

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

REGULAR MEETING MINUTES  
333 South Beaudry Avenue, Board Room  
1 p.m., Tuesday, May 8, 2018

The Board of Education of the City of Los Angeles, acting as the Governing Board of the Los Angeles Unified School District, met in regular session on Tuesday, May 8, 2018, at the Los Angeles City Board of Education Administrative Offices, Board Room, 333 South Beaudry Avenue, Los Angeles, California.

The following Board Members were present: Ms. Kelly Gonez, Dr. George McKenna, III, Mr. Nick Melvoin, Dr. Ref Rodriguez, Mr. Scott Schmerelson, and Board President Mónica García. Student Board Member Mr. Benjamin Holtzman was present.

Superintendent Vivian Ekchian was present.

Ms. García called the meeting to order at 1:03 p.m.

Dr. Richard Vladovic arrived at 1:04 p.m.

Mr. Holtzman led the Pledge of Allegiance.

Mr. Schmerelson led the Board in recognizing the birthday of Mr. Holtzman.

STUDENT VOICES

SYLMAR BIOTECH HEALTH ACADEMY

Ms. Gonez welcomed Sylmar Biotech Health Academy students Mr. Brian Hernandez, Mr. Jonathan Peña, and Mr. Joel Yahutentzi, and their principal, Ms. Maria Herrera, to the Board meeting.

The students, who are members of the school's engineering club, presented their project to assist homeless individuals by using technology to connect these individuals with government services and community resources. The project, Safe Way, would create an identification card that will track homeless individuals and identify local resources for them.

The students also shared their personal experiences and how they inspired the Safe Way project.

Remarks were heard from Board Members and Superintendent Ekchian.

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President García modified the Order of Business.  
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SUPERINTENDENT’S REPORTS

APPRECIATING OUR CLASSIFIED EMPLOYEES

The LAUSD Everyday Heroes Recognition Program honors classified employees who demonstrate excellence in work performance, school and community involvement, and leadership and commitment to our District and students.

Superintendent Ekchian and Ms. Karla Gould, Personnel Director, led a recognition of the District’s Exemplary Classified Employee of the Year, Mr. Juan Amezcua. Mr. Amezcua is a Building and Grounds worker at Daniel Pearl Senior High Journalism and Communications Magnet. Remarks were heard from Mr. Sal Rivas, Plant Manager, and Ms. Deb Smith, Principal.

Mr. Amezcua thanked the District and the Board for the recognition.

CONSENT ITEMS

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

NEW BUSINESS FOR ACTION:

BOARD OF EDUCATION REPORT NO. 367 – 17/18  
Procurement Actions

BOARD OF EDUCATION REPORT NO. 393 – 17/18  
Facilities Contract Actions

BOARD OF EDUCATION REPORT NO. 444 – 17/18  
Delegations of Authority for Procurement and Facilities Contracts

BOARD OF EDUCATION REPORT NO. 440 – 17/18  
Report of Cash Disbursements, Reimbursement of the Controller’s Revolving Cash Fund,  
Donations of Money, and Report of Corporate Card Charges

BOARD OF EDUCATION REPORT NO. 462 – 17/18  
Update of Debt Management Policy

BOARD OF EDUCATION REPORT NO. 454 – 17/18 – PUBLIC HEARING  
Statutory School Fees (Level 1 Developer Fees)

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

Before action is taken on Board Report No. 454-17/18, Statutory School Fees (Level 1 Developer Fees), a public hearing must be held.

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

BOARD OF EDUCATION REPORT NO. 426 – 17/18

Routine Personnel Actions

BOARD OF EDUCATION REPORT NO. 386-17/18

Amendment to the Facilities Services Division Strategic Execution Plan to Approve a Lunch Shelter Upgrade Project at Rosa Parks Learning Center

BOARD OF EDUCATION REPORT NO. 427 – 17/18

Amendment to the Facilities Services Division Strategic Execution Plan to Define and Approve Three Projects that Address Critical School Repair Needs

BOARD OF EDUCATION REPORT NO. 428 – 17/18

Amendment to the Facilities Services Division Strategic Execution Plan to Define and Approve 18 Board Member Priority and Local District Priority Projects

BOARD OF EDUCATION REPORT NO. 429 – 17/18

Amendment to the Facilities Services Division Strategic Execution Plan to Define and Approve the 2018-2019 Education Code Section 47614 (Proposition 39) Facilities Renovation Effort

BOARD OF EDUCATION REPORT NO. 430 – 17/18

Amendment to the Facilities Services Division Strategic Execution Plan to Define and Approve Eight Accessibility Enhancement Projects and Redefine One

BOARD OF EDUCATION REPORT NO. 431 – 17/18

Amendment to the Facilities Services Division Strategic Execution Plan to Approve the Project Definition Proposal for the Wilson High School Visual and Performing Arts Facilities Improvement Project (Pre-Construction Activities Only)

BOARD OF EDUCATION REPORT NO. 432 – 17/18

Resolution of Intention to Dedicate an Easement at Kingsley Elementary School

BOARD OF EDUCATION REPORT NO. 434 – 17/18

Resolution to Exempt the Proposed Sherman Oaks Center for Enriched Studies Comprehensive Modernization Project from Local Land Use Regulations under California Government Code Section 53094(b)

BOARD OF EDUCATION REPORT NO. 435 – 17/18

Certification of the Final Environmental Impact Report, Adoption of the Mitigation Monitoring and Reporting Plan, Findings of Fact, and Statement of Overriding Considerations for the Sherman Oaks Center for Enriched Studies Comprehensive Modernization Project

BOARD OF EDUCATION REPORT NO. 436 – 17/18

Project Approval of the Sherman Oaks Center for Enriched Studies Comprehensive Modernization Project

BOARD OF EDUCATION REPORT NO. 437 – 17/18

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

BOARD OF EDUCATION REPORT NO. 438 – 17/18  
Project Approval of the Roosevelt High School Comprehensive Modernization Project

BOARD OF EDUCATION REPORT NO. 460 – 17/18  
Memorandum of Understanding between the Los Angeles Unified School District and  
Rancho San Antonio Boys Home

BOARD OF EDUCATION REPORT NO. 463 – 17/18  
Independent Analysis Unit Semi-Annual Work Plan for Summer-Fall 2018

BOARD MEMBER RESOLUTIONS FOR ACTION:

Mr. Schmerelson, Ms. Gonez, Ms. Garcia, Dr. McKenna, Mr. Melvoin - Classified School Employee Week 2018 (Res-043-17/18) (Noticed May 1, 2018)

Whereas, The Los Angeles Unified School District wishes to recognize those persons who are dedicated in their service to public education;

Whereas, In 1986, the California State Legislature decreed the third full week of May each year as Classified School Employee Week in official recognition of classified school employees, by passage of Senate Bill 1552 (Campbell);

Whereas, The California Department of Education encourages all public schools to annually observe the contributions of classified school employees for the contributions they make to the educational community;

Whereas, The Classified School Employees Association chose “The Heartbeat of our Schools” as the 2018 theme for Classified School Employee Week, referring to the valuable daily services of hard working school employees, including clerical and technical employees, as well as bus drivers, instructional aides, special education assistants, food service providers, security officers, maintenance workers, and others, provide to the students, faculty, staff, and families of the District;

Whereas, Labor partners including Service Employees International Union (SEIU) Local 99, Teamsters Local 572, California School Employee Association, Los Angeles/Orange Counties Building and Construction Trades Council, Associated Administrators of Los Angeles (AALA), Los Angeles School Police Association and the Los Angeles School Police Management Association represent classified employees who work tirelessly to serve students and ensure supportive, clean, safe and comfortable learning environments for both the students and faculty of the District;

Whereas, Classified employees in the District safely transport approximately 41,000 students to and from school each day by bus; serve over 150 million meals to students annually (including 400,000 breakfasts, 350,000 lunches, and 80,000 suppers and snacks per day); create and sustain a learning environment with clean and operational facilities and classrooms, and maintain an inviting landscape at more than 1,000 District schools and other facilities that students, parents, and the community can be proud of;

Whereas, Classified employees play a key role in supporting students' academic success by assisting almost 620,000 students inside and outside of the classroom in grades K-12, almost 20,000 students in Early Education programs and more than 76,000 students in Adult and Career Education Centers;

Whereas, Classified school employees contribute to the establishment and promotion of a positive school climate and optimal instructional environment at each school within the District;

Whereas, Classified school employees perform vital roles in promoting the welfare and safety of the District's students, faculty and staff; and

Whereas, Classified school employees comprise an integral part of the District community; 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 Governing Board of the Los Angeles Unified School District hereby declares the week of May 21 – 25, 2018, as Classified School Employee Week in the District and encourages the celebration of classified school employees at our schools and throughout the District for the invaluable contributions they make to our educational community.

Mr. Melvoin, Ms. Gonez, Ms. García – Supporting Legislation to Increase Our Ability to Generate Revenue for Local Schools (Res-046-17/18) (Waiver of Board Rule 72)

Whereas, The Los Angeles Unified School District exists to provide all children with a world-class education, regardless of socio-economic status, language, disability, zip code, or other factors that may impact academic achievement;

Whereas, Nearly 80% of the District's students live in poverty and the District is committed to offering a high-quality education to its most underserved students, including by providing three meals a day, access to social services, health and wellness centers, counselors, and other additional wrap-around services;

Whereas, Before the start of a downward trend in education spending in the late 1970s, California had previously led the nation in the quality of its public education system by investing in well-resourced primary, secondary, and post-secondary educational institutions;

Whereas, The 1978 passage of Proposition 13 in California severely limited increases in the property taxes of the state's property owners, dramatically shifting the funding of public education from the local- to the state-level, and paralyzing school districts' ability to generate revenue through property taxes;

Whereas, Subsequent decades saw a steep decline in California's public education investments compared to other states, despite rising costs for facilities, instructional materials and technology, and human capital necessary to providing a high-quality education to all students;

Whereas, In 2017, California ranked 46th in the nation in terms of per-pupil funding for K-12 education and 37th in education spending as a share of the state economy, spending \$11,329 per student compared to \$22,333 in New York;

Whereas, California consistently lags behind well-funded states, such as Vermont and New York, in comparable assessments of student achievement, such as the National Assessment of Educational Progress (NAEP), underscoring the potential of additional investments in public education as having a tangible impact on student outcomes;

Whereas, Various stakeholders in the education community have long been aligned in the need for an increase in per-pupil funding to support student success, including the Governing Board of the Los Angeles Unified School District which in November of 2017 joined the calls of our labor partners and adopted the resolution: Urging the State of California to Reclaim Its Leadership in Education by Increasing Investment in Our Schools (Res 018-17/18) for the state to increase education funding to \$20,000 per-pupil by 2020;

Whereas, The passage of a parcel tax would increase the District's ability to generate more revenue so that we can provide the resources, facilities, and human capital necessary for a high-quality education, including but not limited to, arts, music, STEM education, special education, and support for teachers;

Whereas, If passed by the California legislature, Senate Constitutional Amendment 22 (Allen) would be placed on the ballot for voters to adopt or reject the amendment to lower the threshold for passage of local parcel taxes from two-thirds approval to fifty-five percent majority; and

Whereas, In 2000, California voters passed an initiative to lower the vote threshold from two-thirds approval to fifty-five percent to pass local school bond measures, which has allowed this District to pass four bond measures for much-needed construction and facilities updates since then; now, therefore, be it

Resolved, That the Governing Board of the Los Angeles Unified School District hereby supports the passage and adoption of Senate Constitutional Amendment 22 to lower the threshold for passage of local parcel taxes to fifty-five percent, and urges the California State Legislature and the Governor to adopt this bill;

Resolved further, That the Superintendent will work with the Office of Government Relations to add Senate Constitutional Amendment 22 to its list of priorities and to advocate for its passage; and, be it finally

Resolved, That if Senate Constitutional Amendment 22 is adopted by the California Legislature and placed on the ballot for a vote, the Superintendent is directed to provide a series of non-partisan parent-voter education information (within existing budgetary and staffing resources), working with partner organizations like the California School Boards Association, about the potential impact of this amendment on the District.

RESOLUTIONS REQUESTED BY THE SUPERINTENDENT:

Pre-July 1 Notice (Sup Res 011-17/18)

Resolved, That the Board of Education of the City of Los Angeles, pursuant to the current Agreements between the Los Angeles Unified School District (District) and United Teachers Los Angeles (UTLA); and the Los Angeles Unified School District (District) and Associated Administrators Los Angeles (AALA); and in accordance with the individual employment contracts of these and other District employees, hereby declares salaries and benefits for the 2017-18 school year for District employees to be indefinite and subject to change or reduction on or after July 1, 2017, as may appropriately result consistent with the collective bargaining process as applicable. The District shall act to implement such changes or reductions, as the District deems necessary, to address operational, financial or budgetary conditions or needs, including but not limited to balancing the District's budget and otherwise responding to causes such as state funding limitations, legislation, grant funding, legal requirements or actions, and declining enrollment, rising District operating costs and increased expenses.

Possible changes or reductions in salaries or benefits, which may be implemented in 2017-18 for UTLA-represented employees, AALA-represented employees, management, confidential, supervisory, and other District-represented employees include, but are not limited to, adjustments to salary rates, tables and differentials; revisions to work year (number of paid days); adjustments to health and welfare plan benefit and contribution levels; and other compensation and employment matters.

All such changes or reductions are to be consistent with the collective bargaining process, where appropriate, and all Board Rules, policies and practices are subject to revision to carry out any of the changes or reductions described above. The above actions are listed by way of example, not limitation, and may be supplemented or revised in the discretion of the Board of Education.

Motion Declaring Salaries Indefinite and Suspending Board Rules, Policies and Practices (Sup Res 012-17/18)

Resolved, That the Board of Education of the City of Los Angeles: (1) hereby declares that all management, confidential, and other unrepresented certificated, classified and unclassified employees' salaries, benefits, and other compensation and other terms and conditions of employment are declared indefinite for the 2017-18 school year and subject to change or reduction on or after July 1, 2017 in the discretion of the Board of Education, as a result of uncertainties, negotiations, legislation, and other factors deemed sufficient by the Board of Education; and (2) suspends or amends all Board Rules, policies, and practices, as applicable, that may be in conflict with actions taken, or which may be taken, to balance the District's budget or otherwise carry out the Board of Education's policy judgments.

Possible changes or reductions in salaries, benefits and other compensation matters which may be implemented for unrepresented employees include, but are not limited to, adjustments in salary rates, tables and differentials; revisions to work year (number of paid days); and adjustments to health and welfare plan benefit and contribution levels. The above actions are listed by way of example, not limitation, and may be supplemented or revised in the discretion of the Board of Education.

CORRESPONDENCE AND PETITIONS:

Report of Correspondence Including Williams Settlement Uniform Complaint Quarterly Report Summary (076-17/18) – PUBLIC HEARING

Mr. Crain made the following statement:

Before action is taken on the Report of Correspondence regarding the Williams Settlement Uniform Complaint Quarterly Report Summary from the Director of the Educational Equity Compliance Office, a public hearing must be held.

This constitutes a public hearing on the report, and a maximum of 12 individuals who wish to address the Board on this item will be heard. Those who wish to speak and have not already signed-up should sign-up in the rear of the Board Room. Speakers will be called by name.

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President García passed the gavel to Vice President Melvoin and left the meeting.

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PUBLIC HEARINGS:

Resolution Authorizing the Execution of Deed of Dedication or Conveyance to the Southern California Edison for the Property Located at James A. Garfield High School, 5101 E. 6<sup>th</sup> Street in Los Angeles (078-17/18)

Resolution Authorizing the Execution of Deed of Dedication or Conveyance to the Southern California Edison for the Property Located at Maywood Academy High School, 6125 Pine Avenue in Maywood (079-17/18)

Resolution Authorizing the Execution of Deed of Dedication or Conveyance to the Southern California Edison for the Property Located at South Gate High School, 3351 Firestone Blvd. in South Gate (080-17/18)

Resolution Authorizing the Execution of Deed of Dedication or Conveyance to the Southern California Edison for the Property Located at South East High School, 2720 Tweedy Blvd. in South Gate (081-17/18)

The following speakers addressed the Board on Consent Items:

Board of Education Report No. 386-17/18, Amendment to the Facilities Services Division Strategic Execution Plan to Approve a Lunch Shelter Upgrade Project at Rosa Parks Learning Center

Ms. Miriam King, Principal

Board of Education Report No. 454-17/18, Statutory School Fees (Level 1 Developer Fees)

Mr. David Tokofsky



Board of Education Report No. 429-17/18, Amendment to the Facilities Services Division Strategic Execution Plan to Define and Approve the 2018-2019 Education Code Section 47614 (Proposition 39) Facilities Renovation Effort

Ms. Sari Rynew  
Ms. Kim Kaufman  
Mr. Antonio Novoa, Parent

Board of Education Report No. 434-17/18, Resolution to Exempt the Proposed Sherman Oaks Center for Enriched Studies Comprehensive Modernization Project from Local Land Use Regulations under California Government Code Section 53094(b)

Mr. David Tokofsky

Board of Education Report No. 436-17/18, Project Approval of the Sherman Oaks Center for Enriched Studies Comprehensive Modernization Project

Ms. Ashley Coneau, Student

Board of Education Report No. 437-17/18, Certification of the Final Environmental Impact Report, Adoption of the Mitigation Monitoring and Reporting Plan, Findings of Fact, and Statement of Overriding Considerations for the Roosevelt High School Comprehensive Modernization Project

Ms. Laura Zavala, InnerCity Struggle

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President García returned to the meeting and assumed the Chair.

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Ms. Carolina Couto, Promesa Boyle Heights  
Mr. Diego Rodriguez, Alma Family Services  
Mr. Adam Fletcher, Partnership for LA Schools  
Mr. Jorge Castañeda, Coalition to Preserve LA  
Ms. Vivian Escalante, Committee to Defend Roosevelt High School  
Mr. Fernando Delgado, Office of Los Angeles County Supervisor Hilda Solis  
Ms. Zulma Melendez, Committee to Defend Roosevelt High School

Board of Education Report No. 438-17/18, Project Approval of the Roosevelt High School Comprehensive Modernization Project

Ms. Griselda Perez, InnerCity Struggle  
Ms. Carol Romero, InnerCity Struggle  
Ms. Candy Tanamachi, Roosevelt High School Alumni Association  
Ms. Rosalind Sagara, Los Angeles Conservancy  
Mr. Kenneth Wyrick, Roosevelt High School Alumni Association  
Ms. Maria Brenes, InnerCity Struggle  
Mr. Henry Perez, InnerCity Struggle  
Mr. Luis Melchor, Office of State Assemblyperson Miguel Santiago  
Hon. Gil Cedillo, Los Angeles City Councilperson

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President García passed the gavel to Vice President Melvoin and left the meeting.  
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Classified School Employee Week 2018 (Res-043-17/18)

Ms. Letesia Fox, California School Employees Association

The Consent Items were tabled to allow action on a time certain item.

Later in the meeting, speakers to the Consent Items continued:

Report of Correspondence Including Williams Settlement Uniform Complaint Quarterly Report Summary (077-17/18) – PUBLIC HEARING

Mr. David Tokofsky

Resolution Authorizing the Execution of Deed of Dedication or Conveyance to the Southern California Edison for the Property Located at James A. Garfield High School, 5101 E. 6<sup>th</sup> Street in Los Angeles (078-17/18) – PUBLIC HEARING

Mr. David Tokofsky

Resolution Authorizing the Execution of Deed of Dedication or Conveyance to the Southern California Edison for the Property Located at Maywood Academy High School, 6125 Pine Avenue in Maywood (079-17/18) – PUBLIC HEARING

Mr. David Tokofsky

Resolution Authorizing the Execution of Deed of Dedication or Conveyance to the Southern California Edison for the Property Located at South Gate High School, 3351 Firestone Blvd. in South Gate (080-17/18) – PUBLIC HEARING

Mr. David Tokofsky

Resolution Authorizing the Execution of Deed of Dedication or Conveyance to the Southern California Edison for the Property Located at South East High School, 2720 Tweedy Blvd. in South Gate (081-17/18) – PUBLIC HEARING

Mr. David Tokofsky

Following the speakers, this item was again tabled to return to the time certain item.

Later in the meeting, Mr. Shahryar Khazei, Chief Information Officer, responded to questions from Dr. Vladovic regarding the Welligent contract.

Remarks were heard from Mr. Melvoin regarding the debt management policy and Foster Care Awareness Month.

Ms. Maria Voigt, Director, Administrative Services Unit, responded to questions from Dr. Vladovic regarding limits on detached services.

Mr. Glenn Daley, Director, Independent Analysis Unit, responded to questions from Dr. Rodriguez and Ms. Gonez regarding enrollment decline data, program evaluation, and outcomes for reclassified students.

Remarks were heard from Dr. Rodriguez regarding Proposition 39 requests.

Dr. Vladovic moved that the Consent Items be adopted with the following amendments:

- Board of Education Report No. 393-17/18, Facilities Contract Actions, amended to revise Attachment B to correct Edwin Markham High School to Edwin Markham Middle School
- Board of Education Report No. 463-17/18, Independent Analysis Unit Semi-Annual Work Plan for Summer-Fall 2018, amended to adopt a revised Attachment A.

Ms. Gonez seconded the motion, which by general consent was adopted, with Board of Education Report Nos. 393-17/18 and 463-17/18 being adopted as amended. Dr. McKenna and Mr. Schmerelson were absent.

Mr. Holtzman recorded an advisory vote of aye.

Later in the meeting, Dr. McKenna recorded an aye vote.

Mr. David Holmquist, General Counsel, responded to questions from Dr. McKenna regarding advocacy.

#### NEW BUSINESS FOR ACTION

#### BOARD OF EDUCATION REPORT NO. 456 – 17/18 Renewal of the Master Memorandum of Understanding between the Los Angeles Unified School District and the LA Promise Fund

Dr. Rodriguez moved that the report be adopted with the amendment to adopt a revised MOU (Attachment A). Ms. Gonez seconded the motion.

The following speakers addressed the Board:

Mr. Glenn Sequeira, United Teachers Los Angeles (UTLA)

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President García returned to the meeting and assumed the Chair.

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Mr. James Hustace, UTLA  
Ms. Tammy Nettles, UTLA  
Ms. Veronica Melvin, LA Promise Fund  
Ms. Bari Applebaum, Manual Arts High School  
Mr. Joshua Gromlund, Manual Arts High School  
Ms. Veronica Venegas, Parent  
Ms. Neida Maldonado, Student

Ms. Carrie Mendoza, Student

Following the speakers, the item was tabled to return to the Consent Items.

Later in the meeting, Mr. George Bartleson, Chief, Office of School Choice, responded to questions from Dr. McKenna regarding the basis for renewal and school achievement data. Dr. McKenna shared remarks regarding investment, funding, charter schools, data comparison, his observations, expectations, responsibility, and the ability to measure success.

Remarks were heard from Mr. Bartleson regarding accountability, MOU language regarding the frequency of evaluation, and philanthropic funds.

Following his remarks, Dr. McKenna moved that the Memorandum of Understanding be amended to include a semiannual review. Dr. Vladovic seconded the motion, which by roll call vote was adopted, 7 ayes.

Mr. Holtzman recorded an advisory vote of aye.

Mr. Bartleson and Ms. Devora Navera Reed, Chief Administrative Law and Litigation Counsel, responded to questions from Dr. Vladovic regarding teacher satisfaction, funding for course offerings, number of grievances, evaluation specifics, meeting attendance, and process.

Remarks were heard from Ms. Gonez regarding proficiency and performance reviews.

Remarks were heard from Superintendent Ekchian regarding performance metrics for all schools.

Mr. Bartleson responded to questions from Mr. Schmerelson regarding teacher and administration relations.

After discussion and on roll call vote, the report was adopted as amended by a vote of 6 ayes and 1 no, Mr. Schmerelson.

Mr. Holtzman recorded an advisory vote of no.

#### BOARD MEMBER RESOLUTIONS FOR ACTION

Ms. Gonez moved the following amended resolution:

Ms. García, Ms. Gonez, Mr. Holtzman – A New Generation of Leaders for Los Angeles, California, and the Nation (Res- 038-17/18) (Noticed April 10, 2018)

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

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

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

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

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

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

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

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

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

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

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

Resolved, That the Governing Board of the Los Angeles Unified School District ~~declares~~ recommits to April as "LAUSD's Voter Turnout Month" ~~for the 2017-2018 school year~~ and will work with partners to promote civic engagement opportunities;

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

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

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

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

Mr. Melvoin seconded the motion.

The following speakers addressed the Board:

Mr. Steven Mora, Y Vote  
Ms. Julie Castillo, Y Vote

Remarks were heard from Dr. McKenna regarding previous resolutions.

Remarks were heard from Mr. Melvoin regarding his support of the resolution.

The resolution was adopted as amended by general consent.

Mr. Holtzman recorded an advisory vote of aye.

The final version of the resolution reads as follows:

Ms. García, Ms. Gonez, Mr. Holtzman – A New Generation of Leaders for Los Angeles, California, and the Nation (Res- 038-17/18) (Noticed April 10, 2018)

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

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

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

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

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

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

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

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

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

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

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

Resolved, That the Governing Board of the Los Angeles Unified School District recommits to April as “LAUSD’s Voter Turnout Month” and will work with partners to promote civic engagement opportunities;

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

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

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

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

Ms. Gonez moved that Board Rule 72 be waived to allow action on the resolution Advancing Equity in Our Tax System and Advocating for the Full and Fair Funding of Public Education (Res-045-17/18). Dr. Rodriguez seconded the motion, which by general consent was adopted. Mr. Schmerelson was absent.

Ms. Gonez moved the following resolution:

Ms. Gonez, Mr. Melvoin, Mr. Schmerelson – Advancing Equity in Our Tax System and Advocating for the Full and Fair Funding of Public Education (Res-045-17/18) (Waiver of Board Rule 72)

Whereas, Public education is the foundation of a thriving democratic society and a prosperous modern economy;

Whereas, Public education remains a proven path towards upward mobility and creating meaningful opportunities for all Californians to succeed;

Whereas, California is now the 6th largest economy in the world, but has the fourth highest income inequality in the country, and an equitable education for all is critical to combating that growing disparity;

Whereas, The Governing Board of the Los Angeles Unified School District recently passed the resolutions, 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) and Urging the State of California to Reclaim Its Leadership in Education by Increasing Investment in Our Schools (Res 018-17/18), calling on our federal and state governments to invest in public education and fully fund our schools;

Whereas, Despite Governor Brown's proposed 2018-2019 California budget including the full funding of the Local Control Funding Formula (LCFF) and additional one-time funds, California remains woefully behind other states in funding its public education system, greatly shortchanging our students and families;

Whereas, The Assembly is currently considering two bills that would seek to correct this serious imbalance, Assembly Bill 2808 (Muratsuchi) and Assembly Bill 2731 (Gipson);

Whereas, AB 2808 (Muratsuchi) would result in a meaningful investment in public education funding by raising the base LCFF funding by 60% and increasing supplemental and concentration grants for “unduplicated” students, beginning in the 2018-2019 fiscal year. AB 2808 (Muratsuchi) passed the Education Committee with unanimous support and is now before the Appropriations Committee;

Whereas, Assembly Bill 2731 (Gipson) would close the carried interest loophole, a benefit for private equity firms and hedge fund managers who pay lower tax rates on income from management fees. AB 2731 (Gipson) could generate up to one billion dollars for public schools in California, while making our tax system fairer for all residents;

Whereas, Together AB 2808 (Muratsuchi) and AB 2731 (Gipson) would help to meet the rising fixed costs that school districts are facing and allow schools to provide a high-quality 21st century public education for all children; now, therefore, be it

Resolved, That the Governing Board of the Los Angeles Unified School District reaffirms its commitment to advocate for full-funding of public education through increases at the local, state, and federal level;

Resolved further, That the Board supports the passage and adoption of Assembly Bill 2808 and Assembly Bill 2731 and urges the California State Legislature and the Governor to pass these bills into law; and, be it finally

Resolved, That the Board directs the Superintendent work with the Office of Governmental Relations to leverage our advocacy resources in support of these two legislative bills, as part of our larger efforts to advance the full and fair funding of public education.

Dr. Rodriguez seconded the motion.

The following speakers addressed the Board:

Ms. Alejandra Delgadillo, Reclaim Our Schools LA (ROSLA)  
Ms. Jamelah Lewis, Student  
Ms. Maria De la Cruz, ROSLA  
Ms. Ameer Monroy, Student  
Ms. Simone Newman, ROSLA  
Mr. Alex Sandoval, Unite HERE  
Ms. Rosa Jimenez, ROSLA

Remarks were heard from Ms. Gonez regarding the resolution.

Remarks were heard from Mr. Melvoin regarding parcel tax and special education funding.

After discussion and by general consent, the resolution was adopted. Mr. Schmerelson was absent.

Mr. Holtzman recorded an advisory vote of aye.

Later in the meeting, Dr. McKenna shared a statement from Mr. Schmerelson in support of the resolution.



SUPERINTENDENT’S REPORTS

GOVERNMENT RELATIONS LEGISLATIVE UPDATE

Mr. Jeffrey Dunn, Director, Office of Government Relations, provided the Board with a brief legislative update. He reviewed the 2018 legislative calendar and highlighted the District’s current legislative priorities, including AB 2808 (Muratuschi) and SCA 22. He discussed special education funding and administrator to teacher ratios. Mr. Dunn provided a brief overview of the District sponsored bills, including AB 2334 (Jones-Sawyer) and AB 3192 (O’Donnell). He also reviewed the advocacy work of the Office of Government Relations.

PUBLIC COMMENT

The following speakers addressed the Board on the subjects indicated:

Ms. Ada Amara, Speak Up	Parent Involvement
Ms. Matilda Bernardino, Speak Up	Parent Involvement
Ms. Jennifer Redekopp, Speak Up	Parent Involvement
Officer Gil Gamez, LA School Police	Arrest
Ms. Beatriz Corral, Parent Revolution	Low Performing Schools
Ms. Blanca Espinoza, Parent Revolution	Low Performing Schools

Remarks were heard from Dr. Vladovic regarding school plans and decision making.

Ms. Nadia Funn, Alliance for a Better Community	Support for Realizing the Promise Resolution
Ms. Daisy Hernandez, Promesa Boyle Heights	Support for Realizing the Promise Resolution
Ms. Elieth Koulzons, Parent	School Safety
Ms. Anna Parks, Speak Up	Disparities in South LA
Ms. Shayla Menzie, Speak Up	Parent Involvement
Mr. David Castro, Parent	Principal at West Adams
Ms. Kimmie Mustafa, Teacher	Positive School Climate

NEW BUSINESS FOR ACTION (cont.)

BOARD OF EDUCATION REPORT NO. 412 – 17/18  
Business Improvement District Petition

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

Ms. Diane Papas, Chief Executive Officer, Strategic Planning and Digital Innovation, responded to questions from Mr. Melvoin and Ms. García regarding annual costs, District policy, and timelines.

Mr. Melvoin moved that the Action Proposed section of the report be amended to indicate staff takes no position on specified petitions and delegation of authority for staff to negotiate lower rates and develop District policy. The amendment was accepted as friendly.

After discussion and by general consent, the report was adopted as amended. Mr. Schmerelson was absent.

Mr. Holtzman was absent.

BOARD OF EDUCATION REPORT NO. 452 – 17/18  
Special Education Local Plan (SELPA) Annual Budget Plan and  
Annual Service Plan for the 2018-2019 School Year

Mr. Crain made the following statement:

Before action is taken on Board Report No. 452-17/18, Special Education Annual Budget Plan and Annual Service Plan for the 2017-2018 School Year, a public hearing must be held.

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

The following speakers addressed the Board:

Mr. David Tokofsky  
Ms. Maria Daisy Ortiz, Parent

This item was postponed to June 12, 2018.

BOARD MEMBER RESOLUTIONS FOR ACTION (cont.)

The following resolution was postponed to June 12, 2018:

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

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

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

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

Whereas, The Policy for Charter School Authorizing called for the development and implementation of the Administrative Procedures for Charter School Authorizing, which was adopted in August 2010 (Board of Education Report No. 031-10/11), and informed by the work of a Charter Schools Collaborative, in which the Procedures state: “Transparent and consistent

authorizing promotes a rigorous and respectful relationship among charter school operators, advocates and authorizers;”

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

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

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

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

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

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

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

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

- Considerations for charter schools that may have limited publicly available data at the time of renewal as part of the District’s holistic renewal analysis (e.g., charter high schools, schools beginning in TK or Kindergarten) that prioritizes student academic outcomes and draws upon the petition’s measurable pupil outcomes, official data submitted to the State, as well as valid alternative measures that show increases in pupil

academic achievement for all groups of pupils schoolwide and among significant subgroups, and Local Control and Accountability Plan (LCAP). These considerations should not supersede State requirements;

- Potential updated criteria for determining a set of "Similar Schools" and/or "Resident Schools" as part of the District's holistic renewal analysis by which charter schools are compared that replace obsolete State metrics (e.g., CSTs, API scores) with more relevant, local metrics and considers demographics, school model types, and school size that do not supersede State requirements;
- The potential further development and implementation of a tiered system of performance-based oversight (i.e., achievement, fiscal, operations, governance) that supports schools' autonomy and accountability while also factoring in each organization's record of performance to inform appropriate differentiation;
- An updated oversight process that uses various strategies to increase efficiency for both charter operators and the District, including the potential development of an electronic submission system and archive to reduce redundant submission of documentation, where feasible;
- Updated parameters as to when charter schools must submit a Material Revision to their charter petition that is approved by the Board and when administrative revisions can be handled by the Superintendent through delegated authority;
- Examples of some of the types of issues that may result in either a renewal Benchmark, a Corrective Action, a Notice to Cure, or a Notice of Concern, and potential implications of each in regards to charter petition renewals and revocation, in order to improve accountability and best ensure consistency and transparency for District staff and charter operators;
- The establishment of admission preferences for siblings of charter school students, and students matriculating to other schools within the same charter management organization; and
- Concrete and formalized methods for sharing promising practices, focused on learnings from high-performing charter schools, and the allocation of appropriate funding obtained from existing charter school oversight fees (consistent with the California Education Code) for such innovative practices;

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

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

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

Ms. Gonez moved the following resolution:

Ms. García, Ms. Gonez, Mr. Melvoin - Empowering Today's Learners for Tomorrow's Increasingly Digital World through Access and Equity of Digital Tools and Resources (Res-039-17/18) (Noticed April 10, 2018)

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

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

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

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

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

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

Whereas, The District has committed to providing computer science education for all students by 2025, ensuring every student: receives 20 hours of computer science instruction each year from Pre-kindergarten to 5th grade; completes at least one rigorous and relevant computer science course in grades 6-8; and has access to a computer science pathway in grades 9-12;

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

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

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

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

Resolved, That the Board affirms its commitment to ensuring computer science education opportunities for all students; and, be it finally, Resolved, That the Board will commit to continue being a national leader in education by increasing access to technology, access to high-quality instruction that leverages technology, increase student achievement, and nurture the next generation of great citizens.

Dr. McKenna seconded the motion and offered the following amendment, which was accepted as friendly:

Resolved further, That the District's Information Technology Division and Instructional Technology Initiative develop a semiannual report for the Board with the following information:

- A list of the number of digital tools in the District by schools
- Provide a list of programs and applications used on the digital tools and if they meet STEM instructional initiatives
- Provide validation data that our digital tools are preparing our students for proficiency for all and aligning instructional content with all A-G requirements and goals for 100% graduation
- Provide a summary of the impact of digital tools on students' writing, English Language Arts, and math performance;

Remarks were heard from Dr. Vladovic and Dr. Frances Gipson, Chief Academic Officer, regarding specialized credentials, professional development and credentialing.

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

Mr. Holtzman was absent.

The final version of the resolution reads as follows:

Ms. García, Ms. Gonez, Mr. Melvoin, Dr. Rodriguez - Empowering Today's Learners for Tomorrow's Increasingly Digital World through Access and Equity of Digital Tools and Resources (Res-039-17/18) (Noticed April 10, 2018)

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

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

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

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

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

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

Whereas, The District has committed to providing computer science education for all students by 2025, ensuring every student: receives 20 hours of computer science instruction each year from Pre-kindergarten to 5th grade; completes at least one rigorous and relevant computer science course in grades 6-8; and has access to a computer science pathway in grades 9-12;

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

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

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

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

Resolved further, That the District's Information Technology Division and Instructional Technology Initiative develop a semiannual report for the Board with the following information:

- A list of the number of digital tools in the District by schools

- Provide a list of programs and applications used on the digital tools and if they meet STEM instructional initiatives
- Provide validation data that our digital tools are preparing our students for proficiency for all and aligning instructional content with all A-G requirements and goals for 100% graduation
- Provide a summary of the impact of digital tools on students' writing, English Language Arts, and math performance;

Resolved, That the Board affirms its commitment to ensuring computer science education opportunities for all students; and, be it finally, Resolved, That the Board will commit to continue being a national leader in education by increasing access to technology, access to high-quality instruction that leverages technology, increase student achievement, and nurture the next generation of great citizens.

### BOARD MEMBER RESOLUTIONS FOR INITIAL ANNOUNCEMENT

The following resolutions will be for action June 12, 2018:

Ms. García - Realizing the Promise for All: Close the Gap by 2023! (Res-047-17/18)

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

Whereas, The Governing Board of the Los Angeles Unified School District has made steady progress towards realizing fully equitable college and career readiness supports across the District via the Resolution to Create Educational Equity in Los Angeles Through the Implementation of the A-G Course Sequence as Part of the High School Graduation Requirements, Equity on A-G: Reaffirming Our Commitment to A-G Life Preparation for All (Res-070-14/15), Equity is Justice 2.0: Moving toward a New Direction, Achieving Excellence for All: Establishing a Framework for Continuous Improvement, Creating Pathways to Lifelong Success for Our Students (Res-010-17/18), Creating a Collaborative to Focus on the Middle Grades (Res-018-15/16) and the Biliteracy for All (Res-103-16/17) resolutions;

Whereas, Our District must continue to focus on closing achievement and opportunity gaps as 60.44% of our 3rd-8th and 11th grade students are scoring below Standard Met/Exceeded in the Smarter Balance English Language Arts exams, 70.14% are scoring below Standard Met/Exceeded in Smarter Balance Math exams and 31.9% of graduates eligible for a public, four-year university. Furthermore, chronically low-performing schools can be as low as 88% below Standard Met/Exceeded in Smarter Balance English Language Arts exams and 90% below Standard Met/Exceeded in Smarter Balance math exams;

Whereas, Proposition 58 establishes the recognition that the diversity of home languages is an asset that leads to English Learners earning Seal of Biliteracy awards and achievement in other academic areas, therefore the expansion of Dual Language programs to serve English Learners and language learners must be a District commitment; and

Whereas, The Communities for Los Angeles Student Success (CLASS) Coalition, community partners, teachers, students and families have collaborated with District leadership to improve the educational and life outcomes for Los Angeles' highest need students; now, therefore be it,



Resolved, That the Los Angeles Unified School District will commit to closing the opportunity gaps that persist within our school system so that *all* students (including but not limited to English Learners, Standard English Learners, Long Term English Learners, Foster, Homeless, Special Education) graduate eligible for college and are career and post secondary prepared. This public commitment and progress towards it will be made publicly available. As such, we publicly commit to the students of the District and the broader Los Angeles community to achieve the following college and career ready goals by 2023:

- One hundred percent of 4<sup>th</sup>-12<sup>th</sup> grade students will report having at least one supportive adult connection at their school site per the annual School Experience Survey.
- One hundred percent of primary students reach proficient on Reading Assessments by end of the first grade.
- One hundred percent of third graders meet or exceed standards on state summative assessments, setting the foundation for literacy, college and career readiness.
- One hundred percent of students initially identified as English Learners in kindergarten or first grade are Reclassified Fluent English Proficient (RFEP) by the end of sixth grade.
- One hundred percent of English Learners and students enrolled in Dual Language programs since kindergarten or first grade receive Seals of Biliteracy by grades 5, 8 or 12.
- Upon matriculation to high school, one hundred percent of eighth grade students are A-G ready as demonstrated by a “C” or better in grade level English Language Arts and Math.
- One hundred percent of high school graduates are eligible to apply to a California 4-year university and are well-prepared for career opportunities as defined by the California Department of Education.
- One hundred percent of high school students will successfully complete at least one Advanced Placement, International Baccalaureate or one semester/two quarters of Dual Enrollment courses.

Resolved further, That during College Awareness month all District employees and families will be invited annually to sign a pledge demonstrating their belief and commitment that all Los Angeles students can achieve college and career readiness;

Resolved further, That all schools engage in a Single Plan for Student Achievement development process that includes root cause analysis, cycles of inquiry and improved equity based budgeting. Single Plans will reflect a college and career readiness framework and investments inclusive of age and grade appropriate, evidence-based college and career readiness strategies and goals. The Superintendent will provide bounded autonomy for evidence-based, high impact investments and curated supports for college and career readiness;

Resolved further, That the Superintendent will draft a plan within 90 days to create English Learner and Reading Specialist micro-credentialing programs that provide Bilingual, English Learner and elementary teachers with professional development and incentives to encourage their growth, expand their expertise and promote their permanence in service to English Learner and highest need elementary students; and, be it finally

Resolved, That the lowest performing quartile of schools and/or the high and highest need schools based on the Student Equity Needs Index 2018 will be exempt of mandatory assignments of teachers. Further, English Learner Development classes at all schools will not be assigned concurrent short-term substitutes. The District will take immediate and ongoing steps to support high-need schools in hiring and retaining highly qualified teachers, including differential resources, supports and flexibilities. The Superintendent will report to the Governing Board of the Los Angeles Unified School District within 120 days on the steps being taken to support high and highest need schools in hiring and retaining highly qualified teachers.

Dr. Rodriguez, Dr. Vladovic, Ms. Gonez, Mr. Holtzman – Increasing Supports for LGBTQ+ Students, Their Families and Schools (Res-048-17/18)

Whereas, The Los Angeles Unified School District is committed to affirming the lives of students of diverse identities and amplifying the voices of those who have felt silenced;

Whereas, The District models, advocates for, and promotes the inclusion, respectful treatment, and acceptance of LGBTQ+ students, staff, and families;

Whereas, According to the 2017 Youth Risk Behavior Survey, 7.2% of District high-school students self-identify as lesbian, gay, or bisexual, 4.5% as questioning, 1% as transgender, and 3.7% as gender non-conforming, amounting to over 27,000 District students;

Whereas, The GLSEN National School Climate Survey reported that 75.2% of LGBTQ+ students in schools with inclusive curriculum said their peers were accepting of LGBTQ+ people, compared to 39.6% of those without an inclusive curriculum;

Whereas, The 2017 Youth Risk Behavior Survey showed that LGB-identified high school students have significantly higher risk factors than do their straight classmates on a host of variables such as being bullied on campus (28% versus 11%), suicide attempts (26% versus 6.5%), feeling sad and hopeless (66% versus 27%), and dating violence (17% versus 3.4%).

Whereas, Family rejection dramatically increases risk behaviors in LGBT youth (8.4 times higher rates of suicide attempts; 5.9 times higher rates of depression; 3.4 times higher rates of illegal drug use and unprotected sexual behavior), with Latino males being most vulnerable to family rejection, as cited by Ryan, Huebner, Diaz, and Sanchez (2009) *Family Rejection as a Predictor of Negative Health Outcomes in White and Latino Lesbian, Gay, and Bisexual Young Adults*;

Whereas, Due to the recession of 2008, the staffing in the Office of Human Relations, Diversity, and Equity was drastically reduced, impacting the scale of LGBTQ+ services and programs offered by the District;

Whereas, The FAIR Education Act of 2012 calls for the Fair, Accurate, Inclusive, and Respectful inclusion of LGBTQ+ people and people with disabilities in history and social science curricula;

Whereas, In 2005, the District adopted the required health textbook *Sexuality and Society* (Holt) that contains the nation's first chapter on LGBT relationships;

Whereas, The District provides a bench of resources, book lists, and curricula to guide educators and administrators to build an understanding of LGBTQ+ youth and families;

Whereas, The District released a reference guide (REF-6799.0) in response to "student-driven requests for all-gender single- or multiple-user restrooms";

Whereas, All-gender restrooms affirm the gender identity of all students, including transgender-identified students;

Whereas, All District schools must abide by the School Climate Bill of Rights;

Whereas, According to the 2015 GLSEN National School Climate Survey, the presence of LGBTQ+ supportive staff was positively correlated with students' perceptions of safety, attendance, academic achievement, school engagement, graduation rates, and post-secondary educational goals; and

Whereas, The District remains a fierce advocate of inclusive school environments and affirming campuses for LGBTQ+ students, staff, and families; now, therefore, be it

Resolved, That the Superintendent encourages schools in the Los Angeles Unified School District to create public displays that commemorate October as LGBTQ History Month, which could also feature LGBTQ books/authors from LAUSD's LGBTQ Book List provided by the Office of Human Relations, Diversity, and Equity. The displays should exist in a public, visible space on campus.

Resolved further, That the Governing Board of the Los Angeles Unified School District directs the Superintendent to include a diverse representation of students in all future high school textbook-adoption committees, including the upcoming adoption of high school Social Studies/History textbooks.

Resolved further, That the Superintendent will increase LGBTQ+ competency trainings and supports for educators, staff, administrators, and parents by creating a broad cross-section of students, parents, school-site faculty and staff, and community partners/organizations to develop these trainings for District staff's implementation.

Resolved further, That the Superintendent will create a centralized platform (e.g., website, portal, event calendar) of resources, including those shared by community partner organizations, to amplify this work throughout the District.

Resolved further, That the Superintendent will perform an analysis of all-gender restrooms at all District schools that:

- Confirms whether all single-user restrooms are identifiable as all-gender, as dictated by AB 1732 of 2017.
- Describes the mechanism by which schools can request multi-stall all-gender student restrooms at their individual school site. This mechanism should consider existing building codes, points-of-contact, processes, and a range of potential costs.
- Determines appropriate methods to inform school communities of the location of all-gender restrooms available to students on the school's campus (e.g., through signage in the main office, information on the school's website, information in materials sent out by schools at the beginning of the school year).

Resolved further, That the Superintendent examine and evaluate the Office of Human Relations, Diversity, and Equity's current staffing levels, capacity and resources, and make recommendations to the Board as to what, if anything, is needed to effectively and efficiently implement this resolution's recommendations at the Local District level; and, be it finally

Resolved, That the Superintendent will report back to the Board within 60 days on any recommendations related to this resolution, which will be considered by the Board for implementation by October 2018.

Ms. García, Dr. Rodriguez, Ms. Gonez - Apologizing for the 1968 LAUSD Board of Education Majority's Traumatic Physical and Psychological Response Towards the Participants of the East Los Angeles Walkouts for Educational Justice (Res-049-17/18)

Whereas, Schools of knowledge have been in existence since the earliest civilizations;

Whereas, Education is a foundational pillar of our democracy;

Whereas, The Fourteenth Amendment to the U.S. Constitution declares that no state may “deny to any person within its jurisdiction the equal protection of the laws”;

Whereas, The California Constitution has guaranteed children in our state a system of free schools since 1879 (California Constitution, Article IX, Section 5.);

Whereas, The Los Angeles Unified School District is a national leader in promising practices for excellence in and out of the classroom in support of children;

Whereas, In March of 1968, more than 15,000 students participated in the East L.A. Blowouts by walking out of class to protest educational negligence and to petition government for redress of their grievances;

Whereas, During this action in 1968, students and community experienced violent and psychological brutality in response to their nonviolent appeals;

Whereas, Good governments revisit their past actions and apologize when necessary. For example, the County of Los Angeles Board of Supervisors in 2012 approved a resolution apologizing for the County's role in the Mexican Repatriation from 1929 through 1944, where more than one million American citizens and legal residents of Mexican ancestry were forced to relocate to Mexico and the government assumed ownership of their property;

Whereas, The Federal Government of the United States has set a precedent for formal apologies in the past, including H.Res.194 (110th), apologizing for the enslavement and racial segregation of African-Americans; an apology to patients of the Tuskegee Study; S.J.Res.19 (103rd), a joint resolution to offer an apology to the Native Hawaiians and acknowledge the 100th anniversary of the January 17, 1893 overthrow of the Kingdom of Hawaii; and the Civil Liberties Act of 1988 for the internment of Japanese Americans during World War II;

Whereas, In 1992, the LAUSD Governing Board of the Los Angeles Unified School District approved a resolution in support of the Civil Liberties Act of 1988; now, therefore be it,

Resolved, That the Governing Board of the Los Angeles Unified School District formally apologizes for the actions of the 1968 Board of Education majority to all students and community partners that experienced physical and psychological harm during the exercise of their constitutional rights demanding educational justice in Los Angeles leading up to and during the week of March 1, 1968;

Resolved further, That until such time that the history of the fight for educational justice in our nation, including the role of the 1968 East Los Angeles Walkouts, is included in District adopted textbooks and accessible to every student in the District, this resolution in its entirety will be transmitted and included as part of the District's annual commemoration and learning activities as stated in the resolution Commemoration of the 50th Anniversary of the 1968 Student Walkouts for Educational Justice (Res 028-17/18);

Resolved further, That a copy of this apology be submitted to the District's archives at the University of California, Los Angeles and be added to the files covering the 1967-1968 academic year; and, be it finally,

Resolved, That a copy of this resolution be transmitted to every public school district, county superintendent and corresponding board chair in California, and to the California State Superintendent of Public Instruction.

#### SPECIAL REPORTS

##### RECEIPT OF FY 2016-17 DEBT REPORT (076-17/18)

The Board is in receipt of the report.

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President García resumed the Order of Business.

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#### SUPERINTENDENT'S REPORTS (continued)

##### OTHER POST-EMPLOYMENT BENEFITS (OPEB) LIABILITIES VALUATION UPDATE

Superintendent Ekchian welcomed Mr. Mampre Pomakian, Interim Chief Risk Officer, and Mr. Brad Au, Partner, AON Hewitt, to the Board meeting.

Other post-employment benefits (OPEB) are health care benefits provided to retired employees beyond pension benefits. Mr. Pomakian discussed the District's commitment to lifetime benefits for qualified retirees and their eligible dependents and the changes that have been made to eligibility over the years. This commitment has a financial impact to the District.

There are two main approaches to financing OPEB obligations - Pay-As-You-Go which pays retiree health benefits as they come due and Pre-Funding which sets aside full or partial funding to cover future benefit costs. The District has historically employed a Pay-As-You-Go model, but in recent years has moved towards partial pre-funding. As of March 2018, the District's OPEB trust account is valued at approximately \$383 million. Mr. Pomakian reviewed the District's cost reduction initiatives, including the Employer Group Waiver Plan (EGWP) and contract negotiations.

Mr. Au defined actuarial valuation as an appraisal of a pension fund's assets versus liabilities, using investment, economic and demographic assumptions. The Present Value of Benefits (PVB) indicates the amount of funding needed today to fund future retiree benefits for current and retired employees. The District's PVB is \$22.6 billion.

Mr. Au responded to questions from Dr. Vladovic regarding actuarial assumptions.

Mr. Au discussed changes from the Governmental Accounting Standards Board and the impact on actuarial accrued liability (AAL). The District's AAL in 2015 was \$13.65 billion and grew to \$15.21 billion in 2017. He also reviewed the District's past pre-funding contributions and the annual increases associated with a Pay-As-You-Go model.

Mr. Au and Mr. Pomakian responded to questions from Board Members regarding the percentage of health care spending dedicated to retirees, the immediate impact of the liabilities, numbers of employees that meet lifetime benefits requirements, retirement benefits, mortality rates, budgeting, investments in wellness programs, retiree benefit subcommittee, and timelines.

ADJOURNMENT

Dr. McKenna moved that the meeting be adjourned in memory of Mr. Ted Kimbrew, an educator and former Superintendent of many school districts and Ms. Josephine Miles, a long time District employee. Dr. Rodriguez seconded the motion, which by general consent was adopted. Mr. Schmerelson was absent.

The meeting adjourned at 7:34 p.m.

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

  
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MS. MONICA GARCIA  
PRESIDENT  
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JEFFERSON CRAIN  
EXECUTIVE OFFICER OF THE BOARD