

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

**REGULAR MEETING STAMPED ORDER OF BUSINESS**

333 South Beaudry Avenue, Board Room

1 p.m., Tuesday, June 13, 2017

**Roll Call**

**Pledge of Allegiance**

**Board President's Reports**

Labor Partner Reports

Committee Reports

**Superintendent's Reports**

Recognition of Ms. Karen Calderon, Student Board Member

Recognition of Dr. Earl Perkins, Associate Superintendent, District Operations

Recognition of Dr. Cynthia Lim, Executive Director, Office of Data and Accountability

Budget and Legislative Update

**Public Notice of Bargaining Union Initial Proposals**

1. Associated Administrators of Los Angeles (AALA) Initial Bargaining Proposals for 2017-2018 Successor Agreement (168-16/17)  
Initial proposals from collective bargaining representatives are made public before negotiations begin.

## Consent Items

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

### New Business for Action

2. Board of Education Report No. 490 – 16/17 **ADOPTED AS AMENDED**  
Procurement Services Division  
(Revise Contract Term to 06/14/17 – 06/13/20  
and Contract Value to \$707,000 for Contract No.  
4400005589, SchoolMint, Inc.)  

(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 \$20.3 million for GEAR-UP LA counseling and mentoring services, teacher professional development related to science using recycled materials, an amendment to the contract related to the Chanda Smith Consent Decree Independent Monitor and 15,801 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 contracts with 6 additional providers for supplemental services for private school services with no change to the original \$40.6 million commitment, \$6.7 million for Enterprise Mobile Management for mobile devices and applications, 3 contracts to provide library books for \$681.615, \$10 million for special education services at Head Start programs, \$9.5 million for services to the MiSiS project, a \$250,000 contract extension for health benefits consulting, a contract amendment to increase capacity for the Destiny library and textbook asset management system for \$2.3 million, \$1 million for a school search software tool for the District's Unified Enrollment Program, a \$500,000 contract to purchase band uniforms, 6 contracts to purchase musical instruments for \$21.6 million, 2 contracts to provide fuel for District vehicles for \$16 million, \$7 million for 2 contracts to purchase buses, \$283,253 to purchase police radios, 5 contracts to purchase electronic whiteboards for \$5.5 million, \$701,000 to purchase archival file cabinets, \$650,000 contract portable toilet servicing and rentals, \$193,857 to purchase 5 cargo vans, a contract time extension to provide copiers and printers, and 2 revenue contracts for District provided WorkSource Center counselors and apprenticeship program preparation totaling \$563,680.
3. Board of Education Report No. 532 – 16/17 **ADOPTED BY CONSENT VOTE**  
Procurement Services Division  
(Facilities Contract Actions) Recommends approval of actions that have been executed within the delegated authority of the Superintendent including the approval of the award of 9 advertised construction contracts for approximately \$41.3 million; 55 change orders for a total of \$891,984; the completion of 43 contracts; the award of 94 informal contracts for approximately \$3.3 million; the rejection of 5 bids; the award of 2 architectural and engineering contracts for \$160,659; 3 professional and technical services amendments for \$550,000; and extra services for architectural and engineering contracts for \$325,397. Additionally, awards contracts and amendments not under the delegated authority, as detailed in Attachment B, for 2 general services contracts for playground marking in the amount of \$2.25 million; and 3 advertised construction contracts for construction and seismic modernization in the amount of \$125,561,000.

4. Board of Education Report No. 605 – 16/17 **ADOPTED BY CONSENT VOTE**  
Office of Accounting and Disbursements  
(Report of Cash Disbursements, Reimbursement of the Controller’s Revolving Cash Fund, Donations of Money, and Donations of Materials and Services) Recommends approval of warrants for things such as salary payments for a total value of \$ 180,944,445.51, reimbursement of the Controller’s Revolving Cash Fund in the amount of \$98, the acceptance of 22 donations to the District totaling \$ 2,935,895.36, and the acceptance of a donation of internet devices and wireless service valued at approximately \$1 million.
5. Board of Education Report No. 633 – 16/17 **ADOPTED BY CONSENT VOTE**  
Office of the Chief Financial Officer  
(Certification of Signatures for Fiscal Year 2017-18) Recommends authorization for the Chief Financial Officer, Deputy Chief Financial Officer, and the Controller to sign warrants on behalf of the District. Further authorizes 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.
6. Board of Education Report No. 636 – 16/17 **ADOPTED**  
Accounting and Disbursements Division  
(Delinquent Tax Financing) Recommends approval of assignment of delinquent tax receivables to the California Statewide Delinquent Tax Finance Authority (JPA) for the fiscal years ending June 30 in each of the years 2017 through 2019, authorization to carry out all actions necessary for the completion of these transactions, and appointment of the Deputy Controller as the District’s representative on the Board of Finance.
7. Board of Education Report No. 600 – 16/17 **ADOPTED BY CONSENT VOTE**  
Human Resources Division  
(Routine Personnel Actions) Recommends approval of 3,983 routine personnel actions such as promotions, transfers, leaves, terminations, etc.
8. Board of Education Report No. 534 – 16/17 **ADOPTED BY CONSENT VOTE**  
Facilities Services Division  
(Amendment to the Facilities Services Division Strategic Execution Plan to Define and Approve One Project that Address Critical School Repair Needs) Recommends approval of an amendment to the Strategic Execution Plan to define and approve 1 project that addresses critical school repair needs at Westwood Charter Elementary School for a budget of \$ 1,088,511.
9. Board of Education Report No. 535 – 16/17 **ADOPTED BY CONSENT VOTE**  
Facilities Services Division  
(Amendment to the Facilities Services Division Strategic Execution Plan to Define and Approve Various Board Member Priority and Local District Priority Projects) Recommends approval of an amendment to the Strategic Execution Plan to define and approve 44 Board Member and Local District priority projects and to authorize the Chief Facilities Executive to make any purchases associated with the projects. The combined budget for these projects is \$ 2,510,150.

10. Board of Education Report No. 536 – 16/17 **ADOPTED AS AMENDED BY CONSENT VOTE**  
 Facilities Services Division  
 (Revised Attachment A updating Board District ‘ designations)  
 (Amendment to the Facilities Services Division Strategic Execution Plan to Define and Approve a Program to Provide Automated Fire Alarm Dialer Systems at 155 Sites) Recommends approval of an amendment to the Facilities Strategic Execution Plan to define and approve fire alarm dialer systems at 155 sites for a budget of \$ 2,952,750.
11. Board of Education Report No. 537 – 16/17 **ADOPTED BY CONSENT VOTE**  
 Facilities Services Division  
 Division of Adult and Career Education  
 (Amendment to the Facilities Services Division Strategic Execution Plan to Define and Approve Evans Community Adult School Information Technology Infrastructure Upgrade Project) Recommends approval of an amendment to the Facilities Services Division Strategic Execution Plan to define and approve a network infrastructure, equipment, and phone system upgrade project at Evans Community Adult School for a budget of \$1,073,007.
12. Board of Education Report No. 538 – 16/17 **ADOPTED BY CONSENT VOTE**  
 Facilities Services Division  
 (Major Maintenance Project at the Newman Nutrition Center Funded Through the Routine Repair and General Maintenance Account and Authorization to Enter Into Contracts) Recommends authorization for the Chief Procurement Officer to enter into contracts for the delivery of a major maintenance project at Newman Nutrition Center for a budget of \$383,808.
13. Board of Education Report No. 576 – 16/17 **ADOPTED BY CONSENT VOTE**  
 Office of Environmental Health and Safety  
 (Certification of the Final Environmental Impact Report for the International Studies Learning Center Addition Project) Recommends certification of Final Environmental Impact Report (EIR), adoption of the Findings of Fact, Mitigation Monitoring and Reporting Plan, and Statement of Overriding Considerations for the International Studies Learning Center Addition Project.
14. Board of Education Report No. 577 – 16/17 **ADOPTED BY CONSENT VOTE**  
 Facilities Services Division  
 (Project Approval for the International Studies Learning Center Addition Project) Recommends approval of the International Studies Learning Center Addition Project at 5225 Tweedy Blvd. in South Gate with an anticipated cost of \$42.7 million.
15. Board of Education Report No. 597 – 16/17 **ADOPTED BY CONSENT VOTE**  
 Procurement Services Division – Facilities Contracts  
 (Authorization to Enter into a Contract for the Design and Construction of the Venice High School Comprehensive Modernization Project) Recommends authorization for the Chief Procurement Officer to enter into a contract on behalf of the District with Hensel Phelps Construction Co. for the design and construction of the Venice High School Comprehensive Modernization Project with a total budget of \$138,259,610.

16. Board of Education Report No. 598 – 16/17 **ADOPTED BY CONSENT VOTE**  
Facilities Services Division  
(Amendment to the Facilities Services Division Strategic Execution Plan to Approve Project Definitions for Two Classroom Replacement Projects) Recommends approval of an amendment to the Strategic Execution Plan to define and approve two classroom replacement projects for a combined budget of \$16,404,000.
17. Board of Education Report No. 548 – 16/17 **ADOPTED BY CONSENT VOTE**  
Charter Schools Division  
(Renewal Petition for Plainview Academic Charter Academy [Affiliated Charter School]) Recommends approval with benchmarks of the renewal petition for Plainview Academic Charter Academy, a District affiliated charter school, for 5 years, to serve 342 students in grades TK-5 at the school located at 10819 Plainview Avenue in Tujunga.
18. Board of Education Report No. 568 – 16/17 **ADOPTED BY CONSENT VOTE**  
Charter Schools Division  
(Charter Petition for Excelencia Charter Academy) Recommends approval of the charter for Excelencia Charter Academy for 5 years to serve up to 360 students in grades TK-5 by the end of the charter term at the school to be located in East Los Angeles.
19. Board of Education Report No. 616 – 16/17 **ADOPTED BY CONSENT VOTE**  
Charter Schools Division  
(Charter Petition for Matrix for Success Academy) Recommends approval of the charter for Matrix for Success Academy for 5 years to serve up to 600 students in grades 9-12 by the end of the charter term at the school to be located at three sites, 2830 S. Central Ave. and 2140 W. Olympic Blvd. #101 in Los Angeles and 13570 Eldridge Ave. in Sylmar.
20. Board of Education Report No. 617 – 16/17 **ADOPTED BY CONSENT VOTE**  
Charter Schools Division  
(Charter Petition for Vox Collegiate of Los Angeles) Recommends approval of the charter for Vox Collegiate of Los Angeles for 5 years to serve up to 525 students in grades 6-10 by the end of the charter term at the school to be located in the Watts area of Los Angeles.
21. Board of Education Report No. 618 – 16/17 **ADOPTED BY CONSENT VOTE**  
Charter Schools Division  
(Material Revision of KIPP Academy of Innovation to Add a Site) Recommends approval of the proposed material revision of the charter for KIPP Academy of Innovation to add an additional site at 4545 Dozier Ave. in Los Angeles to house grade 8.
22. Board of Education Report No. 619 – 16/17 **ADOPTED BY CONSENT VOTE**  
Charter Schools Division  
(Material Revision of KIPP Ignite Academy to Add a Site) Recommends approval of the proposed material revision of the charter for KIPP Ignite Academy to add an additional site at 1046 E. 34<sup>th</sup> Street in Los Angeles to house grade 2.

23. Board of Education Report No. 620 – 16/17 **ADOPTED BY CONSENT VOTE**  
 Charter Schools Division  
 (Material Revision of KIPP Promesa Prep to Add a Site) Recommends approval of the proposed material revision of the charter for KIPP Promesa Prep to add an additional site at 4545 Dozier Ave. in Los Angeles to house grade 1.
24. Board of Education Report No. 627 – 16/17 **ADOPTED BY CONSENT VOTE**  
 Charter Schools Division  
 (Material Revision of KIPP Academy of Opportunity to Add a Permanent Site) Recommends approval of the proposed material revision of the charter for KIPP Academy of Opportunity to add a permanent site at 8500 S. Figueroa St. in Los Angeles.
25. Board of Education Report No. 621 – 16/17 **ADOPTED BY CONSENT VOTE**  
 Charter Schools Division  
 (Material Revision of Valley Charter Middle School to Add a Site) Recommends approval of the proposed material revision of the charter for Valley Charter Middle School to add a site at 14646 Sherman Way in Van Nuys.
26. Board of Education Report No. 482 – 16/17 **ADOPTED**  
 Division of Instruction  
 (2016-2017 Alternative Schools of Choice Annual Evaluation) Recommends approval of the Alternative Schools of Choice Annual Evaluation report, which reviews student achievement at each magnet school and magnet center.
27. Board of Education Report No. 637 – 16/17 **ADOPTED**  
 Division of Instruction **PUBLIC HEARING**  
 (Waiver Request to the California Department of Education for High Schools on a 4x4 Schedule) Recommends the approval of the submission of a waiver request to the California Department of Education to allow District high school to use a 4 x 4 block instructional schedule.
28. Board of Education Report No. 626 – 16/17 **ADOPTED**  
 Division of Instruction  
 Human Resources Division  
 (Submission of 2017-18 Consolidated Application for Categorical Aid Programs) Recommends authorization to submit the 2017-18 Consolidated Application for Funding Categorical Aid Programs to the California Department of Education for an estimated \$311.9 million in funding for state and federal programs; and that the estimated amount be included in the Superintendent's 2017-18 Budget.

29. Board of Education Report No. 596 – 16/17  
Information Technology Division  
Division of Instruction
- ADOPTED AS AMENDED**  
(Add to Action Proposed section “To facilitate equitable access to foster youth, up to 2% of the total number of applicable seats under the Unified Enrollment program will be reserved for Foster Youth which will be held through the first week of school, in accordance with District policies and all laws and regulations. Unclaimed seats would be released to students on the waiting list. Phase 1 and Phase 2 of the Unified Enrollment plan are exclusively for LAUSD schools and when schools are identified as under enrolled and underperforming the Superintendent will bring a plan to the Board for academic and school climate improvement and enrollment growth within 6 months.”)
- (Amendment to the Information Technology Division Strategic Execution Plan to Approve the Unified Enrollment Project) Recommends approval of an amendment to the Strategic Execution Plan to approve Phase 1 of the Unified Enrollment Project and allocate \$16,683,000 of bond funds.
30. Board of Education Report No. 639 – 16/17  
Instructional Technology Initiative
- ADOPTED AS AMENDED**  
(Version 2 removes references to a Delegation of Authority)
- (Reallocation of Board-Approved 1:1 Devices and Use Funds to Augment Districtwide Needs) Recommends the approval of a delegation of authority to allow the Superintendent to reallocate Board-approved devices that are not currently assigned to students and staff at 1:1 schools due to fluctuations in enrollment and to augment and support the redistribution of devices Districtwide.
31. Board of Education Report No. 603 – 16/17  
Office of the Inspector General  
(Fiscal Year 2018 OIG Work Plan) Recommends approval of the Office of the Inspector General’s 2018 work plan describing the audits to be undertaken by the office.
- ADOPTED BY CONSENT VOTE**
32. Board of Education Report No. 562 – 16/17  
Division of District Operations  
(Renaming of Logan Street Elementary to Logan Academy of Global Ecology) Recommends approval of the renaming of the school currently known as Logan Street Elementary to Logan Academy of Global Ecology.
- ADOPTED BY CONSENT VOTE**
33. Board of Education Report No. 628 – 16/17  
Division of District Operations  
(Renaming of Joseph Pomeroy Widney High School to Widney Career Preparatory and Transition Center) Recommends approval of the renaming of the school currently known as Joseph Pomeroy Widney High School to Widney Career Preparatory and Transition Center.
- ADOPTED BY CONSENT VOTE**



34. Board of Education Report No. 629 – 16/17 **ADOPTED AS AMENDED BY CONSENT VOTE**  
 Division of District Operations  
 (Version 2 strikes “and also the dual language program offered to students” in the Background section.)  
 (Renaming of Diego Rivera Learning Complex Green Design Community School to Diego Rivera Learning Complex Green Design STEAM Academy) Recommends approval of the renaming of the school currently known as Diego Rivera Learning Complex Green Design Community School to Diego Rivera Learning Complex Green Design STEAM Academy.
35. Board of Education Report No. 630 – 16/17 **ADOPTED BY CONSENT VOTE**  
 Division of District Operations  
 (Renaming of Enadia Technology Enriched Charter to Enadia Way Technology Charter) Recommends approval of the renaming of the school currently known as Enadia Technology Enriched Charter to Enadia Way Technology Charter.
36. Board of Education Report No. 631 – 16/17 **ADOPTED BY CONSENT VOTE**  
 Division of District Operations  
 (Renaming of Diane S. Leichman Special Education Center to Diane S. Leichman Career Preparatory and Transition Center) Recommends approval of the renaming of the school currently known as Diane S. Leichman Special Education Center to to Diane S. Leichman Career Preparatory and Transition Center.
37. Board of Education Report No. 642 – 16/17 **ADOPTED BY CONSENT VOTE**  
 Division of District Operations  
 (Renaming of South Region High School No. 8 to Maywood Center for Enriched Studies) Recommends approval of the renaming of the school currently known as South Region High School No. 8 to Maywood Center for Enriched Studies.
38. Board of Education Report No. 622 – 16/17 **ADOPTED**  
 Division of Special Education **PUBLIC HEARING**  
 (Special Education Annual Budget Plan and Annual Service Plan for the 2017-2018 School Year) Recommends adoption of the 2017-2018 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.

**Board Member Resolutions for Action**

39. Ms. Ratliff, Ms. García - Recognition of National Night Out (Res-094-16/17)  
 (Noticed May 9, 2017) **ADOPTED BY CONSENT VOTE**
- Whereas, The National Association of Town Watch, a non-profit, crime prevention organization, welcomes communities nation-wide to participate in the 34<sup>th</sup> annual National Night Out on Tuesday, August 1, 2017;
- Whereas, The National Night Out mission, “Together, we are making our communities safer, more caring places to live,” is made possible through this annual opportunity for groups and individuals promoting cooperative relationships with local law enforcement agencies towards crime prevention to express community unity;



Whereas, The City of Los Angeles, including various Neighborhood Councils, the Police Department, along with other local law enforcement agencies, and other public service and community based organizations have a history of participating in this community building event held on the first Tuesday of August each year;

Whereas, The Los Angeles School Police Department (LASPD) has participated in National Night Out for some years now, including hosting school-based events for the last four years, such as the two LASPD sponsored events on August 2, 2016, at Manual Arts High School and Gardena High School, where meals, backpacks, entertainment, and other donated gifts were provided to neighborhood participants in conjunction with the support of other local law enforcement agencies, colleges and universities, businesses, and community based organizations;

Whereas, On August 2, 2016, Board Member Mónica Ratliff and Board District 6 staff, and Local District Northeast administrators, school principals and staff joined community members and law enforcement officials for National Night Out festivities in the San Fernando Valley;

Whereas, District schools play a vital role in promoting increased safety, health and welfare in neighborhoods and communities across Los Angeles County; and

Whereas, Increased District participation in the National Night Out annual campaign would provide a unique opportunity for schools to form deeper partnerships with local law enforcement officials, as well as neighborhood businesses, agencies, and community based organizations, to make our communities safer places for our children and families to live; now, therefore, be it

Resolved, That the Governing Board of the Los Angeles Unified School District hereby recognize the first Tuesday of each August as National Night Out;

Resolved further, That the Board hereby declares Tuesday, August 2, 2017 as the 34<sup>th</sup> annual National Night Out; and, be it finally

Resolved, That the Superintendent encourages all local districts and schools to recognize and participate in local National Night Out campaigns as an opportunity to help establish safer and more united local communities for the overall health and welfare of Los Angeles Unified School District students, families, and staff.

40. Ms. García, Ms. Ratliff, Dr. Rodriguez, Mr. Zimmer - Celebrating and Affirming Our Students and Families with Pride Month 2017 (Res-095-16/17) (Noticed May 9, 2017)

**ADOPTED BY CONSENT VOTE**

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

Whereas, The California Education Code, Section 200 provides, “It is the policy of the State of California to afford all persons in public schools, regardless of their disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code, equal rights and opportunities in the educational institutions of the state”;

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 District has a role to provide a safe, nurturing and tolerant environment in our schools;

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 in part 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 in the Educational Equity Compliance Office 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, with the support of the Human Relations and Health Education Offices, 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; and

Whereas, By recognizing Pride Month we reaffirm our commitment to the 1988 District’s 1998 resolution, Respectful Treatment of All Persons; now, therefore, be it

Resolved, That the Governing Board of the Los Angeles Unified School District declares June 2017 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.

41. Ms. García, Dr. Rodriguez, Dr. McKenna – Maximizing Quality Learning Time for All Towards 100% Graduation by Supporting SB 607 (Res-096-16/17) (Noticed May 9, 2017)

**ADOPTED**

Whereas, To get to 100% graduation, students must be allowed to maximize on their daily right to read, write, learn and achieve;

Whereas, In 2007, the Los Angeles Unified School District lost 74,765 instructional days do to suspensions;

Whereas, In 2013 the District adopted the School Climate Bill of Rights, that among other milestones eliminated the use of “willful defiance” as a reason for student suspension;

Whereas, Since 2013, days lost to suspensions have decreased to 6,221;

Whereas, In 2014, AB 420 was chaptered into law prohibiting the use of disruption/defiance as grounds for K-3 suspensions and K-12 expulsions, but it is scheduled to sunset on July 1, 2018;

Whereas, AB 420 resulted in a 60% drop in defiance/disruption suspensions in elementary schools during 2013-2015. More than 15,000 suspensions of K-3 students were prevented, incentivizing school districts to adopt non-punitive alternatives to suspensions and expulsions;

Whereas, Students can be suspended or expelled from schools for simply refusing to take off their hat or falling asleep during a lecture. These suspensions fall under the category “willful defiance” and often occur without consideration of the root of the student’s actions;

Whereas, SB 607 as amended, a bill authored by Senator Nancy Skinner (SD-9), would amend the Education Code to address the overuse of suspensions and expulsions for minor and subjectively imposed offenses pursuant to Educ. Code § 48900(k);

Whereas, Currently, Section 48900(k) allows students in grades 4-12 to be suspended from school for disruption or defiance. Neither disruption nor defiance is defined anywhere in the Education Code; as such, Section 48900(k) is largely left to the subjective judgment of school personnel;

Whereas, It is estimated that this category was identified as the most “severe” grounds for some 129,835 suspensions or 31% of all suspensions in the state during the 2014-15 school year;

Whereas, New state funding has assisted schools in adopting alternatives, \$28 million in the 2016 budget proposal supports a grant program to implement restorative practices and social emotional learning programs to address the root of the problem for students;

Whereas, Research is clear that suspended and expelled students are far more likely than their peers to drop out of school and enter the juvenile delinquency system, at great cost to the state;

Whereas, Research also shows that alternatives to suspension and expulsion—such as Restorative Practices, tiered interventions through Positive Behavioral Interventions and Supports, and social emotional learning—reduce suspensions, improve behavior, and improve academic outcomes; now, therefore, be it

Resolved, That the Governing Board of the Los Angeles Unified School District hereby supports the passage of California Senate Bill 607 and directs the Superintendent to communicate with our state legislative body the need and urgency of the proposed bill and the positive outcomes that have already taken place in our District as a result of the passing of our School Climate Bill of Rights.

42. Ms. García, Dr. McKenna - Increasing Equity in Funding Cuts for Our Highest Need Students (Res-097-16/17) (Noticed May 9, 2017)

**POSTPONED AS AMENDED TO THE  
SEPTEMBER 2017 REGULAR BOARD  
MEETING**

Whereas, The Los Angeles Unified School District is committed to providing all children with a world-class education, regardless of socioeconomic status or other factors, and students living in material poverty are especially deserving of services to help them succeed academically;

Whereas, The federal government has long recognized the need to provide additional resources to children living in poverty in order to advance equity in public education;

Whereas, President Lyndon B. Johnson established Title I funding in 1965 to help close the achievement gap between low-income children and their middle-class peers;

Whereas, More than 76 percent of District students qualify for the federal free and reduced-price meal program, a measurement used to determine Title I eligibility;

Whereas, A \$34 million reduction in the District’s Title I allocation in 2011-12 prompted the Governing Board of the Los Angeles Unified School District to raise the eligibility threshold from 40 to 50 percent in order to shift more money to the highest-poverty schools;

Whereas, The District currently distributes Title I revenue using a two-tiered system, which in 2016-17 allocated \$518 per student for schools with low-income enrollments of 50-64.99 percent; and \$682 per student for schools with 65 percent or more low-income students;

Whereas, The District anticipates a reduction in Title I funding from \$327.7 million in 2016-17 to \$269.1 million, or a reduction of \$58.6 million, in 2017-18;

Whereas, In response to this anticipated reduction, the District reduced Title I allocations for 2017-18 at all schools by approximately 16.5 percent, resulting in cuts of approximately \$85 per student at schools with 50-64.99 percent of low-income students and \$113 per student at schools with 65-100 percent low-income students;

Whereas, This reduction will cause schools serving the largest population of low-income students to have the largest dollar drop in Title I funding, with many schools losing hundreds of thousands of dollars;

Whereas, Local school boards are empowered to determine how to distribute Title I resources to eligible campuses, which are those with low-income enrollments of at least 40 percent; and

Whereas, The District has prioritized, in its strategic plan, a commitment to excellence, high expectations, equity, and access to ensure academic achievement and empower tomorrow's leaders, which requires the highest need students receive an equitable amount of support; now, therefore, be it

Resolved, That the Governing Board of the Los Angeles Unified School District directs the Superintendent to bring to the Board a report ~~back~~ within 90 days with an analysis of how anticipated financial shifts at the state and federal level will affect school site funding and with an articulated plan for raising the amount of Title I funding on per student basis for schools with low-income enrollments of at least 80 percent beginning in the 2018-19 school year;

Resolved further, That beginning in the 2018-19 school year, the Title 1 investment strategy that will keep the eligibility threshold at 50 percent but will include a 3 tier system, 50-59.9 percent tier 3, 60-79.9 percent tier 2, and an 80-100 percent tier 1 financial formula that is based on a newly developed equity formula;

Resolved further, That for Title 1 allocations for the 2018-19 school year and beyond, the proportion of Title I funds allocated on a per pupil rate to the 60%-79.9% tier will be at or lower than 70% of the per pupil rate for the 80-100% tier and the 50%-59.9% tier will be at or lower than the 70% of the per pupil rate for the 60-79.9%;

Resolved further, That all Title 1 carryover funds that exceed the current estimated projection will be spread out on a per pupil basis over the Tier 1 schools (80-100 percent) beginning 18-19 school year;

Resolved further, That all Title 1 carryover funds will be spread out on a per pupil basis over the Tier 1 schools (80-100 percent) beginning 18-19 school year; and, be it finally

Resolved, Any future cuts made by the District to the 3 tiers of Title 1 designated schools will be done with a priority to minimize funding reductions for schools with low-income enrollment exceeding 79.9 percent, understanding that equity demands that schools serving the greatest concentration of need be given our greatest support.

43. Mr. Zimmer, Dr. Rodriguez --~~Endorsing~~ Embracing Community School Strategies in the Los Angeles Unified School District (Res-098-16/17) (Noticed May 9, 2017)

**ADOPTED AS AMENDED**

Whereas, A central goal of the Los Angeles Unified School District is to develop the holistic capacities of young people so that they emerge from their K-12 schooling creative, critical, and community-minded;

Whereas, Los Angeles youth should have access to an array of curricular and extra-curricular learning opportunities that promote their full development;

Whereas, Los Angeles youth and families should have access to an array of health and social supports that enable such development;

Whereas, Los Angeles youth should understand that they are valued members of communities and that they have a role to play in improving and contributing to their communities;

Whereas, Los Angeles youth can develop analytic skills and civic commitments by studying the strengths and challenges of their communities and developing evidence-based plans for community improvement;

Whereas, Los Angeles youth should develop the skills and commitments to negotiate differences through non-violent dialogue and build community across differences;

Whereas, The holistic development of Los Angeles students must be a shared effort of educators, school staff, community partners, and families;

Whereas, Los Angeles educators can play a vital role in such work when they have time, support, and training to forge meaningful connections with students, families, and community partners;

Whereas, There is a long history of community schooling (spanning well more than a century) that has promoted these very goals;

Whereas, Community schools are a strategy to not only improve graduation rates but also to improve four-year college eligibility and career readiness;

Whereas, The Los Angeles Unified School District already recognizes the need to integrate local educational activities with local community needs and has established Parent Centers in schools as the hub of this integration; and such Centers can be expanded to serve as the nucleus for Community Schooling with increased staffing and training;

Whereas, Organizations at many school sites throughout LAUSD have already incorporated some of these strategies and mechanisms into their approaches to teaching and community engagement, that should be learned from and built upon;

Whereas, Los Angeles schools face a set of challenges today, that make community schooling and the sharing of resources with external agencies, government entities, and community partnerships more important than ever;

Whereas, Los Angeles experiences among the highest levels of economic inequality in the U.S. and the U.S. has among the highest levels of economic inequality among industrialized nations;

Whereas, Economic and social inequality has powerful negative effects on the well-being of Los Angeles children and youth;

Whereas, These effects include unmet health, mental health, and social welfare needs;

Whereas, These effects also include inadequate and unequal access to enriching curricula and after-school experiences that support holistic development;

Whereas, These effects are exacerbated by educational reform strategies that focus narrowly on competition and hence erode the relationships and understanding that promote a sense of community;

Whereas, In the last few months, all of these challenges have grown dramatically due to the rhetoric, policy threats, and policy actions of the Trump administration which have fostered instability, anxiety, and fear across many Los Angeles communities;

Whereas, This moment calls for a greater sense of community and an array of supports that foster development and offer protection;

Whereas, The community schooling model allows for a systematic process by which a community's assets as well as its needs can be identified;

Whereas, Community schools can be hubs for providing broad and sustainable access to its community's assets;

Whereas, The ESSA (Every Students Succeeds Act) requires that federally funded interventions be evidence-based, and the most recent review of relevant research by the Learning Policy Institute and the National Education Policy Center in June 2017 was published in the brief *Community Schools: An Evidence-Based Strategy for Equitable School Improvement*, presenting the following four research based strategies that appear in community schools that have demonstrated positive outcomes:

- 1) **Integrated Student Supports:** removing barriers to school success by connecting students and families to service providers or bringing those programs into the school addressing the reality that children whose families are struggling with poverty - and the housing, health and safety concerns that often go with it – cannot focus on learning unless their non-academic needs are also met



- 2) **Expanded Learning Time and Opportunities:** these take place before and after the typical school day and during the summer to augment traditional learning opportunities. Some include additional academic instruction and mentoring and others offer informal out of school learning experiences, emphasizing student centered, hands on, engaging experiences such as music, art, and athletics. Positive effects result from high quality programming when traditional instruction is taught by certified teachers and when they feature experiential learning activities. In other words, how the time is used, matters.
  
- 3) **Family and Community Engagement:** strategies include support for better parenting, communication between school and home, family volunteering, parents helping with learning at home, parents involved in school decision making and community organizing for school and district reform. Regular and consistent communication about the importance of education is the best way for parents to improve their children's academic trajectories. Education reforms in communities of concentrated poverty must include broad based coherent approaches to include family, school and community resources.
  
- 4) **Collaborative Leadership and Practices:** Processes whereby parents, students, teachers and principals with different areas of expertise work together, sharing decisions and responsibilities toward a shared vision or outcome. Collaborative leadership impacts growth in student learning by increasing the capacity within a school for academic improvement. Collaborative school cultures are central to school improvement, the development of professional learning communities and the improvement of student learning.

Whereas, Federal funding could be used to support each of the pillars (alone or in combination as well as other interventions under the community schools umbrella);

Whereas, Community schools hold promise for closing well documented racial and economic gaps;

Whereas, More research is needed to strengthen the evidentiary basis and data must be used in an ongoing process of continuous program evaluation and improvement and in order to be successful needs assessment must involve community, parents and young people;

Whereas, The following six strategies have been identified as the hallmarks of a successfully implemented community school program:

- ~~1. *Curricula that are engaging, culturally relevant, and challenging.* Schools offer a robust selection of classes and after-school programs in the arts, languages, and ethnic studies to promote the holistic development of all students, including preparation for college, career, and civic participation. Instructional strategies and support services make this curriculum accessible to all students, including English Learners and students with special needs. Pedagogy is student-centered;~~
  
- ~~2. *An emphasis on high-quality teaching, not on high-stakes testing.* Schools will foster professional learning communities to build the capacity for such teaching. Teachers will learn from one another and use assessments to better understand and respond to students' needs. Professional development programs will link educators with families and community partners and provide educators with the knowledge and skills necessary to support community-based curriculum and school-community partnerships;~~

3. ~~Wrap-around supports and opportunities such as health care, vision care, and social and emotional services that support academics. These services are available before, during, and after school, and are provided year-round to the full community. Community partners are accountable and culturally competent. The supports are aligned to the classroom using thorough and continuous data collection, analysis, and reflection. Space for these services is allocated within the building or within walking distance;~~
4. ~~Positive discipline practices, such as restorative justice and social and emotional learning supports, are stressed so that students can grow and contribute to the school community and beyond. School safety and positive school climate are achieved through these mechanisms. Suspensions and harsh punishments are eliminated or greatly reduced;~~
5. ~~Authentic parent and community engagement. The full community actively participates in planning and decision-making at each school site. This process recognizes the link between the success of the school and the development of the community as a whole, and;~~
6. ~~Inclusive school leadership who are committed to making the Community School strategy integral to the school's mandate and functioning. They ensure that the Community School Coordinator is a part of the leadership team and that a Community School Committee—which includes parents, community partners, school staff, youth, and other stakeholders that are representatives of the school's various constituencies and has a voice in the planning and implementation of the strategy.~~

Whereas, LAUSD and community partners further defines a Community School as a school that achieves success ~~by implementing the above strategies~~ by utilizing the following mechanisms:

1. An annual asset and needs assessment of and by both school and community;
2. A strategic plan that defines how educators, school staff and community partners will use all available assets to meet specific student needs and get better results;
3. The engagement of partners who bring assets and expertise to help implement the building blocks of Community Schools, and;
4. A dedicated staff member at the community school site whose primary job is to facilitate the development and implementation of the strategic plan in collaboration with school and community members/partners, and to ensure alignment of solutions to needs;

Whereas, Many school sites throughout LAUSD have already incorporated ~~some of these strategies and mechanisms~~ into their approaches to teaching and community engagement;

Whereas, Transparent decision-making and accountable governance are necessary pre-conditions for sustainable community engagement and are essential components of any community school;

Whereas, The District has adopted several policies, programs, and practices that support the principles and vision of community schools, including restorative justice and the school climate bill of rights, social emotional and trauma-informed practices, wellness centers and Healthy Start programs, culturally relevant curricula like Ethnic Studies, and high-quality parent and community engagement strategies; the Division of Access, Equity, and Acceleration, and the Innovation Office;

Whereas, The community school framework provides a systematic approach for incorporating and expanding upon existing Board resolutions whose goals include preventing domestic violence, developing career pathways for school staff, fostering sustainability through gardens and other programs, and expanding dual language instructional pathways; now, therefore, be it

Resolved, That the Governing Board of the Los Angeles Unified School District recognizes the positive impact community school evidence-based strategies can have on schools and communities;

Resolved further, That the Los Angeles Unified School District recognizes ~~endorses~~ Community Schooling as a valuable research backed strategy for school accountability, improvement and community development which has the potential to expands access to:

- a. Enriching curricular and extracurricular experiences that support the holistic development of Los Angeles youth;
- b. School-based health, mental health, and social services that offer essential supports for students and their families;
- c. Community-centered curriculum that engages youth in social inquiry and civic action;
- d. Restorative justice programs that build a non-violent, respectful, and justice-enhancing community;
- e. Professional development programs that link educators with families and community partners and provide educators with the knowledge and skills necessary to support community-based curriculum and school-community partnerships; and
- f. Inclusive and democratic leadership structures that engage family members and community partners alongside educators and school staff as vital members of community school teams;

Resolved further, That ~~in support of this declaration~~ the Board of Education will establish a Community Schools Implementation Team (CSIT) ~~direct staff to prepare~~ advise and assist staff in the preparation of a report outlining a proposed implementation procedure by which a school site, having expressed the desire to become a community school, may proceed systematically through a community school transformation process, after undergoing a school/community-based asset and needs assessment;

Resolved further, That the CSIT shall including the following District staff and stakeholders: a) the Executive Director of the Student Health and Human Services Division, or their designee; b) the Chief Academic Officer of the Division of Instruction, or their designee; c) the Office of Educational Services; d) Parent and Community Services; e) representatives from District labor partners; f) Academic partners from local universities well-versed in community schooling models and theory; g) Non-profit and/or community-based organizations, particularly those with a proven track record of implementing community schooling models in District schools;

Resolved further, That in the course of preparing its report, the CSIT must also engage extensively with interested stakeholders, community members, parents, and students;

Resolved further, That the report will also include a proposal for: 1) the optimal number of school sites for an initial cohort that shall be allowed to undergo a community school transformation; 2) the selection criteria for this initial cohort of community schools; 3) a proposal to responsibly scale the number of community schools throughout LAUSD; 4) mechanisms to ensure school sites are transparent in decision-making processes and accountable to community concerns; and 5) an assessment of the direct costs to borne by the district for each community school; and, be it finally

Resolved, That the staff shall form this Community Schools Implementation Team and prepare a roadmap for implementation of this resolution within 180 ~~90~~ days and ultimately present its findings and recommendations to the Board of Education within 180 ~~90~~ days of the passage of this resolution.

#### **Board Member Resolutions for Initial Announcement**

44. Ms. García, Ms. Ratliff - Foster Youth College and Career Success Tracking (Res-099-16/17)

**FOR ACTION JUNE 20, 2017**

Whereas, The Los Angeles Unified School District has adopted a goal of achieving 100% college and career ready graduates regardless of income or socio-economic background;

Whereas, The District has been working in partnership with the LA Compact, committing with 22 major Los Angeles institutions to work together to achieve the vision of ensuring all students are able to graduate prepared for college and for the 21st century workplace;

Whereas, By 21 years of age, only 45 percent of former foster youth will graduate from high school, as compared to 80 percent of Californians of the same age. By 26 years of age, 4.4 percent of foster youth will receive a two-year college degree and 3.8 percent will earn a four-year college degree, rates significantly below the same-age population in California;

Whereas, Low educational attainment is a factor in the poor adult outcomes experienced by youth in foster care. Compared to their same-age counterparts, former foster youth at 26 years of age are 400 percent more likely to have been incarcerated and 300 percent more likely to be living below the federal poverty level;

Whereas, Over 7,427 students who have been removed from their biological families and placed into the foster care system attended LAUSD in the 2015-2016 school year;

Whereas, The District has demonstrated a commitment to enhancing educational outcomes and academic achievement for students living in foster care, however it lacks programmatic objectives within the Foster Youth Achievement Program targeted at college and career readiness;

Whereas, The District has stated its commitment to engaging in research and data collection aimed at improving educational policies and identifying best practices for students living in foster care;

Whereas, The District has a data sharing Memorandum of Understanding (MOU) in place with Cal-PASS Plus, a collaborative pre-K through 16 system of student data managed by Educational Results Partnership, a California non-profit organization, in collaboration with San Joaquin Delta College and the California Community Colleges Chancellor's Office;

Whereas, The current data-sharing agreement does not include specific provisions that allow for the sharing of information regarding foster care status;

Whereas, Cal-PASS Plus has mechanisms in place that can ensure that the use of data is limited to the creation of aggregate reports that contain no personally identifiable information in compliance with FERPA requirements; and

Whereas, The generation of reports that provide information regarding the college and career trajectories of foster youth exiting the District are essential in the development of policies and practices that support foster youth college and career success; now, therefore, be it

Resolved, That the Governing Board of the Los Angeles Unified School District will direct the Superintendent or designee to analyze and report back in Fall 2017 on the feasibility of modifying the data sharing MOU with Cal-PASS Plus to add an addendum that allows for the sharing of information regarding foster care status consistent with all applicable laws;

Resolved further, That the Fall of 2017 report will include information on the status of the implementation of the May 2008 data sharing resolution titled "Coordinate Support Services to Los Angeles Unified School District Students by Sharing Information with County Agencies"; and, be it finally

Resolved, That once the MOU addendum is in place, the Office of Data and Accountability will collaborate with Educational Results Partnership to support the creation of aggregate reports regarding foster youth college and career trajectories that can inform policies and practices that support foster youth college and career success.

45. Ms. García, Ms. Ratliff – Library Cards for All! (Res-100-16/17)

**FOR ACTION JUNE 20, 2017**

Whereas, Los Angeles Unified School District has a goal to get to 100% graduation;

Whereas, Reading and access to informational resources are great equalizers for expanding educational and career opportunities;

Whereas, 2010 United States Census data indicates that only 62 percent of households have a computer and only 55 percent have Internet access;

Whereas, Millions of youth, mostly from low socio-economic households, must rely on public schools and libraries for free access to computers and the Internet;

Whereas, Studies show that more than 60 percent of children living below the poverty level do not have a library card;

Whereas, The White House Library Card Challenge was announced by then President Obama in Spring 2015 with the objective of ensuring that every Kindergarten through Grade 12 (K-12) student across the nation has a library card which can be used to access free learning resources;

Whereas, In 2015, the Urban Library Council launched Round 1 of the Challenge with 60 library jurisdictions;

Whereas, The Los Angeles County Public Library proposes to participate in Round 2 of the Challenge in partnership with the Los Angeles County Office of Education (LACOE) in order to reach out to all 80 school districts which operate across the County; and

Whereas, The Public Library and LACOE's objective will be to increase the number of K-12 students who can receive the educational support necessary to develop language, reading, and critical thinking skills and increase access to digital resources, free online homework help through the Public Library's tutor.com program, as well as other online databases; now, therefore, be it

Resolved, That the Governing Board of the Los Angeles Unified School District directs the Superintendent and appropriate staff to work with the Library Department at Los Angeles County to identify key strategies that support the District's collaboration to support President Obama's White House Library Card Challenge so that all students have a library card that will allow them access to educational support material.

46. Dr. Rodriguez, Mr. Schmerelson - Recognizing and Addressing the Educational Implications of Dyslexia in LAUSD Schools (Res-101-16/17)

**FOR ACTION JUNE 20, 2017**

Whereas, Ensuring a high-quality education for children with specific learning disabilities is a critical responsibility for the Los Angeles Unified School District;

Whereas, The term "dyslexia" is found in twenty-two state laws, including the California Education Code, and in Federal law under the Individuals with Disabilities Education Act (IDEA) within the broad eligibility category of a Specific Learning Disability (SLD);

Whereas, There is compelling scientific evidence that early identification and intervention improves literacy outcomes for most students with symptoms of dyslexia;

Whereas, The District recognized October as Dyslexia Awareness Month in 2016;

Whereas, In October 2015, the Department of Education, Office of Special Education and Rehabilitation Services (OSERS), published a “Dear Colleague” letter encouraging state education agencies and local school districts to consider situations where it would be appropriate to use the term dyslexia to describe and address a child’s unique, identified needs through evaluation, eligibility, and Individualized Education Program (IEP) documents. OSERS further encouraged States to review their policies, procedures, and practices to ensure that they do not prohibit the use of the term dyslexia. Finally, in ensuring the provision of free appropriate public education, OSERS encouraged States to remind local school districts of the importance of addressing the unique educational needs of children with specific learning disabilities resulting from dyslexia during IEP Team meetings and other meetings with parents under IDEA;

Whereas, IDEA requires that the IEP Team tailor specifically designed instruction to meet the individual needs of students, and students who exhibit characteristics of dyslexia must be provided appropriate individualized intervention;

Whereas, Deficits in phonological awareness is viewed as the hallmark of dyslexia, and under the California Education Code Section 56334 and Section 3030 of Title 5 of the California Code of Regulations, deficits in phonological processing must be identified as part of special education eligibility requirements;

Whereas, In 2015, AB 1369 became law requiring the California Department of Education (CDE) to develop program guidelines for dyslexia, in time for use no later than the beginning of the 2017-18 school year, to be used to assist regular education teachers, special education teachers, and parents to identify and assess pupils with dyslexia, and to plan, provide, evaluate, and improve educational services to pupils with dyslexia; and

Whereas, The CDE advised school districts to be proactive in their implementation of AB 1369 and not to wait until the guidelines are released in August 2017, and multiple Special Education Local Plan Areas (SELPA) and school districts in California have already begun adopting policies to implement AB 1369; now, therefore, be it

Resolved, That the Superintendent review and update District policies, procedures and practices to ensure that: (1) such policies, procedures and practices are aligned with the October 2015 “Dear Colleague Letter” and AB 1369 and its forthcoming guidelines; and (2) IEP Teams understand that the term “Specific Learning Disability” is an umbrella term and does not prohibit the use of the term “dyslexia” when determining special education eligibility and educational services noted in IEP documents. The Superintendent shall complete such review and update to District policies, procedures and practices and report back to the Governing Board of the Los Angeles Unified School District within 90 calendar days;

Resolved further, That the Superintendent create a plan to provide teacher and staff training necessary to improve the understanding of dyslexia and its warning signs, appropriate evidence-based Structured Literacy Instruction, and appropriate classroom accommodations/modifications, and report back to the Board with such plan within 90 calendar days;

Resolved further, That the District use the Comprehensive Test of Phonological Processing (CTOPP-2) or other appropriate assessments to ensure that phonological processing is assessed when determining special education eligibility and when determining the unique educational needs of students with dyslexia; and, be it finally



Resolved, That the District ensure the provision of free and appropriate public education by providing an evidence-based, multisensory, direct, explicit, structured, and sequential approach to instructing students with dyslexia, as required by AB 1369, such as those used by Intensive Diagnostic Educational Centers (IDEC).

47. Mr. Zimmer, Mr. Schmerelson, Dr. Vladovic - Expanding Career Ladder Options in LAUSD (Res-102-16/17)

**FOR ACTION JUNE 20, 2017**

Whereas, Los Angeles Unified School District has re-established the Career Ladder program for teachers in Special Education and other areas of teacher shortage;

Whereas, The first cohort of the re-established Career Ladder Program graduated in June 2016 and are currently teaching in Special Education classrooms throughout the District;

Whereas, It is anticipated that the Governor will lift the pause of Early Childhood Education program expansion and that there is potential for significant investments within the next five years;

Whereas, There is currently a shortage of qualified and credentialed Early Education teachers, and teacher turnover is a problem in both District and non-District programs;

Whereas, There are currently a large number of students in Adult English as a Second Language (ESL) programs who have interest, experience, and skills in child care and early education but are working in domestic service positions far away from their community and their own children;

Whereas, There remains a shortage of school nurses and Licensed Vocational Nurses (LVN) needed for testing and other services within the District;

Whereas, There are many students in our Adult Education programs who have training and certification in their native country in nursing, medicine and related fields but no direct pathway towards certification here in the United States;

Whereas, There remains a significant shortage of Special Education Teaching Assistants and Behavior Intervention Specialists throughout the District;

Whereas, Students who graduate from the District after receiving Special Education services have a strong background and understanding of younger students with special needs and qualify in many instances for continued services through the Center for Advanced Transition Skills (CATS) program;

Whereas, The District faces projected teacher shortages in certain high needs areas, including Special Education, Science, and Bilingual Elementary Education within the next five years;

Whereas, The District has several successful teacher training academies including Harbor Teacher Preparatory Academy, Hollywood High School, Chavez LA Teacher Prep Academy, TEACH Academy of Technologies, and TEACH Tech Charter High; and

Whereas, The Governing Board of the Los Angeles Unified School District through resolutions including Developing Tomorrow's Teachers through Expanding the Paraeducator Career Ladder (2014) and Endorsing Multiple Pathways as a Comprehensive High School Reform Strategy at the Los Angeles Unified School District (2008), has consistently supported Career Ladder, Linked Learning and other programs designed to ensure that our students of today become the District employees of tomorrow; now therefore, be it

Resolved, That the Governing Board of the Los Angeles Unified School District reaffirms its commitment to existing Career Ladder programs;

Resolved further, That the Board directs the Superintendent to explore expanding Career Ladder programs to create pathways for current Adult Education students to become Early Childhood Teachers and School Nurses;

Resolved further, That the Board directs the Superintendent to explore the creation of a career pathway through CATS partnership to have recent District graduates enroll in a training program that will allow them to become Special Education Teacher Assistants or Behavior Intervention Specialists;

Resolved further, That the Board directs the Superintendent to explore the possible expansion of existing Teacher Career Ladder programs to include Bilingual Elementary Education;

Resolved further, That the Board directs the Superintendent to convene a working group to collaborate on the creation and expansion of these programs that may include representatives from Human Resources, the Personnel Commission, Division of Adult and Career Education, Special Education (CATS), Linked Learning, the Los Angeles Community College District, California State Universities, labor partners, and non profit/agency partners; and, be it finally

Resolved, That the Superintendent report back to the Board by the December 2017 Board meeting to update the Board on progress towards Career Ladder expansion.

48. Mr. Zimmer, Dr. Rodriguez - Establishing a Commitment to Bilingualism for All (Res-103-16/17)

**FOR ACTION JUNE 20, 2017**

Whereas, The Governing Board of the Los Angeles Unified School District has supported the expansion of language programs through the consistent adoption of policies including the following resolutions: Protecting Dual Language Programs for Maximum Academic Achievement (2011), Commitment to Prepare Students for a Multilingual Global Economy (2013), Supporting Senate Bill 1174: To Ensure Students Access to Biliteracy (2014), and Investing Strategically in Expanding Pre-K-12 Dual Language Instructional Pathways (2015);

Whereas, The District now has dual immersion programs in Spanish, Mandarin, Korean, French, Arabic, and Armenian and is opening 16 new dual immersion programs in the 2017-18 school year, adding to the existing 64 programs currently in place;

Whereas, In addition to the dual immersion programs, the District has four magnet programs specializing in world languages;

Whereas, The goal of dual immersion programs is for students to graduate with the Seal of Biliteracy demonstrating a high level of proficiency in speaking, reading, and writing in one or more languages in addition to English;

Whereas, 3,100 District students in the class of 2017 will graduate with the California Department of Education State Seal of Biliteracy, which represents a 265 percent gain from the 851 students who received the award in 2014 when the program was established;

Whereas, 3,254 District students in the class of 2017 will receive the LAUSD Seal of Biliteracy, which represents a 240 percent gain from the 956 students who received the award in 2011 when the program was established;

Whereas, The voters of the State of California overwhelming passed Proposition 58, re-affirming the importance of bilingualism and primary language instruction and overturning Proposition 227 which banned the use bilingual education pedagogy in California schools;

Whereas, 59 percent of District students speak a language other than English in their homes;

Whereas, The Board has asserted repeatedly that a child's primary language is an asset and a treasure, never a liability;

Whereas, The Board understands that language is much more than words, it is family, culture, history, community love;

Whereas, The Multilingual and Multicultural Education Department within the Division of Instruction has already taken the lead in the Proposition 58 transition, developing programs that will expand primary language instruction and promote both English language acquisition and biliteracy;

Whereas, Recent meta-analyses have shown that educational programs that systematically incorporate the use of an English Learner's home language results in levels of academic success, including achievement in literacy and other academic subjects, that are as high as, and often better than, that of English Learners in English only programs;

Whereas, A study of English Learners in two way immersion programs found a significant positive relationship between individual student's level of bilingual proficiency and their achievement in math and reading in English;

Whereas, Dr. Patricia Gándara, Director of the UCLA Civil Rights Project, writes in her book, *The Bilingual Advantage: Language, Literacy and the US Labor Market*, that what is unique to Spanish speaking students, is that they are more likely to attend four year colleges if they maintain their bilingualism through high school, and also found that bilinguals are more likely to be hired than those who spoke only one language; and

Whereas, Hundreds of peer-reviewed articles in disciplines ranging from business to technology to medicine extol the benefits of bilingual fluency in many aspects of the successful workplace; now, therefore, be it

Resolved, That the Governing Board of the Los Angeles Unified School District establishes that attaining bilingualism and biliteracy for all students is a key goal of the Los Angeles Unified School District;

Resolved further, That the Board working together with the Superintendent establishes that the Kindergarten class entering the District in 2018-19 (class of 2032) will be the first class that will graduate bilingual and biliterate;

Resolved further, That the Superintendent convene an Advisory Board consisting of District instructional leaders (including teachers and site based administrators), higher education leaders, business leaders, bilingual education advocates, parents and labor partners to continue work on Proposition 58 Transition and the Pathway to Biliteracy Task Force; and, be it finally

Resolved, That the Advisory Board consider the investment, infrastructure, training and partnerships needed to make bilingualism for all students in the District a reality and report back to the Superintendent and the Board with their recommendations.

49. Ms. Calderon, Ms. Ratliff – Volunteering on the Clock (Res-104-16/17)

**FOR ACTION JUNE 20, 2017**

Whereas, The Los Angeles Unified School District fully believes in the equal worth and dignity of all students and it is committed to educating all students to their maximum potential. The District also realizes all employees are members of one team and their contributions are essential to accomplishing the District's plan to graduate 100% of students college-prepared and career-ready;

Whereas, Karen Calderon, Student Board Member, in conjunction with the Parent, Community and Student Services Branch, is working towards reinforcing the District's Strategic Plan, vision, mission, and goals by strengthening mentoring programs at all schools. This effort will be accomplished by increasing the number of school volunteers who mentor at school sites in the LAUSD Village Movement Mentoring Program and by promoting a positive school culture and climate. The number of mentors at school sites will be increased by allowing District employees who work in District offices to volunteer while on the clock. This resolution will provide a platform for District employees to work first hand with students to achieve this effort;

Whereas, District employees are proud to be part of an organization that is committed to providing outstanding customer service to its clients. The District encourages employees to work together to achieve personal and organization goals, as well as to deliver excellence in customer service;

Whereas, Research shows that volunteering not only helps the student but also helps the volunteer. One of the most measurable impacts is the attitude, productivity and job satisfaction of company employees, according to the study *Good Companies, Better Employees* (Tuffrey, 2013);

Whereas, Relationships will develop that will contribute to a better work environment and a clearer understanding of the needs of students and schools. Other organizations', including Mattel, Inc. and Prive Waterhouse Cooper, employees volunteer in District schools during and after school hours;

Whereas, The District believes in teamwork and focuses on employee retention and development;

Whereas, The Governing Board of the Los Angeles Unified School District recognizes that our students' success depends on many individuals in and out of the classroom helping children succeed in school and reach their full potential in life, and realize that young people need a solid foundation of support that will help them become well-educated, confident, and productive citizens;

Whereas, Research shows that mentoring has beneficial and long-term effects on youth by increasing their academic engagement and decreasing the likelihood of substance abuse and other risky behaviors;

Whereas, Mentoring is a proven, effective strategy that helps children and young adults by matching them with a caring, responsible adult who can provide guidance and direction, and build their confidence;

Whereas, Mentors build character, encourage success, boost confidence, lift expectations, and inspire young people to do their best, serving as friends, role models, teachers, and sources of stability and support during a critical time in a child's life;

Whereas, Mentoring strengthens our economic and social well-being by helping young people fulfill their potential while helping maintain healthy families and promoting more vibrant communities;

Whereas, Every day residents of Los Angeles and surrounding cities are making a profound difference in the lives of our young people by serving as mentors, supported by many private and public sector organizations that offer mentoring opportunities;

Whereas, Thousands of the District's students are in need of a caring adult mentor in their lives, and closing this mentoring gap will take more investment, partnerships, and volunteers ready to make a difference in a child's life;

Whereas, The Board has recognized January as National Mentoring Month and is committed to raise public awareness of the importance of mentoring, recognize the dedicated individuals who serve as mentors, and encourage more citizens to help build a brighter future for the District's youth through mentoring; and

Whereas, We recognize the importance of mentoring, and wish to encourage employees and community members to seek opportunities to serve as mentors in our schools; now, therefore, be it

Resolved, That District staff explore the possibility of District employees mentoring in LAUSD Village Movement Mentoring schools during their work day and report findings to the Governing Board of the Los Angeles Unified School District by October 2017;

Resolved further, That the report specifically address the possibility of a Districtwide mentoring program and the feasibility of District employees mentoring two hours per month in schools that are part of the LAUSD Village Movement Mentoring Program; and, be it finally

Resolved, That District employees that work on sites that are not on school campuses be allowed to volunteer during their work day two hours per pay period at a Village Movement Mentoring school site of their choice;

### **Resolutions Requested by the Superintendent**

50. Appointment of Members to the School Construction Bond Citizens' Oversight Committee (Sup Res 009-16/17)

**ADOPTED BY CONSENT VOTE**

Resolved, That the Governing Board of the Los Angeles Unified School District ratifies the appointment of Ms. Araceli Sandoval-Gonzalez, and Ms. Celia Ayala as an alternate, representing an early education coalition comprised of the California Community Foundation, Los Angeles Universal Preschool, and Public Counsel Law Center, as Member to the School Construction Bond Citizens' Oversight Committee for a two-year term commencing immediately, and determines that Ms. Sandoval-Gonzalez and Ms. Ayala are not employees, officials, vendors, contractors, or consultants of the District.

51. Appointment of Member to the School Construction Bond Citizens' Oversight Committee (Sup Res 010-16/17)

**ADOPTED BY CONSENT VOTE**

Resolved, That the Governing Board of the Los Angeles Unified School District ratifies the appointment of Dr. Bevin Ashenmiller, parent representative, as member to the School Construction Bond Citizens' Oversight Committee, for a two-year term commencing immediately. The Board of Education has determined that Dr. Ashenmiller is not an employee, official, vendor, contractor, or consultant of the District.

### **Miscellaneous Business**

#### **Correspondence and Petitions**

52. Report of Correspondence (170-16/17)

**APPROVED BY CONSENT VOTE**

#### **Public Hearings**

53. Resolution of Intention to Dedicate an Easement to the County of Los Angeles at Graham Elementary School (171-16/17)

**ADOPTED BY CONSENT VOTE**

54. Resolution of Intention to Dedicate an Easement to the Los Angeles Department of Water and Power at Berendo Middle School (172-16/17)

**ADOPTED BY CONSENT VOTE**

#### **Minutes for Board Approval (173-16/17)**

55. May 9, 2017, Regular Closed Session, 9:00 a.m.

**APPROVED BY CONSENT VOTE**

## Public Hearings (Continued)

56. District's Local Control and Accountability Plan

Charter Schools Local Control and Accountability Plan

Superintendent's 2017-18 Final Budget and Fiscal Stabilization Plan

- - -

***Speaker sign-ups for this item will begin at 5:30 p.m. 76 speakers will be heard.***

***Each speaker will be allowed a 2 minute presentation.***

***The LCAP and Budget documents are available for public inspection at the Security Desk.***

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## Announcements

## 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 <http://ethics.lausd.net/> to determine if you need to register or call (213) 241-3330.

Materials related to an item on this Order of Business distributed to the Board of Education are available for public inspection at the Security Desk on the first floor of the Administrative Headquarters, and at:  
<http://laschoolboard.org/06-13-17RegBd>

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