with the 2019-20 budget and moving forward, the District will continue to utilize the equity based funding formula that uses a school's rank on the Student Equity Need Index 2.0 to allocate approximately \$300 million, with the funding primarily drawn from existing Targeted Student Population allocations in budget programs 10183, 10400 and 10405, plus any new dollars moving forward;

Resolved further, That the equity based funding formula will become the cohesive funding model for any funds made available through the sunseting of Reed, Innovation or other settlements for high and highest-need elementary, middle and high schools;

Resolved further, That the District will provide local school leadership with strategic guidance and support, as well as an evidence-based "menu of options" for guidance on school site investments that have demonstrated to be effective for strong student outcomes;

Resolved further, That the Governing Board of the Los Angeles Unified School District directs the Superintendent to work with community stakeholders to jointly develop a "menu of options" for evidence-based programs and inform schools of the options by May 30, 2018; and, be it finally

Resolved, That the Superintendent is directed to continue to identify additional resources in which the Student Equity Need Index 2.0 can be applied and bring back a report to the Board in September 2018.

The following resolutions will be for action on May 8, 2018:

Ms. García – A New Generation of Leaders for Los Angeles, California, and the Nation (Res-038-17/18)

Whereas, In 2016, the Governing Board of the Los Angeles Unified School District passed the LAUSD Voter Registration & MyVote Student Mock Election Days (Res 034-15/16) resolution;

Whereas, Awareness about the power of youth voters (18-24 years old), especially geared at youth voters of color in California, helps transform them into habitual voters;

Whereas, Participation of younger voters increases civic engagement and has significant impact on the future of our democracy in the Los Angeles region, our state and the nation;

Whereas, The District's mission is to get to 100% graduation and produce thriving college and career ready, civically engaged young adults that understand that voting is one of the most important rights and responsibilities of all citizens;

Whereas, In Los Angeles only 57 percent of eligible youth voters are registered to vote. Of those registered youth voters only 12 percent voted in the last mid-term elections in 2014;

Whereas, With 4 million potential voters, youth voters will have a significant impact on the future of California;

Whereas, Research shows that if young voters cast a ballot in two consecutive elections they are far more likely to become habitual lifetime voters;

Whereas, If they fail to register to vote or vote in their first election, they are more likely to disengage for another decade and will only possibly return as voters in their 30's;

Whereas, Since the mass shooting in Parkland, young people across Florida and the nation ~~and~~ have demanded healthy civic engagement opportunities;

Whereas, Passed in 2015, AB 1817 designates the last two weeks of April and September as voter education weeks; and

Whereas, AB 1817 allows school officials to designate students as “voter outreach coordinators” on their high school campus; now, therefore, be it

Resolved, That the Governing Board of the Los Angeles Unified School District declares April as “LAUSD’s Voter Turnout Month” for the 2017-2018 school year;

Resolved further, That the Superintendent directs the appropriate departments to work with community members and the Los Angeles County to ensure voter registration guides and materials, in multiple languages, are available at every parent center, senior high school, and adult school;

Resolved further, That the Superintendent directs District leadership to distribute voter registration cards to all high school seniors and include in graduation ceremonial activities encouragement for students to complete and submit the forms to the Registrar of Voters;

Resolved further, That the Superintendent directs District leadership and staff to visit aforementioned locations in April to raise awareness and register voters; and, be it finally

Resolved, That the Board encourages schools to offer opportunities for students to engage in service learning projects geared towards voter registration and poll worker programs.

Ms. García - Empowering Today’s Learners for Tomorrow’s Increasingly Digital World through Access and Equity of Digital Tools and Resources (Res-039-17/18)

Whereas, The Los Angeles Unified School District’s mission to achieve 100% college and career ready graduates applies to all students regardless of income or socio-economic background;

Whereas, In April 2015, the Instructional Technology Initiative (ITI) Task Force convened to develop a District-wide vision for instructional technology resulting in a set of recommendations founded on the International Society for Technology in Education (ISTE) Standards to support the preparation of 21st century learners and leaders;

Whereas, On June 14, 2016, the Governing Board of the Los Angeles Unified School District adopted the refreshed 2016 ISTE Standards for Students, which calls for students to be empowered learners, global collaborators, creative communicators, knowledge constructors, digital citizens, computational thinkers, and innovative designers to live and thrive in today’s world;

Whereas, The ITI committed to providing professional learning opportunities to support principals and teachers in developing school instructional technology plans that call for digital citizenship curriculum and computer science education opportunities to ensure digital tools and resources are integrated in instructionally sound ways;

Whereas, The ITI leverages key partnerships with organizations, such as Code.Org, Common Sense Education, and the California Emerging Technology Fund, to support all schools in integrating technology in the context of rigorous instructional practices;

Whereas, Over 120 schools and growing have developed a school instructional technology plan identifying strategies to cultivate personalized learning environments, explore computer science education offerings, and incorporate digital citizenship lessons across content areas;

Whereas, The District's instructional technology efforts and support models have been nationally recognized by the Consortium for School Networking (CoSN), the Center for Digital Education, the Southern California Professional Development Schools, and the Learning Counsel; and

Whereas, Preparing the District's learners to be college and career ready requires connectivity in both the home and at school as well as exposure to and familiarity with computing to live and thrive in today's increasingly digital world; now, therefore, be it

Resolved, That the Governing Board of the Los Angeles Unified School District leverage options, including future bond support to ensure access and equity of digital tools and resources for all students;

Resolved further, That the Board affirms its commitment to eliminating the digital and participatory divide by increasing access to technology and exposure to digital citizenship curriculum to ensure effective use of digital resources and tools;

Resolved further, That the Board affirms its commitment to ensuring computer science education opportunities for all students; and, be it finally,

Resolved, That the Board will commit to continue being a national leader in education by increasing access to technology, access to high-quality instruction that leverages technology, increase student achievement, and nurture the next generation of great citizens.

SPECIAL REPORTS

RECEIPT OF SUCCESSFUL SALE OF LAUSD GENERAL OBLIGATION BONDS AND UPDATE ON GOOD FATIH ESTIMATE (070-17/18)

This item has been received.

ADJOURNMENT

Dr. Rodriguez moved that the meeting be adjourned. Dr. McKenna seconded the motion, which by general consent was adopted.

Mr. Holtzman was absent.

The meeting adjourned at 7:12 p.m.

APPROVED BY THE BOARD: **FEBRUARY 19, 2019**



MS. MONICA GARCIA
PRESIDENT

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JEFFERSON CRAIN
EXECUTIVE OFFICER OF THE BOARD