

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, September 12, 2017

Roll Call

Pledge of Allegiance

Student Voices: Single-Gender Schools

Girls Academic Leadership Academy

Boys Academic Leadership Academy

Superintendent's Reports

Attendance Update: LAUSD Student Recovery Efforts

Consent Items

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

New Business for Action

1. Board of Education Report No. 064 – 17/18 **ADOPTED BY CONSENT VOTE**
Office of Labor Relations
(Los Angeles School Police Management Association [LASPMA], Unit H Reopener Agreement)
Recommends approval of the Reopener Agreement between the District and the Los Angeles School Police Management Association, which is an amendment to the 2014-2017 Memorandum of Understanding agreement subject to ratification by the bargaining unit members.
2. Board of Education Report No. 015 – 17/18 **ADOPTED BY CONSENT VOTE**
Procurement Services Division
(Procurement Actions) Recommends approval of procurement actions taken by staff for professional services, agreement amendments and purchases within the delegated authority of the Superintendent as described in Attachment A for a total amount of approximately \$20.6 million for software support for the Adult Student Information System, professional development for teachers for SAT and ACT test preparation, and 856 procurement transactions and low value contracts. Additionally, recommends approval of professional services contracts goods and general services contracts with agreements and amendments for amounts over \$250,000 not under the delegated authority, as detailed in Attachment B, including a five year contract to provide observer and evidence based assessment training for administrators for \$1.8 million, the purchase of 3 LNG trucks for \$590,267 and the purchase of 2 electric school buses for \$782,032.

3. Board of Education Report No. 018 – 17/18 **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 1 advertised construction contract for approximately \$4 million; 2 job order contract amendments for contracting services for \$4 million; 1 award of completion; 41 change orders for approximately \$1.4 million; the completion of 11 contracts; the award of 88 informal contracts for approximately \$2.7 million; the approval of a memorandum of understanding between the District and FEMA and Morrision Consulting; and the award of 15 architectural and engineering contracts for extra services totaling \$437,024. Additionally, awards contracts and amendments not under the delegated authority, as detailed in Attachment B, for a technical services amendment for an additional \$400,000.

4. Board of Education Report No. 070 – 17/18 **ADOPTED BY CONSENT VOTE**
Accounting and Disbursements Division
(Report of Cash Disbursements, Request to Reissue Expired Warrants and Donations of Money) Recommends approval of warrants for things such as salary payments for a total value of \$540,670,831.74, the reissuance of one expired warrant totaling \$888.84; reimbursement of the Controller’s Revolving Cash Fund in the amount of \$24,987, and the acceptance of 3 donations to the District totaling \$199,933.00.

5. Board of Education Report No. 052 – 17/18 **ADOPTED BY CONSENT VOTE**
Human Resources Division
(Routine Personnel Actions) Recommends approval of 6,333 routine personnel actions such as promotions, transfers, leaves, terminations, etc.

6. Board of Education Report No. 053 – 17/18 **ADOPTED**
Human Resources Division
(Provisional Internship Permits) Recommends approval of the continuing employment of 16 teachers who are employed under the Provisional Internship Permit requirements, allowing the District to continue to staff subject field shortage classrooms.

7. Board of Education Report No. 078 – 17/18 **ADOPTED**
Human Resources Division
(SB77 Certificated Employees Effectiveness Grant) Recommends approval of the plans from Local Districts for the use of Education Effectiveness Grant (SB 77) funds, which designates approximately \$3,948,000 million to the six Local Districts.

8. Board of Education Report No. 049 – 17/18 **ADOPTED**
Facilities Services Division
(Amendment to the Facilities Services Division Strategic Execution Plan to Define and Approve 3 Projects that Address Critical School Repair Needs) Recommends approval of an amendment to the Strategic Execution Plan to define and approve 3 projects that address critical school repair needs and to authorize the Chief Facilities Executive to make purchases associated with the projects. The combined budget for these projects is \$7,864,569.

9. Board of Education Report No. 050 – 17/18 **ADOPTED BY CONSENT VOTE**
 Facilities Services Division
 (Amendment to the Facilities Services Division Strategic Execution Plan to Define and Approve 2 Board Member Priority Projects) Recommends approval of an amendment to the Strategic Execution Plan to define and approve 2 Board Member priority projects and to authorize the Chief Facilities Executive to make purchases associated with the projects. The combined budget for these projects is \$87,769.
10. Board of Education Report No. 047 – 17/18 **ADOPTED**
 Charter Schools Division
 (Material Revision of Celerity Cardinal Charter, Celerity Nascent Charter, Celerity Octavia Charter, and Celerity Palmati Charter to Change Element 4 of the Charters) Recommends approval of the proposed material revision of the charters for Celerity Cardinal Charter, Celerity Nascent Charter, Celerity Octavia Charter, and Celerity Palmati Charter to change Element 4 of the charters to reflect the termination of Celerity Global Development’s sole statutory membership and the termination of Global contracts.
11. Board of Education Report No. 058 – 17/18 **ADOPTED AS AMENDED**
 Charter Schools Division **(Amended to Revise Page 415)**
 (Renewal Petition for ICEF Innovation Los Angeles Charter) Recommends approval of the renewal petition for ICEF Innovation Los Angeles Charter, for 5 years, to serve 450 students in grades TK-5 at the school located at 5029 S. Vermont in South Los Angeles.
12. Board of Education Report No. 059 – 17/18 **ADOPTED AS AMENDED**
 Charter Schools Division **(Amended to Revise Page 446)**
 (Renewal Petition for ICEF Vista Elementary Academy) Recommends approval of the renewal petition for ICEF Vista Elementary Academy charter school, for 5 years, to serve 450 students in grades TK-5 at the school located at 11735 Braddock Drive in Los Angeles.
13. Board of Education Report No. 060 – 17/18 **ADOPTED AS AMENDED**
 Charter Schools Division **(Amended to Revise Page 482)**
 (Renewal Petition for ICEF Vista Middle Academy) Recommends approval of the renewal petition for ICEF Vista Middle Academy charter school, for 5 years, to serve 500 students in grades 6-8 at the school located at 4471 Inglewood Blvd., in West Los Angeles.
14. Board of Education Report No. 062 – 17/18 **ADOPTED AS AMENDED**
 Charter Schools Division **(Amended to Revise Page 514)**
 (Renewal Petition for Synergy Kinetic Academy) Recommends approval of the renewal petition for Synergy Kinetic Academy charter school, for 5 years, to serve 480 students in grades 6-8 at the school located at 1420 E. Adams Blvd., in Los Angeles.

15. Board of Education Report No. 054 – 17/18 **ADOPTED BY CONSENT VOTE**
Office of the Chief Financial Officer
(Approval of LCFF Reimbursements to the Los Angeles County Office of Education and the Orange County Department of Education for Specialized Programs Offered to District-Referred Students) Recommends the approval of LCFF reimbursements totaling \$3,599,921.79 to the Los Angeles County Office of Education and \$579,618.61 to the Orange County Department of Education for services provided to LAUSD students in 2016-17.
16. Board of Education Report No. 079 – 17/18 **ADOPTED**
Office of the Chief Financial Officer
(Unaudited Actuals Report for Fiscal Year 2016-17 and Gann Limit Resolution) Recommends approval of submission of the annual statement of all receipts and expenditures of the District for the proceeding year to the Los Angeles County Office of Education (LACOE) as required under Ed Code 42100. Further approves adoption of Gann Limit Resolution and resolution committing to adjust the District’s fiscal stabilization plan by the submission of the First Interim Budget Report.
17. Board of Education Report No. 063 – 17/18 **ADOPTED**
Student Health & Human Services
(Los Angeles Performance Partnership Pilot [LAP3] 2017-2020 Strategic Plan Serving Disconnected Youth) Recommends approval of the Los Angeles Performance Partnership Pilot [LAP3] 2017-2020 Strategic Plan Serving Disconnected Youth.
18. Board of Education Report No. 077 – 17/18 **ADOPTED BY CONSENT VOTE**
Student Health & Human Services
(Ratification of the Learning Communities for School Success Competitive Grant Award) Recommends ratification of the 2017-2020 Learning Communities for School Success Competitive Grant Award of \$1,753,418.

Board Member Resolutions for Action

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

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.

20. Dr. Rodriguez, Mr. Melvoin, Ms. Gonez, Ms. García – Urging the Federal Government to Meet Its Commitment to America’s Children and Schools by Supporting the IDEA Full Funding Act (Res-002-17/18) (Noticed August 22, 2017) **ADOPTED BY CONSENT VOTE**

Whereas, In 1975, Congress passed the Individuals with Disabilities Education Act (IDEA), with the goal of guaranteeing that every child with disabilities have the opportunity to reach his or her full potential through education;

Whereas, At the time IDEA became law, the federal government committed to pay 40 percent of the national average per pupil expenditure for special education;

Whereas, Federal funding has never come close to reaching the promised 40 percent: current federal funding makes up just 15.7 percent of the average per pupil expenditure for special education;

Whereas, The closest the federal government has come to reaching its 40 percent commitment was 18 percent in 2005, and the President’s proposed funding level for FY18 further decreases IDEA funding from FY17 levels;

Whereas, The chronic underfunding of IDEA by the federal government places an additional funding burden on states, local school districts, and taxpayers to pay for needed services, and often means using local budget dollars to cover the federal shortfall, ultimately shortchanging other school programs that students with disabilities often also benefit from;

Whereas, Investing in IDEA is an investment in our nation’s students and their future and indicates that Congress is serious in meeting its commitment to helping school districts support all students;

Whereas, The bipartisan IDEA Full Funding Act, H.R. 2902, would require regular increases in IDEA spending to finally meet the federal commitment to America’s children and schools, relieve the burden on states and local school districts, and ensure educational opportunities for all students with disabilities;

Whereas, Based on L.A. Unified’s 2017-2018 final budget, the District spends \$932 million from its general fund to support the special education program which is 57% of the total program cost of \$1.6 billion;

Whereas, the District would have received approximately \$180 million additional dollars annually over recent past years if the federal government provided the full 40% federal funding commitment;

Whereas, While services for students with moderate to severe disabilities require more expensive services, the District does not receive any revenue based on type of disability;

Resolved, That the Governing Board of the Los Angeles Unified School District hereby supports the passage of the IDEA Full Funding Act, H.R. 2902, and requests that the Superintendent actively lobby and advocate for its passage through sustained, coordinated, and strategic efforts with its federal representatives, national professional associations, member organizations and relevant stakeholder partners to pass this legislative bill into law utilizing all appropriate advocacy efforts including testimony at congressional committee hearings, meetings with federal lawmakers and their staffs, legislative committee members and their staffs, Administration officials, federal agencies, and other such efforts as appropriate; and,

Resolved, That the Superintendent keep the Board apprised of its advocacy efforts through regular reports should any important updates and or information arise and create an advocacy plan to present to the board when appropriate.

21. Mr. Schmerelson, Dr. McKenna, Dr. Rodriguez - Dyslexia Awareness Month (Res-003-17/18)
(Noticed August 22, 2017) **ADOPTED**

Whereas, Dyslexia is defined as an unexpected difficulty in reading for an individual who is expected to be a much better reader;

Whereas, Dyslexia is a difficulty in identifying the individual sounds of spoken language, which then affects the ability of an individual to speak, read, spell, and often, learn a language;

Whereas, Dyslexia is the most common learning disability and affects 80 to 90 percent of all individuals with a learning disability;

Whereas, An individual with dyslexia may have weakness in decoding or reading fluency and strength in higher level cognitive functions, such as reasoning, critical thinking, concept formation, or problem solving;

Whereas, Great progress has been made in understanding dyslexia on a scientific level, including the epidemiology and cognitive and neurobiological bases of dyslexia;

Whereas, Early diagnosis of dyslexia is critical to ensure individuals with dyslexia receive focused, evidence based intervention allowing the promotion of self-awareness and self-empowerment and the provision of necessary accommodations to ensure school and life success;

Whereas, The California State Parent Teacher Association (PTA) adopted a resolution at its 2016 annual convention that recognizes dyslexia has significant educational implications that need to be better addressed by public schools and school districts; and

Whereas, The Governing Board of the Los Angeles Unified School District, passed the resolution Recognizing and Addressing the Educational Implications of Dyslexia in LAUSD Schools (Res-101-16/17), which addresses plans to be developed that will 1) ensure policies, procedures, and practices are aligned to the provisions of state legislation AB1369 and 2) 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 and modifications; now, therefore, be it

Resolved, That the Governing Board of the Los Angeles Unified School District, recognizes that dyslexia has significant educational implications that must be addressed, and designates October 2017 as “Dyslexia Awareness Month”.

22. Mr. Schmerelson, Dr. McKenna, Dr. Rodriguez - National Disability Employment Awareness Month (Res-004-17/18) (Noticed August 22, 2017) **ADOPTED BY CONSENT VOTE**

Whereas, In 1988, Congress designated October as National Disability Employment Awareness Month (NDEAM), which traces its origins back over 70 years to 1945;

Whereas, The Los Angeles Unified School District is committed to equal employment opportunity for individuals with disabilities;

Whereas, District employees with disabilities are a model for our students with disabilities and what they can achieve;

Whereas, By recognizing NDEAM, we promote awareness through education;

Whereas, In 2013, the District launched the LAUSD Building on Opportunities for Successful Transitions (BOOST) program to explore and expand career pathways for District students with special needs by linking them to internal District work experience and employment opportunities;

Whereas, NDEAM is led every October by the U.S. Department of Labor’s Office of Disability Employment Policy (ODEP),

Whereas, The 2017 theme for National Disability Employment Awareness Month is “Inclusion Drives Innovation”; and

Whereas, Disability Employment Awareness Month is a time for all Americans to celebrate the contributions of individuals with disabilities; now, therefore, be it

Resolved, That the Governing Board of the Los Angeles Unified School District hereby recognizes October as Disability Employment Awareness Month; and, be it finally

Resolved, That by adoption of this resolution, the Board encourages all staff, administrators, students, and parents to recognize the contributions that our employees with disabilities have made to the Los Angeles Unified School District, the State of California, and the United States.

23. Mr. Schmerelson, Dr. McKenna, Dr. Vladovic - Recognizing National Principals' Awareness Month (Res-005-17/18) (Noticed August 22, 2017) **ADOPTED AS AMENDED BY CONSENT VOTE**

Whereas, Principals play an essential role in serving as the instructional leader, chief fiscal officer, and the chief administrator of a school, and are responsible for the direction of the instructional program, staff performance, and operation of the school plant and related facilities;

Whereas, Principals are expected to be educational visionaries, instructional leaders, assessment specialists, disciplinarians, community builders, public relations experts, budget analysts, facility managers, special programs administrators, and guardians of various legal, contractual, and policy mandates and initiatives, as well as being entrusted with the education and development of our children;

Whereas, The District currently employs 830 school principals; and these principals have succeeded in maintaining high curriculum standards, setting performance goals and providing high-quality learning opportunities for students and staff at our 1,074 schools; and

Whereas, U.S Congress declared the month of October 2016 as National Principals Month in coordination with the efforts of the National Association of Elementary School Principals, the American Federation of School Administrators, and the National Association of Secondary School Principals; now, therefore, be it

Resolved, That in honor of the service and contributions of all elementary, middle, ~~and high~~ school, early education, adult education, and special education center principals, and to recognize the importance of their school leadership and to celebrate school leader accomplishments, the Governing Board of the Los Angeles Unified School District hereby proclaims the month of October 2017, as National Principals Awareness Month.

24. Mr. Schmerelson, Dr. McKenna- Recognizing America's Safe Schools Week (Res-006-17/18) (Noticed August 22, 2017) **ADOPTED BY CONSENT VOTE**

Whereas, Schools make substantial contributions to the future of America and to the development of our nation's young people as knowledgeable, responsible, and productive citizens;

Whereas, Excellence in education is dependent on safe, secure, and peaceful school settings;

Whereas, The safety and well-being of many students, teachers, and school staff are unnecessarily jeopardized by crime and violence; such as substance abuse, gangs, bullying, vandalism, and absenteeism in our schools;

Whereas, It is the responsibility of all citizens to enhance the learning experiences of young people by helping to ensure fair and effective discipline, promote good citizenship, and generally make school safe and secure;

Whereas, All leaders, especially those in education, law enforcement, government and business should eagerly collaborate with each other and the National School Safety Center, a partnership of Pepperdine University, the U.S Department of Justice, and the U.S Department of Education, to focus public attention on school safety and identify, develop, and promote innovative answers to these critical issues;

Whereas, Numerous schools and school districts throughout the country, along with national programs, are among those innovative answers; and

Whereas, The observance of America’s Safe Schools Week will promote efforts to provide all our nation’s schools with positive and safe learning climates; now, therefore, be it

Resolved, That the Governing Board of the Los Angeles Unified School District hereby recognizes the week of October 18 through 24, 2017, as America’s Safe Schools Week; and, be it finally

Resolved, That the Superintendent is authorized and directed to work with all schools of the Los Angeles Unified School District to recognize and celebrate America’s Safe Schools Week.

25. Ms. Gonez, Dr. Vladovic, Dr. McKenna – Creating Pathways to Lifelong Success for Our Students (Res-010-17/18) (Noticed August 22, 2017) **ADOPTED BY CONSENT VOTE**

Whereas, The vision of the Los Angeles Unified School District is to be a progressive global leader in education, providing a dynamic and inspiring learning experience where all students graduate ready for success;

Whereas, Equity & Access and Collaboration are two of the District’s core beliefs – namely, that all students have access to high-quality schools, innovative programs and necessary supports; and that stakeholders communicate and work together for excellence and success;

Whereas, During the Superintendent’s Listen and Learn Tour, District stakeholders (students, parents, teachers, administrators, staff, community members, labor partners, business community) commonly expressed that “every student graduating prepared for college, career, and life is our ultimate measure of success;”

Whereas, The District’s goal is 100% graduation, with all students prepared for college, career and life; and to meet this goal, the District has identified a set of benchmarks to guide progress toward this end;

Whereas, According to the District’s 2016-2019 Strategic Plan, a key initiative toward 100% graduation and Proficiency for All is to implement a data-based, multi-tiered support system (for preschool through adult education), with ongoing data analysis as a core methodology for effective implementation;

Whereas, The District released the Graduation Progress Dashboard tool in 2016 to help schools monitor individual students’ on-track rates, progress toward graduation requirements, and a-g course completion;

Whereas, The District is making great strides in increasing its cohort graduation rate (from 65 percent for the Class of 2011 to 77 percent for the Class of 2016) and supporting a-g completion as a condition for graduation; collaborating with students to develop Individualized Culmination/Graduation Plans in middle and high school (which focus on academic/personal/career planning and may combine core academics with technical knowledge and skills); and is building upon this progress to ensure that all students are successful beyond high school graduation;

Whereas, The mission of the District's Adult and Career Education Division is to increase the educational attainment and socioeconomic status of its students by preparing them for postsecondary studies, careers and civic participation;

Whereas, Numerous studies highlight the benefits of a postsecondary education for individuals and society as a whole, including (on average) higher earnings, lower rates of unemployment, decreased poverty rates, healthier lifestyles and longer life spans, greater civic engagement, reduced reliance on public assistance, and an increased tax base;

Whereas, According to the U.S. Bureau of Labor Statistics, many of the fastest-growing occupations are in career and technical education fields such as health care, information technology, STEM, and the skilled trades; and, postsecondary career and technical education programs can equip students with the advanced skills needed to help them obtain gainful employment in these fields;

Whereas, A 2016 report by the CollegeBoard (*Education Pays 2016: The Benefits of Higher Education for Individuals and Society*) found shrinking gaps in college enrollment rates between African American, Hispanic, and white recent high school graduates (between 1995 and 2015) but widening gaps in college completion rates;

Whereas, A 2015 study by the Pell Institute (*Indicators of Higher Education Equity in the United States*) found that just 9 percent of dependent students from low income families earned a bachelor's degree within 6 years of high school graduation compared to 77 percent of students in high income families – a 66 percentage point gap that has almost doubled since 1970;

Whereas, More than 625,000 students attended the District's PK-12 and adult schools in 2016-17, and of these, 75 percent were low income students, almost 25 percent were English Learners, 12 percent were Special Education students, 74 percent were Latino, 8 percent were African American, and almost 1 percent were Pacific Islander or American Indian/Alaskan Native;

Whereas, According to the 2016 LAUSD School Experience Survey, 70 percent of the District's high school students surveyed report that they plan to complete a four-year college degree (or higher) and 76 percent report that they plan to complete a technical, two-year, or four-year college;

Whereas, Data from the National Student Clearinghouse (NCS) indicate that in the fall after high school graduation, 27 percent of the District's Class of 2016 enrolled in a four-year college and another 36 percent enrolled in a two-year college for a combined total of 63 percent which represents a 2 percentage point decrease from 2015;

Whereas, NSC data indicate that 85 percent of the Class of 2014 who enrolled in college after high school returned for the second year of college (freshman to sophomore persistence rate); and 23 percent of the the District’s Class of 2010 earned at least a two-year degree within 6 years of graduating from high school;

Whereas, The District is partnering with the Los Angeles Education Research Institute (LAERI) and the University of California, Los Angeles (UCLA) to analyze NCS college enrollment, persistence, and completion patterns for District graduates, as well as college readiness supports in Los Angeles;

Whereas, The Los Angeles College Promise was launched in 2016 as a collaborative effort in one of the nation’s highest concentrations of low-income students, with the goal of increasing community college graduates, university transfers, and workforce-ready students through multiple strategies (e.g. free tuition for the first year of college, priority enrollment, and academic and student support services); and, is intended to support students graduating from LAUSD and charter high schools, beginning with the Class of 2017; and

Whereas, Initiatives such as the California State University Graduation Initiative 2025 and Cal-PASS Plus (through the California Community College Chancellor’s Office) highlight the value of ongoing data analysis in efforts to increase postsecondary graduation rates; make longitudinal student outcomes data more readily available; and, provide opportunities to partner with institutions of higher education in helping students to succeed in college (while eliminating opportunity and achievement gaps); now, therefore, be it

Resolved, That the Los Angeles Unified School District affirms that “Destination Graduation” and the goal of 100% graduation extends beyond high school graduation to also ensuring that students are supported and positioned to successfully complete a postsecondary education (e.g. vocational certification, apprenticeship, technical training, or college) and access a rewarding career;

Resolved further, That the Superintendent is directed to deliver a report on the subject of longitudinal outcomes data for District students to the Governing Board of the Los Angeles Unified School District within 120 days, which shall include:

- A current trend analysis of key data indicators of college readiness:
 - Mastery of the CA Preschool Learning Foundations Language and Literacy benchmarks
 - Reading Proficiency - students in grades 3-5 & 6-8 that meet or exceed standards at grade level on the Smarter Balanced Assessments
 - Math Proficiency - students in grades 3-5 & 6-8 that meet or exceed standards at grade level on the Smarter Balance Assessments
 - GPA 3.0 or above
 - Concurrent enrollment completion with a “C” or higher
 - AP Course Exams with a score of 3 or higher
 - PSAT score greater than 4r30 in ELA and 480 in math
 - SAT scores greater than 1550

- ACT score greater than 18 in ELA, 21 in reading, and 22 in math
 - CAASPP in ELA and Math (currently captured in LCAP)
 - FAFSA completion (currently captured in LCAP)
- A current trend analysis using existing data that examines the long-term college and career success of the District's graduates over the last 10 years by cohort including, to the extent feasible:
 - College application completion rates
 - College enrollment rates
 - Remediation (or developmental course-taking) rates
 - Freshman to sophomore persistence rates
 - Transfers from 2-year to 4-year institutions
 - College completion rates over 6 years, differentiated by institution type (2-year vs. 4-year institutions)
 - Attainment of vocational certifications and job placements
 - Enrollment in apprenticeships/technical education programs
 - Completion of apprenticeships/technical education programs
 - A summary of the feasibility and impact of including these data on one or more of the District's relevant performance dashboards and making them publicly available through the Parent Portal, including:
 - An estimated timeline.
 - Potential barriers or limitations that may need to be addressed.
 - Projected costs (including for data and staff time) associated with these efforts.
 - A proposal for how these data points might be integrated into the continuous improvement efforts of our schools including through:
 - (1) Opportunities to reflect on these data at professional development sessions.
 - (2) Ways to systematize goal-setting on these data points at all local districts and relevant school sites.
 - (3) Structures of support the Superintendent and local districts can provide to schools to ensure that every child who graduates is truly college and career ready (and we are making progress as demonstrated through these longitudinal data points).

Resolved further, That the Board directs staff to submit a report within 120 days that speaks to the feasibility and impact to the District if the following were implemented:

- Administration of the PSAT to all our 8, 9, and 10 grade students at no cost to the students.
- Administration of the SAT for all 11th and 12th grade students.
- Continuance of an online platform to support students in the college/career transition.

- Availability of a college center with access to technology to support college and career exploration and the college application process on every high school campus. These college centers would be available for student use before school, after school, during lunch and nutrition, as well as during the summer so as to mitigate summer melt.
- The allowance of a normed College Counselor position or school-designated staff member who would provide those services for every high school site to support students. These counselors would have extended time during the summer to support student transition and enrollment in College and avoid summer melt and increase personalization to students.
- A Postsecondary Leadership Team (PLT) at every high school with the common goal of increasing and enhancing college and career awareness and readiness. The PLT consists of multiple stakeholders that review and assess postsecondary achievement data, and develop strategies to increase college readiness and access for all students.
- Grade-level college and career readiness tasks to build student awareness, knowledge, skills, dispositions and attributes necessary for postsecondary success.

Resolved further, That the Superintendent is directed to develop and expand partnerships with institutions of higher education, including the Los Angeles Community College District, the California State University, and the University of California, community-based organizations, relevant labor partners, the City and County of Los Angeles, and the private sector, with the goals of: (1) sustaining the success of the District’s graduates as they enter college and careers post-graduation; (2) providing a network of appropriate supports so that greater numbers of District graduates complete vocational/technical programs and/or college and enter gainful employment; and (3) strategic planning and analysis to inform the District’s instructional services and supports, and to improve achievement across the P-20 continuum; and, be it finally

Resolved, That the District will work with the Los Angeles College Promise and the Los Angeles Compact signing organizations, beginning with the District’s Class of 2017, to track and assess the impact of the supports provided on longitudinal student outcomes (i.e., increasing community college graduates, university transfers, and workforce-ready students) and utilize the findings to enhance academic and program supports, as needed, to ensure that all students achieve post-secondary success and have access to gainful employment.

26. Dr. McKenna, Ms. Gonez - LAUSD High School Voter Education Weeks (September 18 – 29, 2017 and April 2018) (Res-013-17/18) (Waiver of Board Rule 72)

ADOPTED BY CONSENT VOTE

Whereas, In 2014 Assembly Bill 1817 was signed by Governor Jerry Brown designating the last two full weeks in April and September as High School Voter Education Weeks to promote civic education and foster an environment that encourages voting;

Whereas, California’s Secretary of State, Alex Padilla, who serves as the state’s chief election official, is committed to strengthening democracy by encouraging voter registration and increasing participation in all elections by all eligible Californians;

Whereas, Young people can play a critical role in our democracy by helping to choose the people who will lead us and by voicing their opinions on the issues that are important to them;

Whereas, 16 and 17 year olds can now pre-register to vote and then automatically become active voters once they turn 18;

Whereas, In order to vote in California elections, citizens must be registered to vote 15 days before the election takes place;

Whereas, The California State Voter Registration deadline is May 21, 2018 to participate in the June 5th California statewide primary elections;

Whereas, The California Secretary of State have declared September 18-29, 2017 and April 2018 as CALIFORNIA HIGH SCHOOL VOTER EDUCATION WEEKS; now, therefore, be it

Resolved, That the Governing Board of the Los Angeles Unified School District declares the weeks of September 18-29, 2017 and April 2018 to be “LAUSD High School Voter Education Weeks;”

Resolved further, That the Superintendent directs the District leadership to work with community members, the California Secretary of State, and the Los Angeles County Registrar Recorder/County Clerk to ensure voter registration guides and materials including other languages are available at every Parent Center in Senior High Schools and Adult Schools;

Resolved further, That high school administrators be encouraged to name one or more students as voter outreach coordinators to encourage student voter registration during High School Voter Registration Week;

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

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

27. Ms. García, Dr. McKenna, Dr. Vladovic – Support for AB 621: The Classified Employee Summer Bridge Fund (Res-014-17/18) (Waiver of Board Rule 72) **ADOPTED**

Whereas, The Los Angeles Unified School District (LAUSD) aims to support those persons who are dedicated in their service to public education and help us get to 100% graduation;

Whereas, Classified school employees comprise an integral part of the education community and perform vital duties in promoting the welfare and safety of the District’s students, faculty, and staff;

Whereas, The median annual income for California’s nearly 300,000 classified school employees is only \$20,700, and one-quarter of California’s classified school employees live in housing that is rent burdened, overcrowded, or both;

Whereas, Many classified school employees go unpaid during the summer months and struggle to provide for their families and all other workers who are employed on a periodic or seasonal basis qualify for unemployment insurance benefits, only school employees do not; and
Whereas, LAUSD aims to systemically identify strategies with local and State partners that interrupt poverty in our communities;

Whereas, AB 621 (Bocanegra), the Classified Employee Summer Bridge Fund, establishes a contribution account by the state and the employee to address this inequality and to bridge the financial burden classified employees face each summer;

Whereas, AB 621 (Bocanegra), creates a partially self-funded account that allows classified employees to contribute a small portion of their paychecks that will be matched by the state;

Whereas, AB 621 (Bocanegra), Summer Bridge Fund is voluntary and would allow participants to cash in their banked hours during periods of school recess and establishes a cost-effective solution that allows classified workers to support their families; now, therefore, be it

Resolved, That the Governing Board of the Los Angeles Unified School District hereby recognizes and appreciates the contributions and dedicated service of classified professionals to quality education in the State of California and in the District; and, be it finally

Resolved, That the Board hereby supports the passage and adoption of Assembly Bill 621 the Classified Employee Summer Bridge Fund, and urges the California State Legislature and the Governor to make this bill become law.

Resolutions Requested by the Superintendent

28. Reappointment and Appointment of Members to the School Construction Bond Oversight Committee (Sup Res 004-17/18) **ADOPTED BY CONSENT VOTE**

Resolved, That the Governing Board of the Los Angeles Unified School District ratifies the reappointment of Ms. Susan J. Linschoten and the reappointment Ms. Arlene M. Barrera as an alternate, representing the County of Los Angeles, as Member to the School Construction Bond Citizens' Oversight Committee for a two-year term commencing immediately, and determines that Ms. Linschoten and Ms. Barrera are not employees, officials, vendors, contractors, or consultants of the District.

Resolved, That the Governing Board of the Los Angeles Unified School District ratifies the appointment of Ms. Dolores Sobalvarro, representing the AARP CA, as Member to the School Construction Bond Citizens' Oversight Committee for a two-year term commencing immediately, and determines that Ms. Sobalvarro is not employee, official, vendor, contractor, or consultant of the District.

Correspondence and Petitions

29. Report of Correspondence (012-17/18) **ADOPTED BY CONSENT VOTE**

30. August 22, 2017, Regular Board Meeting, 9:00 a.m.
August 22, 2017, Special Closed Session, 9:00 a.m.

Public Hearing

PUBLIC HEARING ADOPTED BY CONSENT VOTE

31. Resolution of Intention to Dedicate an Easement at Camino Nuevo High School (013-17/18)

Announcements

September is Deaf and Hard of Hearing Awareness Month

September 15 – October 15 is Latino Heritage Month

Public Comment

Adjournment

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

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

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

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

Materials related to an item on this Order of Business distributed to the Board of Education are available for public inspection at the Security Desk on the first floor of the Administrative Headquarters, and at:
<http://laschoolboard.org/09-12-17RegBd>

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