

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
1:00 p.m., Tuesday, June 9, 2015

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, June 9, 2015, at the Los Angeles City Board of Education Administrative Offices, Board Room, 333 South Beaudry Avenue, Los Angeles, California.

Mr. Zimmer led the Pledge of Allegiance.

Dr. Vladovic called the meeting to order at 1:27 p.m.

The following Board Members were present: Ms. Tamar Galatzan, Ms. Mónica García, Dr. George McKenna, III, Ms. Mónica Ratliff, Mr. Steve Zimmer, and Board President Richard Vladovic.

Mr. Bennett Kayser arrived at 1:28 p.m.

Ms. Michelle King, Chief Deputy Superintendent, was present. Superintendent Cortines arrived later in the meeting.

Dr. Vladovic modified the Order of Business.

PUBLIC COMMENT

The following speaker addressed the Board on the subjects indicated:

Los Angeles City Councilman Paul Koretz	Adult Education
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Dr. Vladovic resumed the Order of Business.

BOARD PRESIDENT'S REPORTS

LABOR PARTNERS UPDATES

Dr. Judith Perez, President, Associated Administrators of Los Angeles (AALA), announced she was retiring after 46 years of service to the District. Dr. Perez urged the Board to vote in support of the labor agreements with AALA and to oppose reductions to adult education programs and early education programs, especially the School Readiness Language Development Program (SRLDP).

Ms. Letetsia Fox, California School Employees Association (CSEA), thanked the District for the work being done to develop a labor agreement.

Mr. Alex Caputo-Pearl, President, United Teachers Los Angeles (UTLA), spoke of the Union's support of the Ethnic Studies graduation requirement, limits on solitary confinement of youth, and restorative justice. He said that the Union stands in opposition to the reconstitution of Barack Obama Global Preparation Academy. Ms. Cat Proctor, Teacher, addressed the Board regarding the reconstitution. Mr. Caputo-Pearl also addressed reductions in force and program reductions. Ms. Jamie Trinh, Teacher, and Ms. Lydia Racinos Garcia, Parent, shared their personal experiences with reductions in force and the importance of SRLDP. A group of SRLDP students sang for the Board. Ms. Carla Tijada shared her story as a deaf student who benefited from adult education programs. Ms. Rosalyn Williams, Psychiatric Social Worker, spoke about the importance of school clinics and wellness centers.

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Dr. Vladovic modified the Order of Business.

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GARFIELD HIGH SCHOOL NATIONAL DECATHLON RECOGNITION

Ms. Garcia led a recognition of the Garfield High School Decathlon team who competed and won 14 medals at the U.S. Academic Decathlon National Competition. The students and their teachers introduced themselves, and the students told the Board their future plans.

SHERMAN OAKS CENTER FOR ENRICHED STUDIES DOOLITTLE INSTITUTE'S MINI-URBAN CHALLENGE

Ms. Galatzan led a recognition of SOCES students that were winners in the Doolittle Institute's Mini-Urban Challenge. This competition challenges high school students to design, build and program a robotic vehicle. The students and their teacher introduced themselves, and the students told the Board their future plans.

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Dr. Vladovic resumed the Order of Business.

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COMMITTEE REPORTS

Ms. Ratliff distributed the agenda and transcript of the past Curriculum, Instruction and Assessment Committee. She gave an overview of the discussion that took place at the meeting regarding gifted and talented education programs and a presentation on the Ethnic Studies graduation requirement.

Remarks were heard from Board Members.

Ms. King and Dr. Ruth Perez, Deputy Superintendent of Instruction, responded to questions from Board Members regarding gifted programs, the Ethnic Studies graduation requirement, budget and timelines.

The remaining committee reports were held to allow for another item.

Later in the meeting, Mr. Kayser welcomed Ms. Julia Juarez, Office of Senator Ricardo Lara, to the meeting for the Early Childhood Education and Parent Engagement Committee report. Ms. Juarez addressed the Board on the importance of SRLDP. The Early Childhood Education and Parent Engagement and the Budget, Facilities and Audit Committees will meet on June 11, 2015.

Mr. Zimmer thanked members of the Committee of the Whole and stated that the final meeting of the year has been canceled.

Mr. Steven English and Mr. Tom Rubin provided an update on the School Construction Bond Citizens' Oversight Committee (BOC). Mr. English stated that the past BOC meeting, the Committee voted to approve the allocation of \$79.6 million of construction bond funding for continued implementation of MiSiS. While the expenditure was approved, the BOC is not pleased that it was necessary. As a result of MiSiS and other problematic Information Technology (IT) projects, the BOC is recommending that the District initiate a major study of its approach to IT to be led by external experts.

SUPERINTENDENT'S REPORTS

LAUSD CLASS OF 2015 GRADUATION SPEECHES

The following recent graduates presented their graduation speeches to the Board and shared their plans for the future:

Ms. Mary Widhajanto, Cleveland High School
Ms. Ronbenet Hope, Dorsey High School
Ms. Marianna Rodriguez, Fulton College Preparatory School
Mr. Hiram Gonzalez, Rancho Dominguez Preparatory School
Ms. Jean Rim, Marshall High School
Mr. Brandon Fikes, Fairfax High School

Remarks were heard from Board Members.

CONSENT ITEMS

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

NEW BUSINESS FOR ACTION:

BOARD OF EDUCATION REPORT NO. 520-14/15
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

BOARD OF EDUCATION REPORT NO. 526-14/15
Associated Administrators of Los Angeles Memorandum of Understanding for
Implementation of "Comparable Treatment" Clause

BOARD OF EDUCATION REPORT NO. 527-14/15
Associated Administrators of Los Angeles for Classified Management (Unit J)
Memorandum of Understanding for Implementation of the “Comparable Treatment” Clause

BOARD OF EDUCATION REPORT NO. 492-14/15
Routine Personnel Actions

BOARD OF EDUCATION REPORT NO. 493-14/15
Nonroutine Personnel Actions

BOARD OF EDUCATION REPORT NO. 518-14/15
Reemployment of Certificated Employees Based on Special Training and Experience

BOARD OF EDUCATION REPORT NO. 506-14/15
Authorization to Make Interfund Transfers and Temporary Borrowings

BOARD OF EDUCATION REPORT NO. 522-14/15
Certification of Signatures for All Orders Drawn on the Funds of the
Los Angeles Unified School District in the Name of the Governing Board

BOARD OF EDUCATION REPORT NO. 484-14/15
Facilities Services Division Contract Actions

BOARD OF EDUCATION REPORT NO. 498-14/15
Amendment to the Facilities Services Division Strategic Execution Plan to Define and Approve
Five Sustainable Environment Enhancement Developments for Schools (SEEDS) Projects

BOARD OF EDUCATION REPORT NO. 500-14/15
Joint Powers Agreement to Operate Senior Citizens Center at Cisneros Learning Academy

BOARD OF EDUCATION REPORT NO. 501-14/15
Amendment to the Facilities Services Division Strategic Execution Plan to Define and Approve
Ten Projects That Address Critical School Repair Needs

BOARD OF EDUCATION REPORT NO. 503-14/15
Authorization to Renew the Existing Radio Tower Lease at 3690 East Crest Road

BOARD OF EDUCATION REPORT NO. 504-14/15
Authorization to Renew the Existing Sublease for the KLCS-TV Tower at Mount Wilson

BOARD OF EDUCATION REPORT NO. 499-14/15
Amendment to the Facilities Services Division Strategic Execution Plan to Define the
International Studies Learning Center Addition Project

BOARD OF EDUCATION REPORT NO. 517-14/15
Resolution to Approve the Use of a Design-Build Contact for the Delivery of the Portion of the
International Studies Learning Center Addition Project To Be Developed at the Legacy High School Site

Mr. Jefferson Crain, Executive Officer of the Board, made the following statement:

Before action is taken on the following reports, a public hearing must be held:

- Board Report No. 508 – 14/15, Renewal of the Charter for Canyon Charter Elementary
- Board Report No. 509-14/15, Renewal of the Charter for Kenter Canyon Elementary Charter
- Board Report No. 510-14/15, Renewal of the Charter for Marquez Charter
- Board Report No. 511-14/15, Renewal of the Charter for Palisades Charter Elementary
- Board Report No. 512-14/15, Renewal of the Charter for Paul Revere Charter Middle School
- Board Report No. 513-14/15, Renewal of the Charter for Topanga Elementary Charter School

This constitutes a public hearing on the reports, and a maximum of 12 individuals who wish to address the Board on these items will be heard. Those who wish to speak should sign-up in the rear of the Board Room. Speakers will be called by name.

The Board will be taking action on these reports. Petitions denied may be submitted directly to the Los Angeles County Office of Education or directly to the State for action.

BOARD OF EDUCATION REPORT NO. 508-14/15
Renewal of the Charter for Canyon Charter Elementary

BOARD OF EDUCATION REPORT NO. 509-14/15
Renewal of the Charter for Kenter Canyon Charter Elementary Charter

BOARD OF EDUCATION REPORT NO. 510-14/15
Renewal of the Charter for Marquez Charter

BOARD OF EDUCATION REPORT NO. 511-14/15
Renewal of the Charter for Palisades Charter Elementary

BOARD OF EDUCATION REPORT NO. 512-14/15
Renewal of the Charter for Paul Revere Charter Middle School

BOARD OF EDUCATION REPORT NO. 513-14/15
Renewal of the Charter for Topanga Elementary Charter School

BOARD OF EDUCATION REPORT NO. 494-14/15
AB 922 – Los Angeles County Plan for Expelled Students

Mr. Crain made the following statement:

Before action is taken on Board of Education Report No. 495 – 14/15 regarding the Special Education Annual Budget Plan and Annual Service Plan for the 2015-2016 School Year, a public hearing must be held.

This constitutes a public hearing on the report, and a maximum of 12 individuals who wish to address the Board on this item will be heard. Those who wish to speak should sign-up in the rear of the Board Room. Speakers will be called by name.

BOARD OF EDUCATION REPORT NO. 495-14/15
Special Education Annual Budget Plan and Annual Service Plan for the 2015-2016 School Year

BOARD OF EDUCATION REPORT NO. 496-14/15
South Coast Air Quality Management District (SQAMD) Grant Opportunity

BOARD OF EDUCATION REPORT NO. 505-14/15
Amendment to the Agreement with LA's BEST

BOARD OF EDUCATION REPORT NO. 519-14/15
Submission of the 2015-16 Consolidated Application for Categorical Aid Programs

BOARD MEMBER RESOLUTIONS FOR ACTION:

Ms. García, Ms. Ratliff, Mr. Zimmer, Ms. Galatzan, Mr. Kayser, Dr. Vladovic - Celebrating LGBTQ Identities of Students, Staff and Families and Declare June as Pride Month (Res-077-14/15)

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.

Ms. García, Ms. Ratliff, Mr. Zimmer, Dr. McKenna – 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.

CORRESPONDENCE AND PETITIONS:

Report of Correspondence (0102-14/15)

APPROVAL OF MINUTES: (0103-14/15)

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:

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 1:00 p.m.

RESOLUTIONS REQUESTED BY THE SUPERINTENDENT:

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.

Ms. García moved that the Consent Items be adopted with the following amendments:

- Board of Education Report No. 493-14/15 amended to withdraw Item Nos. 5, 6 & 7
- Motion to adopt a Regular Closed Session meeting on June 23, 2015 at 1:00 p.m. amended to change meeting time to 11:00 a.m.

Ms. Galatzan seconded the motion.

Remarks were heard from Board Members.

Mr. Mark Hovatter, Chief Facilities Executive, and Superintendent Cortines, responded to questions from Board Members regarding SEEDS projects, funding for senior citizen center, utilization of television station, and the International Studies Learning Center project.

The following speakers addressed the Board on Consent Items:

Ms. Eileen Washington, Teacher, on Board of Education Report No. 495 – 14/15, Special Education Annual Budget Plan and Annual Service Plan for the 2015-2016 School Year
Mr. David Tokofsy on Board of Education Report No. 495 – 14/15, Special Education Annual Budget Plan and Annual Service Plan for the 2015-2016 School Year

- Ms. Alison Noel, Parent, on Board of Education Report No. 495 – 14/15, Special Education Annual Budget Plan and Annual Service Plan for the 2015-2016 School Year
- Ms. Sara Train, Los Angeles LGBT Center, on the resolution Celebrating LGBTQ Identities of Students, Staff, and Families and Declare June as Pride Month
- Ms. Angela Chung, Children’s Defense Fund of California, on the resolution Support for Senate Bill 124 (Leno) – Limiting Solitary Confinement in Juvenile Facilities

Following the speakers and by general consent, the Consent Items were adopted with Board of Education Report No. 493-14/15 and the motion to adopt a Regular Closed Session meeting on June 23, 2015 being adopted as amended.

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 Dr. Vladovic passed the gavel to Mr. Zimmer and left the room.

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 Mr. Zimmer modified the Order of Business.

BOARD MEMBER RESOLUTIONS FOR ACTION

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

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

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 of all schools A-G completion rates disaggregated 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
 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 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 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 provide Professional Development which include necessary techniques to support students who are in jeopardy of receiving a ‘D’ or ‘F’ to improve ‘C’ or better passing rate in all classes.

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 12th 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, 5th year programs and/or other types of academic support;

Resolved, That the Board directs the Superintendent to modify the graduation guidelines requirements for the Class of 2017 forward to 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 further, 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); and, be it finally

Resolved, That prior to the implementation of each of the above initiatives for the 2016-17 school year and beyond, the Superintendent shall determine a reasonable estimate of the costs of such initiatives and the Board shall consider authorization of such implementation in light of the cost.

The following speakers addressed the Board:

Hon. Marquese Harris-Dawson, Los Angeles City Council
 Ms. Maria Brenes, InnerCity Struggle
 Dr. Wendell Davis
 Ms. Marian Antonio, Student
 Ms. Maria Leon, Parent
 Ms. Janis Walker, Community Coalition
 Dr. John Rodgers, University of California Los Angeles
 Ms. Dina Suarez, Parent
 Ms. Ama Nyamekye, Educators for Los Angeles

Mr. Zimmer seconded the motion.

Remarks were heard from Board Members.

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

The final version of the resolution reads as follows:

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 of all schools A-G completion rates disaggregated 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
 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 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 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 provide Professional Development which include necessary techniques to support students who are in jeopardy of receiving a 'D' or 'F' to improve 'C' or better passing rate in all classes.

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 12th 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, 5th year programs and/or other types of academic support;

Resolved, That the Board directs the Superintendent to modify the graduation requirements for the Class of 2017 forward to 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;

Resolved further, 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); and, be it finally

Resolved, That prior to the implementation of each of the above initiatives for the 2016-17 school year and beyond, the Superintendent shall determine a reasonable estimate of the costs of such initiatives and the Board shall consider authorization of such implementation in light of the cost.

- - -
Dr. Vladovic resumed the Order of Business.
- - -

OLD BUSINESS FOR ACTION

BOARD OF EDUCATION REPORT NO. 434-14/15
Denial of the Renewal Petition for Los Angeles Big Picture High School

The following speakers addressed the Board:

Ms. Catherine Aquino
Ms. Nicole Nicodemus, Principal

Ms. Teresa Rodriguez, Parent
Ms. Celeste Davidson
Ms. Shereese Mortis, Student

Mr. Brandon Uriba, Student
Ms. Jessica Davis, Staff
Ms. Melissa Cabrera, Student

Mr. Zimmer moved that the report be adopted with an amendment to the Action Proposed section adding that the Big Picture model will be embraced and accepted into the Los Angeles Unified School District. All Big Picture charter students will be welcomed and enrolled into the District and receive comparable supports under a Big Picture like model within the District. The Superintendent will report back on progress towards this goal at the Regular Board meeting of June 23, 2015.

Mr. Kayser seconded the motion.

Remarks were heard from Board Members.

Mr. Zimmer, Mr. David Holmquist, General Counsel, Superintendent Cortines, and Dr. Ruth Perez, Deputy Superintendent of Instruction, responded to questions from Board Members regarding the Big Picture model, logistics of the plan, school data, placement at an options school, and logistics.

After discussion and on roll call vote, the report was adopted as amended, 4 ayes, 3 noes, Ms. Galatzan, Ms. Ratliff, and Dr. Vladovic.

NEW BUSINESS FOR ACTION

BOARD OF EDUCATION REPORT NO. 497-14/15

Amendment to the Information Technology Strategic Execution Plan to Revise and Approve the My Integrated Student Information Systems (MiSiS) Project

Ms. Ratliff moved that the report be adopted with an amendment to the Action Proposed section to include the following resolution:

Whereas, The Governing Board of the Los Angeles Unified School District has received and considered Resolution 2015-25A approved by the School Construction Bond Citizens' Oversight Committee (BOC) on May 28, 2015;

Whereas, In recommending that the Board amend the Information Technology Division Strategic Execution Plan to revise and approve the My Integrated Student Information Systems (MiSiS) Project as described in Board Report No. 497-14/15, the BOC noted the importance of Business Process Reengineering and recommended the Board and the Superintendent commission a study of the District's IT needs and ways to meet them;

Whereas, Among other things, the BOC noted the appearance that lessons learned in past projects have not been carried forward to newer ones and suggested that the District would benefit from consideration of how improved processes, supported by appropriate IT systems, may improve District outcomes, reduce expenditures, and increase revenues; now, therefore, be it

Resolved, That the Governing Board of the Los Angeles Unified School District directs the Superintendent to arrange for a study of the District's Information Technology needs and ways to meet them to be conducted by experts in this field with significant experience with how other large entities, particularly governmental units that are highly dependent on IT, have successfully addressed issues comparable to those faced by the District; and, be it finally

Resolved, That such study shall produce reports to the BOC and the Board, with a final summative report to be delivered as soon as practical and interim reports to be delivered periodically throughout the term of the study.

Mr. Kayser seconded the motion.

Ms. Ratliff and Ms. Diane Pappas, Chief Executive Officer, Strategic Planning and Digital Innovation, responded to questions from Board Members regarding cost and timelines,

Remarks were heard from Superintendent Cortines and Board Members.

After discussion and on roll call vote, the report was adopted as amended, 7 ayes.

BOARD OF EDUCATION REPORT NO. 483-14/15
Procurement Actions

Ms. García moved that the report be adopted with the amendment to postpone action on Contract Nos. 4400003726 and 4400003786-1, Team Heal Foundation, to the next Regular Board meeting.

Mr. Zimmer seconded the motion.

The following speakers addressed the Board:

Hon. Jose Lara, El Rancho Unified School District
Mr. David Tokofsky

Ms. Donna Brashear, Executive Director, Adult and Career Education, Mr. Shahryar Khazei, Chief Information Officer, Superintendent Cortines, and Mr. Alvaro Cortés, Executive Director, Beyond the Bell, responded to questions from Board Members regarding adult education student data systems, outsourcing, contract ratifications, professional teams and athletes, and concussion injury training.

After discussion and on roll call, the report was adopted as amended, 7 ayes, with Ms. Ratliff recording no votes on Contract Nos. 4400003776, Los Angeles Galaxy, and 4400003716, Institute for Standards, Curricula, and Assessments and abstentions on Contract Nos. 4400003800, Reach LA, and 4400003685, Community Training and Assistance Center, Inc.

- - -
Dr. Vladovic modified the Order of Business.
- - -

BOARD MEMBER RESOLUTIONS FOR ACTION (continued)

Dr. McKenna moved the following amended resolution:

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

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 9th 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 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 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 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 – 2nd grade students. The plan shall seek to encourage and support voluntary parent peer support within school sites, from faith based institutions and other entities 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. (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, 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 be broadcast and distributed. This programming shall also utilize “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. (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~~ finally

Resolved further, 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.

Resolved further, That prior to the implementation of each of the foregoing initiatives, the Superintendent shall determine a reasonable estimate of the costs of such initiatives and the Board shall consider authorization of such implementation in light of its costs; and, be it finally

Resolved, That the Superintendent is hereby directed to report cost estimates for each of the foregoing initiatives to the Board on or prior to August 1, 2015.

Mr. Kayser seconded the motion.

The following speakers addressed the Board:

Mr. Larry Aubry, Black Community, Clergy, and Labor Alliance
Ms. Mary Lee

Remarks were heard from Board Members.

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

The final version of the resolution reads as follows:

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

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 9th 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 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 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 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 – 2nd grade students. The plan shall seek to encourage and support voluntary parent peer support within school sites, from faith based institutions and other entities 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. (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, 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 be broadcast and distributed. This programming shall also utilize “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. (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 further, 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.

Resolved further, That prior to the implementation of each of the foregoing initiatives, the Superintendent shall determine a reasonable estimate of the costs of such initiatives and the Board shall consider authorization of such implementation in light of its costs; and, be it finally

Resolved, That the Superintendent is hereby directed to report cost estimates for each of the foregoing initiatives to the Board on or prior to August 1, 2015.

Ms. Ratliff moved the following amended resolution:

Ms. Ratliff – Provide Dedicated District Communications Staff to Support Schools’ Marketing Efforts (Res-080-14/15)

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.

Mr. Kayser seconded the motion.

Remarks were heard from Board Members.

After discussion, the resolution was further amended to delete “and disseminating” from the first Resolved.

Board Member remarks continued.

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

The final version of the resolution reads as follows:

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 marketing materials including, but not limited to, brochures, flyers, 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.

NEW BUSINESS FOR ACTION (continued)

BOARD OF EDUCATION REPORT NO. 507-14/15
Charter for California Collegiate Charter School

Mr. Zimmer moved that the report be adopted. Ms. Ratliff seconded the motion.

The following speaker addressed the Board:

Ms. Sue Andres-Brown, Head of School

Remarks were heard from Board Members regarding charter school density.

Mr. Jose Cole-Gutierrez, Director, Charter Schools Division, responded to questions from Board Members regarding best practices, and impact on neighborhood schools.

After discussion and on roll call vote, the report was adopted, 4 ayes, 1 no, Mr. Kayser, and 2 abstentions, Dr. McKenna and Mr. Zimmer.

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Dr. Vladovic resumed the Order of Business.

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BOARD OF EDUCATION REPORT NO. 516-14/15

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

Ms. García moved that the report be adopted with the amendment to withdraw action on the donation from Green Dot. Ms. Ratliff seconded the motion.

On roll call vote, the report was adopted as amended, 5 ayes, 1 abstention, Mr. Kayser.

Mr. Zimmer was absent.

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Dr. Vladovic modified the Order of Business.

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BOARD OF EDUCATION REPORT NO. 514-14/15

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

Ms. García moved that the report be adopted. Ms. Galatzan seconded the motion.

Mr. Cole-Gutierrez responded to questions from Board Members regarding contingent approval, material revision, mergers, impact on colocations, timelines, governance, school structure,

After discussion and on roll call vote, the report was adopted, 5 ayes, 1 no, Mr. Kayser.

Ms. García was absent.

BOARD OF EDUCATION REPORT NO. 471-14/15 Fiscal Year 2016 Office of the Inspector General Work Plan

Board Members discussed delaying action on this report in order to allow for a deeper discussion of it during a Closed Session meeting.

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Ms. Ratliff moved that the meeting be extended past 8:00 p.m. Mr. Zimmer seconded the motion, which by general consent was adopted. Ms. García was absent.

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After discussion, the report was withdrawn.

Ms. Ratliff moved that the action be reconsidered and the report be acted on immediately. Mr. Kayser seconded the motion. On roll call vote, the motion passed, 4 ayes, 3 noes, Ms. Galatzan, Ms. García, and Dr. Vladovic.

Ms. Ratliff moved that the report be adopted. Mr. Kayser seconded the motion.

Mr. Kenneth Bramlett, Inspector General, addressed the Board on the Work Plan.

Mr. Austin Onwualu, Deputy Inspector General, Mr. Bramlett, and Mr. Holmquist responded to questions from Board Members regarding risk assessment, restorative justice program, prioritization, audit objectives and scope, and agendizing items.

After discussion and on roll call vote, the report was adopted, 6 ayes. Ms. García was absent.

BOARD OF EDUCATION REPORT NO. 476-14/15
Updated Charter for the Office of the Inspector General

This report was withdrawn.

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Dr. Vladovic resumed the Order of Business.

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BOARD OF EDUCATION REPORT NO. 523-14/15
2015-16 Tax and Revenue Anticipation Notes

Mr. Kayser moved that the report be adopted. Mr. Zimmer seconded the motion.

After discussion and by general consent, the report was adopted. Ms. Galatzan and Ms. García were absent.

BOARD OF EDUCATION REPORT NO. 502-14/15
Approval of the 2015 Facilities Services Division Strategic Execution Plan

Dr. McKenna moved that the report be adopted. Mr. Kayser seconded the motion.

Mr. Bill Wherritt, Deputy Director, Facilities Services Division, responded to question from Board Members regarding amendments to the plan.

Remarks were heard from Board Members regarding enrollment growth and charter schools.

Mr. Hovatter, Mr. Holmquist responded to questions from Board Members regarding postponing the report and the impact of the report not passing.

After discussion, this report was postponed to the next Regular Board meeting.

BOARD OF EDUCATION REPORT NO. 521-14/15
Channel Sharing Agreement – KLCS/KCETLink

This report was postponed to the next Regular Board meeting.

PUBLIC COMMENT (continued)

Later in the meeting, Public Comment speakers continued:

Mr. Randall Childs, Teacher	Environmental Social Policy Academy
Ms. Gracia Rodriguez, Student	Environmental Social Policy Academy
Mr. Lucio Ascencion	Environmental Social Policy Academy
Mr. Ascencion, Parent	Environmental Social Policy Academy
Ms. Rebecca Sun, Teacher	Environmental Social Policy Academy
Ms. Carol Piñeda, Parent	Environmental Social Policy Academy
Mr. Darwin Medina, Student	Environmental Social Policy Academy
Ms. Shirley McCarthy	Purche Elementary School

ADJOURNMENT

Mr. Zimmer moved that the meeting be adjourned. Mr. Kayser seconded the motion, which by general consent was adopted. Ms. Galatzan and Ms. García were absent.

The meeting adjourned at 9:10 p.m.

APPROVED BY THE BOARD: **MAY 10, 2016**



DR. RICHARD VLADOVIC
PRESIDENT



JEFFERSON CRAIN
EXECUTIVE OFFICER OF THE BOARD

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