

**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, June 9, 2015

**Roll Call**

**Pledge of Allegiance**

**Board President's Reports**

Labor Partners

Committee Reports

PTA Presentation

Garfield High School National Decathlon Recognition

**Superintendent's Reports**

LAUSD Class of 2015 Graduation Speeches

**Consent Items**

Items for action below will be 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.

**Old Business for Action (Postponed from Previous Board Meetings)**

1. Board of Education Report No. 434-14/15 **PUBLIC HEARING**  
Charter Schools Division  
(Denial of the Renewal Petition for Los Angeles Big Picture High School) Recommends denial of the renewal petition for Los Angeles Big Picture High School and adoption of the Findings of Fact supporting the denial recommendation.

**New Business for Action**

2. Board of Education Report No. 520-14/15  
Office of Labor Relations  
(California School Employees Association Los Angeles Chapter 500 Memorandum of Understanding for 2014-2017 Successor Collective Bargaining Agreement for Unit D, Office-Technical and Business Services) Recommends adoption of the 2014-2017 Successor Agreement for CSEA.

3. Board of Education Report No. 526-14/15  
Office of Labor Relations  
(Associated Administrators of Los Angeles Memorandum of Understanding for Implementation of “Comparable Treatment” Clause) Recommends adoption of the Memorandum of Understanding to amend the salary provisions of the 2014-2017 agreement between the District and AALA for certificated administrators contingent on the ratification by union membership.
  
4. Board of Education Report No. 527-14/15  
Office of Labor Relations  
(Associated Administrators of Los Angeles for Classified Management [Unit J] Memorandum of Understanding for Implementation of “Comparable Treatment” Clause) Recommends adoption of the Memorandum of Understanding to amend the salary provisions of the prior agreement between the District and AALA for Unit J Classified Management employees contingent on the ratification by union membership.
  
5. Board of Education Report No. 497-14/15  
Office of the Superintendent  
(Amendment to the Information Technology Strategic Execution Plan to Revise and Approve the My Integrated Student Information Systems (MiSIS) Project) Recommends approval of an amendment to the Strategic Execution Plan to revise the MiSIS Project to allocate an additional \$79.6 million of bond funds, bringing the total budget to \$133,565,725.
  
6. Board of Education Report No. 483-14/15  
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 \$23.6 million for Galaxy soccer team mentoring and appearances online performance management for classified staff, strategic planning and intervention for student health project, strategic planning for wellness related services, Common Core State Standards professional development, project based learning materials for 50 science teachers, professional development related to Advanced Placement courses, professional development on for teachers on setting student goals, financial analysis services, sports concussion coordinator, additional equipment for secondary data center, early education student information system software support, additional evaluation services for Teacher Incentive Fund (TIF) grant project, state government advocacy services, data and trend analysis and services related to worker compensation program, supplemental instruction services for Title 1 private school students, School Construction Bond Citizen's Oversight Committee legal services, Restorative Justice services for two schools, and 14,882 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 software support for Adult Student Information System for \$438,438, technology help desk after hours support for \$900,000, supplemental instruction services for Title 1 private school students for \$40 million, insurance brokerage services for \$81.1 million, software development and implementation services for MiSiS software with vendors for 20 master service agreement for an additional \$9 million, a master work order with Microsoft for \$41 million for MiSiS software services, an amendment to the license agreement for email services for an additional \$391,871, software support for IBM products for \$707,496, and support for Special Education and Student Health and Human Services Welligent software for

\$275,000.

7. Board of Education Report No. 492-14/15  
Human Resources  
(Routine Personnel Actions) Recommends approval of 2,239 routine personnel actions such as promotions, transfers, leaves, terminations, etc.
8. Board of Education Report No. 493-14/15  
Human Resources  
(Nonroutine Personnel Actions) Recommends the approval of the dismissal of 4 classified employees, the suspension-dismissal of 3 classified employees, the rescission of dismissal of 2 classified employees, and the rescission of suspension-dismissal of 1 classified employee.
9. Board of Education Report No. 518-14/15  
Human Resources Division  
(Reemployment of Certificated Employees Based on Special Training and Experience)  
Recommends authorization for the Human Resources Division to deviate from making offers of reemployment to certificated employees in order of seniority when personnel with special training and experience are needed.
10. Board of Education Report No. 516-14/15  
Accounting and Disbursements Division  
(Report of Cash Disbursements, Request to Reissue Expired Warrants, and Donations of Money)  
Recommends approval of warrants for things such as salary payments for a total value of \$572,513,148.66; the reissuance of 6 expired warrants totaling \$3,697.66; and the acceptance of 19 donations to the District totaling \$1,880,265.84.
11. Board of Education Report No. 506-14/15  
Office of the Chief Financial Officer  
(Authorization to Make Interfund Transfers and Temporary Borrowings) Recommends the approval of authorization for District staff to make interfund transfers between various funds and authorization for District staff to make temporary borrowings between funds to meet cash flow needs.
12. Board of Education Report No. 522-14/15  
Office of the Chief Financial Officer  
(Certification of Signatures for All Orders Drawn on the Funds of the Los Angeles Unified School District in the Name of the Governing Board) Recommends authorization for the Chief Financial Officer and the Controller to sign warrants on behalf of the District. Further authorizes the Deputy Controller, the Director of Accounts Payable and the Head Accountant be allowed to sign payment vouchers on behalf of the District and approves the submission of signatures for each Board Member to the Los Angeles County Office of Education.
13. Board of Education Report No. 523-14/15  
Office of the Chief Financial Officer  
(2015-16 Tax and Revenue Anticipation Notes) Recommends approval of resolution authorizing the preparation and sale of not-to-exceed \$700 million of 2015-16 TRANs, approval of the Preliminary Official Statement and other legal documents, authorization the sale of the TRANs by

negotiation with team of underwriters. The Budget Services and Financial Planning Division will to make the necessary budget adjustments to reflect the anticipated TRAns receipts.

14. Board of Education Report No. 484-14/15  
Facilities Services Division  
(Contract Actions) Recommends approval of actions that have been executed within the delegated authority of the Superintendent, including the approval of the award of 2 advertised construction contracts for \$3.6 million; 15 job order contract amendments for \$23 million; 84 change orders for \$663,737; the completion of 33 contracts; the award of 20 informal contracts totaling \$197,244; the award of an architectural and engineering contract for \$239,861; the award of 1 professional and technical services contract amendment for \$200,000; and extra services and amendments for architectural and engineering contracts for \$216,339. Additionally awards contracts not under the delegated authority, as detailed in Attachment B: 11 contracts for energy efficiency projects for a total of \$20.4 million; 4 professional and technical services contract amendments to perform investment grade audits and energy conservation measures for \$2 million for film services management; and 2 goods and services contracts for refrigeration equipment, doors and HVAC controls for \$1.8 million.
15. Board of Education Report No. 498 – 14/15  
Facilities Services Division  
(Amendment to the Facilities Services Division Strategic Execution Plan to Define and Approve Five Sustainable Environment Enhancement Developments for Schools (SEEDS) Projects) Recommends amendment to the Strategic Execution Plan to define and approve 5 SEEDS projects for a combined budget of \$142,000.
16. Board of Education Report No. 500-14/15  
Facilities Services Division  
(Joint Powers Agreement to Operate Senior Citizens Center at Cisneros Learning Academy) Recommends authorization for District staff to negotiate and execute a joint powers agreement with the City of Los Angeles for the operation of a senior citizen center at Sandra Cisneros Learning Academy, located at 1018 Mohawk Street in the city of Los Angeles, where the City has secured funding and will contract with an operator.
17. Board of Education Report No. 501-14/15  
Facilities Services Division  
(Amendment to the Facilities Services Division Strategic Execution Plan to Define and Approve Ten Projects that Address Critical School Repair Needs) Recommends approval of an amendment to the Strategic Execution Plan to define and approve 10 projects addressing critical school repair needs for a combined budget of \$21,861,776.
18. Board of Education Report No. 502-14/15  
Facilities Services Division  
(Approval of the 2015 Facilities Services Division Strategic Execution Plan) Recommends approval of the 2015 Facilities Services Division Strategic Execution Plan, which includes approximately 600 completed and active New Construction projects to provide over 170,000 new classroom seats and approximately 1,150 active projects pending completion.

19. Board of Education Report No. 503-14/15  
Facilities Services Division  
(Authorization to Renew the Existing Radio Tower Lease at 3690 East Crest Road) Recommends that the Board authorize District staff to extend the existing radio tower lease for one year, with three, one year renewal options, at Staff proposes that the Board of Education authorizes the Chief Facilities Executive, and/or his designee(s), to extend for one year, with three, one year renewal options, the existing radio tower lease located at 3690 East Crest Road in Rancho Palos Verdes.
20. Board of Education Report No. 504-14/15  
Facilities Services Division  
(Authorization to Renew the Existing Sublease for the KCLS-TV Tower at Mount Wilson) Recommends that the Board authorize District staff to negotiate and enter into a sublease renewal for ten years for space located on Mount Wilson, Los Angeles County, for KCLS transmission of educational programming and Board of Education meetings.
21. Board of Education Report No. 499-14/15  
Facilities Services Division  
(Amendment to the Facilities Services Division Strategic Execution Plan to Define the International Studies Learning Center Addition Project) Recommends approval of amendment to the Facilities Services Division Strategic Execution Plan to define and approve the International Studies Center Addition Project to build 16 classrooms and additional school facilities for approximately \$39.7 million. The International Studies Learning center is a 6-12 grade span school currently on two campuses. This project will allow for the school to operate on a single campus on the Legacy High School site and includes the removal of portables from the nearby South Gate Middle School site.
22. Board of Education Report No. 517-14/15  
Facilities Services Division  
(Resolution to Approve the Use of a Design-Build Contract for the Delivery of the Portion of the International Studies Learning Center Addition Project To Be Developed at the Legacy High School Site) Recommends approval of the use of the design build project delivery method for the new school facilities required at the Legacy High School site as part of the International Studies Learning Center Addition Project and authorization for District staff to issue a request for proposals for the project.
23. Board of Education Report No. 507 – 14/15  
Charter School Division  
(Charter for California Collegiate Charter School) Recommends the approval of the charter for California Collegiate Charter School for 5 years to serve 680 students in grades 6-12 at the proposed location in or near the neighborhoods of South Park, Vermont-Slauson, Florence, Florence-Firestone, and Vermont Knolls in South Los Angeles.
24. Board of Education Report No. 508 – 14/15                   **PUBLIC HEARING**  
Charter School Division  
(Renewal of the Charter for Canyon Charter Elementary) Recommends the approval of the renewal of the charter for Canyon Charter Elementary for 5 years to serve 432 students in grades K-5 at the school located at 421 Entrada Drive in the City of Santa Monica.

25. Board of Education Report No. 509 – 14/15 **PUBLIC HEARING**  
 Charter School Division  
 (Renewal of the Charter for Kenter Canyon Elementary Charter) Recommends the approval of the renewal of the charter for Kenter Canyon Elementary Charter for 5 years to serve 564 students in grades K-5 at the school located at 645 N. Kenter Avenue in the City of Los Angeles.
26. Board of Education Report No. 510 – 14/15 **PUBLIC HEARING**  
 Charter School Division  
 (Renewal of the Charter for Marquez Charter) Recommends the approval of the renewal of the charter for Marquez Charter for 5 years to serve 769 students in grades K-5 at the school located at 16821 Marquez Ave in the Pacific Palisades area of Los Angeles.
27. Board of Education Report No. 511 – 14/15 **PUBLIC HEARING**  
 Charter School Division  
 (Renewal of the Charter for Palisades Charter Elementary) Recommends the approval of the renewal of the charter for Palisades Charter Elementary for 5 years to serve 549 students in grades K-5 at the school located at 800 Via de la Paz in the Pacific Palisades area of Los Angeles.
28. Board of Education Report No. 512 – 14/15 **PUBLIC HEARING**  
 Charter School Division  
 (Renewal of the Charter for Paul Revere Charter Middle School) Recommends the approval of the renewal of the charter for Paul Revere Charter Middle School for 5 years to serve 2,116 students in grades 6-8 at the school located at 1450 Allenford Avenue in the City of Los Angeles.
29. Board of Education Report No. 513 – 14/15 **PUBLIC HEARING**  
 Charter School Division  
 (Renewal of the Charter for Topanga Elementary Charter School) Recommends the approval of the renewal of the charter for Topanga Elementary Charter School for 5 years to serve 301 students in grades K-5 at the school located at 22075 Topanga School Road in the Topanga area of the San Fernando Valley.
30. Board of Education Report No. 514-14/15  
 Charter School Division  
 (Contingent Approval of the Material Revision to the Charter for Math and Science College Preparatory to Change the Governing Nonprofit Corporation That Operates the Charter School) Recommends the approval of the material revision of the Charter for Math and Science College Preparatory to change the governing nonprofit public benefit corporation that operates the charter from Math and Science College Preparatory, Inc. to the Crown Preparatory Academy, Inc. charter management organization.
31. Board of Education Report No. 471-14/15  
 Office of the Inspector General  
 (Fiscal Year 2016 Office of the Inspector General Work Plan) Recommends approval of the Office of the Inspector General’s 2015-16 work plan describing the audits to be undertaken by the office.

32. Board of Education Report No. 476-14/15  
Office of the Inspector General  
(Updated Charter for the Office of the Inspector General) Recommends approval of the updated charter for the OIG outlining its purpose, responsibilities, authority, and relationship to the Board of Education.
33. Board of Education Report No. 494-14/15  
Office of School Operations  
(AB 922 – Los Angeles County Plan for Expelled Students) Recommends approval of a plan developed by the Los Angeles County Superintendent of Schools in conjunction with school district superintendents within Los Angeles County to provide services to expelled students.
34. Board of Education Report No. 495-14/15 **PUBLIC HEARING**  
Division of Special Education  
(Special Education Annual Budget Plan and Annual Service Plan for the 2015-2016 School Year) Recommends adoption of the 201-2016 Annual Service and Budget Plans for Special Education describing the special education programs and services provided to students with disabilities for submission to the California Department of Education.
35. Board of Education Report No. 496-14/15  
Transportation Services Division  
(South Coast Air Quality Management District (SCAQMD) Grant Opportunity) Recommends submission of a grant application to the SCAQMD to replace 154 diesel engine school buses with new compressed natural gas and propane powered school buses. The grant request is for \$20.9 million.
36. Board of Education Report No. 505-14/15  
Beyond the Bell Branch  
(Amendment to the Agreement with LA's BEST) Recommends approval of an amendment to the existing MOU between the District and LA's BEST to add \$3,477,252 for services LA's BEST will provide in the 2015-2016 fiscal year.
37. Board of Education Report No. 519-14/15  
Intensive Support and Intervention  
(Submission of the 2015-16 Consolidated Application for Categorical Aid Programs)  
Recommends authorization to submit the 2012-13 Consolidated Application for Funding Categorical Aid Programs to the California Department of Education for an estimated \$340.8 million in funding for state and federal programs; and that the estimated amount be included in the Superintendent's 2015-16 Budget.
38. Board of Education Report No. 521-14/15 **TO BE POSTPONED**  
KLCS, Channel 58  
(Channel Sharing Agreement – KLCS/KCETLink) Recommends approval of agreement between the District and KCETLink for channel sharing related to the Memorandum of Understanding where KLCS broadcast spectrum will be sold at an FCC auction in 2016. The agreement will formalize commitments regarding the auction proceeds and spectrum usage rights.

## Board Member Resolutions for Action

39. Ms. García, Mr. Zimmer, Dr. McKenna – Equity on A-G: Reaffirming Our Commitment to A-G Life Preparation for All (Res-070-14/15) (Noticed April 14, 2015)

Whereas, In 2005, 10 years ago, the Los Angeles Unified School District adopted the visionary resolution, Create Educational Equity in Los Angeles Through the Implementation of the A-G Course Sequence as Part of the High School Graduation Requirements, also known as the A-G resolution, that set forth the goal to prepare *all* students for college and career and subsequently close the Achievement Gap. The resolution sought to remedy long-standing inequalities in access to college preparatory courses that contributed to unequal patterns of college-going and career readiness by addressing an urgent need for a quality education that communities of color and those living in poverty had long been denied;

Whereas, Despite immense budget cuts, the A-G resolution spurred concerted District investments in parent engagement, academic supports, early interventions, extended learning time and other strong efforts and investments in students. Today more students are accessing the A-G course sequence across all subgroups and 70.4% of students in the Class of 2014 (students who began high school in 2010) graduated compared to only 48% of students in the Class of 2005 (students who began high school in 2001);

Whereas, While these investments have precipitated gains for students, the District is faced with a rapid decline in graduation rates. Only 28% of those students in the Class of 2014 successfully completed the A-G course sequence with a grade of ‘C’ or better. Additionally, it is projected that only 37% of the Class of 2017, the first class designated to successfully complete the A-G course sequence in order to graduate, will meet the requirement.

Whereas, Severe disparities between subgroups continue to persist: while 57% of Asian students and 39% of white students from the class of 2014 completed the A-G course sequence with a grade of ‘C’ or better, only 15% of American Indian, 19% of black, 26% of Latino students, and merely 3% of English Learners did the same;

Whereas, District leadership, administrators, and educators must recommit, build and improve upon the strategies outlined in the 2005 A-G resolution, as to recognize and invest in the 63% of the Class of 2017 and significant number of students in subsequent classes who are currently not on track to graduate;

Whereas, Schools identified in the 2014 Equity is Justice Resolution, subgroups identified as high needs in the Local Control Funding Formula (LCFF), and black and brown students overall are the students that are most at risk of not graduating, yet thrive alongside their white and Asian peers when there are increased, proactive supports;

Whereas, While the access to A-G courses is necessary it is not sufficient to ensure students graduate college and career ready. Students must graduate with the skills, knowledge, and abilities that will prepare them to succeed in college and career.

Whereas, The Governing Board of the Los Angeles Unified School District believes that all students must be encouraged, supported and invested in, to provide them the choice to pursue a

post-secondary education, vocation/career technical education, a career and other career options in order to close the Opportunity and Achievement Gap; now, therefore, be it

Resolved, That the Governing Board of the Los Angeles Unified School District renews its commitment to the strategies, timeline and spirit set forth by the 2005 A-G resolution with a precise focus on the equitable access to instructional strategies, interventions, and supports that will enable successful completion of the A-G course sequence for all students;

Resolved further, That the Superintendent will use the information gathered through the series of Performance Dialogues and conduct an equity audit of A-G courses offered and successfully completed by all students in all District high schools within 120 days that must surface and identify gaps in resources, interventions and access to and successful completion of A-G courses in all high schools. In particular the audit must identify the following:

1. The characteristics/conditions ~~at those of all schools with high A-G completion rates and at schools with low A-G completion rates~~ disaggregated broken down by each grade, subject and subgroup (gender, race, free lunch and reduced lunch).
2. Clearly outline how student success and failure rates and trends vary across different geographic zones mapped out by the Student Needs Index.
3. Create an A-G Index that maps out all funding distribution to, and expenditures by, each school site in the District alongside A-G access and completion rates for high school students, and projected rates for middle and elementary school students.

This data must be presented widely and in an accessible manner to the public so that communities can assist the District in targeting investments for students;

Resolved further, That the Superintendent will enhance his recently proposed A-G Implementation Plan by including clear and comprehensive strategies on the following:

- OVERALL
  1. Review recommendation from the 2010 Audit on A-G implementation, previous Board Resolutions and Board Reports to create an Instructional Plan or a Graduation Plan for measuring benchmark outcomes Use the equity audit to frame and drive a preschool through 12<sup>th</sup> grade College and Career A-g Instructional Plan that supports A-G completion
  2. Develop a community-based outreach and action plan that engages all stakeholders
  3. Ensure district-wide policies and efforts support the A-G Implementation plan (i.e. English Learner Master Plan, Linked Learning, Common Core State Standards)
  4. Use LCFF to allocate additional funding ~~Allocate additional funds~~ to increase the A-G passage rates. These rates will be tracked and presented to the Board of Education each semester
  5. Review A-G, CDE, CTP and all other course offerings including multiple pathways to ensure they support the college going career ready program in LAUSD
- ACHIEVEMENT

1. Place immediate focus on students most at-risk of not successfully completing the A-G course sequence by:
  - a) Including in the College and Careers Instructional A-G Plan the proposed Tiered intervention system of supports that includes identification of elementary and middle school students and their A-G success probability using data informed indicators aligned to corresponding supports and interventions identified in the Plan
  - b) Launching an A-G specific Coordination of Services Team (COST) approach for students most at-risk of not completing the A-G course sequence with differentiated approaches for middle school and high school students. After reviewing COST style approaches at pilot sites, the Superintendent will bring implementation, staffing investment and partnership recommendations to the Board
  - c) Creating unique and in-depth academic sub-implementation plans to be identified by staff for English Learners, Standard English Learners, Long Term English Learners, Foster Youth, Homeless, and Special Education students
2. Enhance and monitor Linked Learning and Restorative Justice implementation
3. The College and Career Instructional A-G Plan is to engage parents and guardians to support and create a college-going culture at school, increasing communication time between staff and parents to monitor student achievement, and providing workshops to families on key aspects of college and career readiness
4. Expand opportunities to course access outside of the regular school day through summer school, Community College dual enrollment, Adult Education, online courses, etc.
5. Adopt incentives for schools to implement data-driven strategies and interventions including scheduling models that support opportunities for teacher collaboration and partnerships with the city, county, agencies, colleges, and universities
6. The District ~~and schools must take every action~~ provide Professional Development which include necessary techniques to improve support students who are in jeopardy of receiving a 'D' or 'F' to improve 'C' or better passing rate in all classes. ~~rates across A-G courses with explicit steps that must be taken before a grade lower than a 'C' is issued~~

## 2. FUNDING DISTRIBUTION

- Focus A-G investments and attention in highest need schools identified by the Student Needs Index and those who hold an A-G implementation plan with measurable outcomes
- Implement the Equity is Justice Resolution with fidelity

## 3. ACCOUNTABILITY

- Create a College and Career Instructional A-G Plan that is understood by all stakeholders
- Set District and school level annual targets for strategies, interventions and completion rates from preschool through 12<sup>th</sup> grade

- Establish an annual report to be released in January to District personnel and community
- Conduct a mid-year school review for schools that received these additional funds as mentioned above

#### 4. PROCESS

- Ensure that the community and university partners that championed the A-G resolution are involved in the planning and monitoring of the implementation plan;

Resolved further, That until the District reaches 100% A-G completion rate, all seniors must have an Individual Graduation Plan, guaranteed enrollment in a District and/or WASC accredited program where they can complete/retake their needed A-G courses, and ongoing collaboration with family members/guardians as well as community advocates. The District must provide one or more of the following for seniors to be able to graduate: summer school, online course recovery, community college dual enrollment, Adult Education, 5<sup>th</sup> year programs and/or other types of academic support;

Resolved, That the Board directs the Superintendent to modify the graduation requirements guidelines for the Class of 2017 forward to be consistent with those of the Class of 2016 and ensure that all students graduating from the class of Class of 2016 forward with a grade of ‘C’ or better in the completion of the A-G course sequence will earn a diploma documenting this distinction at graduation. eliminate the requirement for a “C” grade or better in all A-G Course sequence as a condition of graduation. Within this modification, the diploma earned can reflect a distinction of scholastic achievement; and, be it finally

Resolved, that the Superintendent direct staff to review Board Actions (Reports, Bulletins, References and Resolutions) from June 14, 2005 to now) and present a comprehensive plan within 180 days that is inclusive of the interventions approved and requested for A-G course implementation:

- Development of a Taskforce (May 22, 2012, Board Resolution) to review all Board Resolutions, Board Actions, Bulletins and References to establish clear guidelines for implementation and monitoring the A-G program.
- Provide a clear list of “Options” for students to complete or make up classes (December 12, 2005, REF – 1963.0)
- Implement recommendations from the IG Report (January 21, 2010, Audit Report OIG)
- Create Special Education, ELs, and SELs modifications (June 14, 2005, Board Resolution)
- Review of Norming for Counselors and Assistant Principals (June 12, 2012, Board Resolution)
- Linked Learning pathways to Graduation (July 6, 2012, REF-911.1; October 28, 2008, Board Resolution)
- Community Partnership (May 14, 2013, Board Resolution)
- Parent engagement (June 14, 2005, Board Resolution)

40. Dr. McKenna, Mr. Zimmer, Ms. Ratliff – Zero Dropouts in LAUSD (Res-076-14/15) (Noticed May 12, 2015)

Whereas, The Governing Board of the Los Angeles Unified School District has a goal of 100% of students graduating from high school proficient in the core subjects;

Whereas, Nearly one of every five District students (17.4 percent) leave our schools before graduating with their 9<sup>th</sup> grade cohort;

Whereas, While District graduation rates have consistently risen over the past several years, the District's dropout rate remains intolerably high and is not falling quickly enough, particularly within subgroups based on dropout trend data;

Whereas, Dropouts are 3.5 times more likely than high school graduates to be incarcerated in their lifetimes;

Whereas, Three of every four state prison inmates are dropouts;

Whereas, Ninety percent of the youth in adult detention facilities have no more than a 9th grade education;

Whereas, It has been estimated that students who drop out of school cost the U.S. more than \$260 billion in lost wages, lost taxes, and lost productivity over their lifetimes; and

Whereas, The intent to eliminate dropouts is dependent on political prioritization and will, adequate resource allocation, efficient organizational structures and effective staff completion of defined responsibilities;

Whereas, The National Dropout Prevention Center (NDPC) has identified 15 effective strategies for reducing dropouts; now, therefore, be it

Resolved, That the Governing Board of the Los Angeles Unified School District directs the Superintendent to ~~accelerate~~ convene a committee that develops a plan to streamline, coordinate, and consolidate available programs, resources, and services, as well as identify and address existing gaps to the implementation of accelerating reductions in dropout rates for all subgroups, as part of our effort to provide for every child and not let even one student be lost.

The following are recommended initiatives designed to eliminate the problem of dropouts in K-12 education. The cost of each recommendation will require analysis by staff in preparation for full implementation within identified timelines and available resources. While acknowledging the realities of budget limitations and deficits, it is further recommended that initial efforts and resources be focused on those clusters/families of K-12 schools and students whose achievement levels remain lower than other groups:

- 1) Expand high school matriculation eligibility, up to age 22, for students who have not earned sufficient academic credits for graduation after 4 years of enrollment. (Implementation 2015-16 school year)

- 2) Introduce flexible hours of attendance and class scheduling to accommodate high school students who may need additional support due to unique situations, including employment needs, parenting and family responsibilities, and health related issues. (Implementation 2016-17 school year)
- 3) Support and expand adult education for high school credit recovery and adult vocational education opportunities. Increase focus on connecting earned diplomas to actual employment. (Implementation 2015-16 school year)
- 4) Work with labor partners to determine how to implement smaller class size as a priority for identified students in grades 3 through 7 who demonstrate significant academic deficiencies based on data and performance in language arts (reading, writing) and mathematics starting with specific number of targeted schools. Extended daily class hours in these subjects, particularly in designated “underachieving” middle schools are needed, supplemented by at least arts education and biannual field trips as resources are available, to support achievement and retention. (Implementation 2016-17 school year)
- 5) Assign targeted counseling and support personnel in selected middle and high schools for neediest students based on data. Focus will be on truancy reduction, behavior modification, goal setting for students and families, recruitment of school site and community mentors and volunteers, and enrichment activities. (Implementation 2016-17 school year)
- 6) Realign school counselors to ensure the implementation of student peer counseling and support programs in middle and high schools with a designated supervising counselor, and carefully selected and trained peer counselors to earn elective credit as a class. “Student court” is also recommended to enable students to address minor student infractions of school rules including truancy, tardiness negative language, inter-personal conflicts, and other opportunities for students to help each other through “restorative justice” strategies, including non-punitive and de-criminalized consequences. (Implementation 2016-17 school year)
- 7) Introduction of “non-violence” or “character education” curriculum in secondary schools. The teaching of this curriculum shall be mandatory in all LAUSD schools and may be integrated into a currently offered class such as health, ethnic studies, social studies or history, language arts, etc. For example, said curriculum could ~~be utilized as companion class to or~~ included within ethnic studies courses to facilitate students’ understanding of historical and cultural realities along with their responsibilities for promoting and supporting positive relationships, non-discriminatory personal and instructional practices, and appreciation for sharing resources with the neediest, both at school and in contemporary and future society in general. (Implementation 2016-17 school year)
- 8) Create a plan to enhance ~~ment~~ of parental inclusion and support programs beginning in grades K-8 and expanding later to additional grades. The District shall strongly encourage and promote participation in parenting education programs for parents of pre K – 2<sup>nd</sup> grade students. The plan shall seek to encourage and support voluntary parent peer support within school sites, from faith based institutions and other entities ~~are-intending~~ to provide community based inclusion in self-determination activities to enhance student achievement and parental participation in school based activities and expectations. The Board of Education shall receive a biannual report on the implementation and results.

~~Strongly encourage and promote participation in parenting education programs for parents of pre-K—2<sup>nd</sup> grade students. (Implementation 2016-17 school year)~~

- 9) KLCS and the Student Support Department shall work together to develop and implement a plan to produce and air more programming on KLCS that focuses on supporting student and family success (broadly defined to include mental health, academic health, social-emotional health, etc.). Such programming shall include, but not be limited to, ~~Expand use of District television station and Student Support Department to producing taped testimonials and discussions by students and alumni, and the opportunity for parents to provide positive messages and recommend strategies for other parent related to student support.~~ Such programming shall ~~to~~ be broadcast and distributed. This programming shall also utilizing “student voice” and social media to further the goal of encouraging student success and institutional responsiveness to student and family needs. The Board of education shall receive a biannual report of the implementations. Parents would also be able to provide positive messages and recommended strategies for other parents related to student support. (Implementation 2015-16 school year)
- 10) Professional development for all school site staff should include specific strategies to enable all staff to identify and support “at risk” students whose progress is hindered by internal and external circumstances. Staff should have an awareness, readiness and responsiveness related to potential dropouts and homelessness, utilizing a comprehensive approach to cultural, ethnic and economic realities. (Implementation 2015-16 school year)

## INTERVENTION

- A. Adopt as a framework for action the 15 effective strategies identified by the NDPC;
- B. Within two months, conduct a review of the extent to which the District uses these identified strategies to eliminate dropouts as well as the perceived effectiveness of District dropout prevention initiatives.
- C. By September 30, 2015, convene a District “Eliminate Dropouts” Conference to review and act on findings from the program review (described above);
- D. By December 2015, based on the program review and conference outcomes, the Superintendent will develop a plan and time table for strengthening District efforts to eliminate dropouts. The plan will include proposed targets, actions, timetables, responsibilities, and resources/funding.
- E. By January 31 beginning 2017, the Superintendent will present an annual report on the implementation and effectiveness of the Zero Dropout initiative to inform and guide Board decisions regarding District efforts to eliminate dropouts; and, be it finally

Resolved, That the Superintendent will support individual students by implementing a targeted plan which will include:

1. School-site support teams in conjunction with the Office of Data and Accountability will identify secondary students who are at risk of dropping out;
2. Using the NDPC framework, school support teams will develop an individualized graduation plan for each identified student;

3. Schools will use available resources to implement each individualized graduation plan.
4. Each school will submit an annual progress report for each identified at-risk student to the appropriate District Superintendent and the Office of Data and Accountability;
5. The Office of Data and Accountability will develop an annual report that will provide, at minimum, the following information for each District secondary school:
  - a. Number of students identified as at risk of not graduating based on current academic status.
  - b. Number of students for whom educational advancement plans were implemented.
  - c. Number of students for whom educational advancement plans were implemented.
  - d. Identify effective and ineffective practices implemented by schools based on student progress and outcomes.

41. Ms. García - Celebrating LGBTQ Identities of Students, Staff and Families and Declare June as Pride Month (Res-077-14/15) (Noticed May 12, 2015)

Whereas, The Los Angeles Unified School District models, advocates and promotes the inclusive and respectful treatment of all our members;

Whereas, The District is committed to school safety for all members including the Lesbian, Gay, Bisexual, Transgender, Queer/Questioning (LGBTQ) community or those that may be perceived as such;

Whereas, The District has a mission to reach 100% graduation rate for all students;

Whereas, The month of June is an opportunity to celebrate the identities and contributions of the LGBTQ community;

Whereas, Sexual orientation and gender expression-biased bullying is among the most common form of harassment in schools;

Whereas, The significantly higher rates of school dropout, academic failure and school disengagement among LGBTQ youth across the country are attributed to peer harassment and bullying;

Whereas, Children who do not conform to gender stereotypes are more likely to be targets of harassment;

Whereas, No one should ever be the target of bullying, harassment or violence;

Whereas, We must strive to ensure that District schools are consistently safe and affirming spaces for all students, staff and their families;

Whereas, The Human Relations, Diversity and Equity division is a resource for trainings, activities, lessons and service-learning projects for and about LGBTQ concerns and is committed to fostering a safe and respectful District, school and community culture;

Whereas, Project 10 is a District program that oversees education and support services for LGBTQ students, in order to ensure safe, supportive and welcoming campuses free from discrimination and harassment for LGBTQ students and staff;

Whereas, The District and the Los Angeles LGBT Center formed an initiative, Project SPIN (Suicide Prevention Intervention Now), to bring systemic efforts to celebrate and support LGBTQ students, families, and staff;

Whereas, The FAIR Education Act of 2012 called for positive inclusion of the contributions of LGBTQ Americans in social studies curriculum;

Whereas, The Student Success and Opportunity Act of 2013 strengthened protections for transgender students and affirmed that all students should be recognized and participate in activities by their gender of identity;

Whereas, In October 2013, the OUT for Safe Schools campaign invited school staff to wear an “OUT for Safe Schools” badge, making them visible allies and safe spaces for all youth and families;

Whereas, In October 2014, the District Athletic department announced its “Blow the Whistle on Hate” initiative to foster more respectful environments;

Whereas, Affirming school and home environments substantially improve the mental health and school engagement of LGBTQ students;

Whereas, By recognizing Pride Month, we support policies, practices and curriculum that honor and respect LGBTQ students, staff and their families;

Whereas, By recognizing Pride Month we reaffirm our commitment to the 1988 District’s Resolution for the Respectful Treatment of All Persons; now, therefore, be it

Resolved, That the Governing Board of the Los Angeles Unified School District declares June 2015 as Pride Month and directs the Superintendent and all District staff to support lessons and activities that engage students in meaningful learning, research and writing about our LGBTQ students and families.

42. Ms. García – Support for Senate Bill 124 (Leno) – Limiting Solitary Confinement in Juvenile Facilities (Res-078-14/15) (Noticed May 12, 2015)

Whereas, The Los Angeles Unified School District is committed to reaching 100% graduation and is the largest school system in California;

Whereas, The District partners with Los Angeles County in the service of children and families on a daily basis;

Whereas, The District commends the efforts of LA County to increase collaboration and effectiveness in meeting the needs of students engaged with the juvenile justice system, and has partnered to increase alternatives to incarceration through increasing the quality of educational opportunities for youth and implementing diversion, restorative justice, and positive behavior intervention with support;

Whereas, LA County is redesigning a new secure residential setting on the grounds of what once was Camp Kilpatrick. This new model – the LA Model - does not rely on room confinement and will be built without a Special Housing Unit (SHU);

Whereas, This model achieves safety through relationship-building, trauma informed care, positive youth development, small and therapeutic group settings, high-quality education, a relational approach to supervision, and an integrated group treatment model;

Whereas, On January 16, 2015, Senator Mark Leno introduced Senate Bill 124 (SB 124), limiting the widespread use of seclusion in juvenile facilities by setting clear and consistent standards for both state and county juvenile facilities;

Whereas, Currently, there are few regulations around the use of room confinement of youth at the state and county levels;

Whereas, The United Nations has repeatedly banned the use of solitary confinement for anyone under 18, and especially those with mental disabilities;

Whereas, Attorney General Eric Holder has declared solitary confinement dangerous and a serious impediment to a young person's ability to succeed once released and, at a minimum, called for limiting the use of seclusion on youth with disabilities;

Whereas, New York City has recently banned the use of solitary confinement for those 21 years of age and younger. States such as Arizona, Massachusetts, New Hampshire, New York, and Oklahoma have all banned punitive forms of isolation; and

Whereas, These changes, including adopting and supporting SB 124, will usher in a new era of fundamental reforms that uplift youth and families in LA County's juvenile justice system and lead to young people's ultimate success; now, therefore, be it

Resolved, That the Governing Board of the Los Angeles Unified School District supports Senate Bill 124 limiting the widespread use of seclusion in juvenile facilities by setting clear and consistent standards for both state and county juvenile facilities.

43. Ms. Ratliff – Provide Dedicated District Communications Staff to Support Schools' Marketing Efforts (Res-080-14/15) (Noticed May 12, 2015)

Whereas, Enrollment decline has been identified as the primary factor contributing to the Los Angeles Unified School District's structural budget deficit;

Whereas, The District's prospective students and their families have a vast array of school choices today (including many options which are available at no cost to them), placing District schools in an extremely competitive environment;

Whereas, Schools competing with District-run schools frequently have marketing materials that are designed to sell their schools and programs;

Whereas, District schools offer many strong educational programs, experienced and caring staff, and continue to add extraordinary educational services and learning opportunities which do not always capture the awareness they deserve;

Whereas, District principals and schools are often left to develop any promotional materials themselves, regardless of their own level of expertise with the development of marketing materials; and

Whereas, The District's Office of Communications is staffed with professionals expert in crafting and delivering messages; now, therefore, be it

Resolved, That the Superintendent re-align existing personnel in the Office of Communications so as to provide dedicated support to District-run schools in creating and disseminating marketing materials including, but not limited to, brochures, flyers, ~~website design~~, and short videos;

Resolved further, That District-run schools in immediate or imminent competition with other educational providers shall be prioritized for assistance with their marketing materials starting within a week of the passage of this resolution; and, be it finally

Resolved, That, within 90 days of the passage of this resolution, the Superintendent shall provide the Board with a two-year plan for the provision of marketing support to all District-run schools.

## **Miscellaneous Business**

### **Correspondence and Petitions**

44. Report of Correspondence (0102-14/15)

### **Minutes for Board Approval (0103-14/15)**

45. 3 p.m., Special Closed Session Meeting, April 21, 2015  
10 a.m., Regular Closed Session Meeting, May 12, 2015  
11 a.m., Regular Closed Session Meeting, May 26, 2015

### **Announcements (0104-14/15)**

46. Motion finding Ms. Galatzan absent from the Regular Closed Session meeting of May 26, 2015 due to hardship.

Motion to adopt a Regular Closed Session meeting on June 23, 2015 at 1 p.m.

## Resolutions Requested by the Superintendent

47. Reappointment of Member to the School Construction Bond Citizens' Oversight Committee (Sup Res009)

Resolved, That the Governing Board of the Los Angeles Unified School District ratifies the reappointment of Mr. Garrett Francis, representing the Associated General Contractors of California, as Member to the School Construction Bond Citizens' Oversight Committee for a two-year term commencing June 19, 2015, and determines that Mr. Francis is not an employee, official, vendor, contractor, or consultant of the District.

## Public Comment

## Adjournment

Please note that the Board of Education may consider at this meeting any item referred from a Board Meeting five 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 [www.lausd.net/ethics](http://www.lausd.net/ethics) 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/06-09-15RegBd>

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