

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



**REGULAR MEETING ORDER OF BUSINESS**

333 South Beaudry Avenue, Board Room

4 p.m., Tuesday, June 19, 2018

**Roll Call**

**Pledge of Allegiance**

**Public Speaking**

Individuals wishing to speak at a Board meeting must sign up at the meeting. Speakers to items for action on this agenda should plan to arrive early as items with no speakers may be acted on at the beginning of the meeting. Speakers to items not on the agenda for action will be heard following the conclusion of the action items.

Each speaker is allowed a maximum of three minutes for his or her presentation. Accommodations are made for translation and for those needing assistance. Each speaker may only make a single appearance at each Board Meeting, but exceptions are made for items labeled “Public Hearing”.

**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. 552-17/18  
Office of the Chief Financial Officer  
(Adoption of Los Angeles Unified School District Local Control and Accountability Plans)  
Recommends the adoption of the District’s LCAP, allowing the District to demonstrate accountability to meet goals, services, and expenditures to support pupil outcomes and state priorities.
2. Board of Education Report No. 563-17/18  
Local Districts Northwest, Northeast, Central, West  
(Adoption of Local Control and Accountability Plans and Annual Updates for Affiliated Charter Schools 2018-19) Recommends the adoption of the LCAPs for 55 affiliated charter schools, allowing each school to demonstrate accountability to meet goals, services, and expenditures to support pupil outcomes and state priorities.

3. Board of Education Report No. 550-17/18  
Office of the Chief Financial Officer  
(Adoption of the Superintendent’s 2018-19 Final Budget and Fiscal Stabilization Plan) Recommends the adoption of the Superintendent’s 2018-19 Final Budget with the indicated budget assumptions and policies; that Budget Services and Financial Planning Division and the Accounting and Disbursements Division be authorized to take necessary actions to implement the provisions of this report; adoption of the Fiscal Stabilization Plan; approval of the spending determinations for funds received pursuant to the Educational Protection Act as specified; and that District staff be authorized to make interfund transfers or temporary borrowings among the District’s various funds in accordance with the attached adopted and subsequently modified District budgets and Education Code section 42603.

**Board Member Resolutions for Action**

4. Ms. Gonez, Mr. Melvoin – Opening Doors to College and Career Opportunities for Our Students (Res-051-17/18) (Noticed June 12, 2018)

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 are prepared for post-secondary success and graduate college- and career-ready;

Whereas, Administering a college admissions exam during the school day, at no cost to students, can increase students’ access to college, address barriers that hinder students from taking the exam, and reduce testing stress – such as by eliminating financial hardships in paying for the exam, enabling exam administration in a more familiar environment for students, and reducing the need to locate and travel to a testing site on the weekend;

Whereas, There has been a significant increase in recent years in the number of states and school districts that provide free college admissions exams to students during the school day, with more than 250 school districts (e.g. Baltimore City Public Schools, Houston Independent School District, Long Beach Unified School District, New York City Department of Education) administering the SAT district-wide (at no cost to students) in 2016-17 (~~per~~ [Source](#): College Board);

Whereas, There was a five-fold increase in the number of school districts in California offering the SAT at no cost to students between 2014-15 and 2016-17; and other districts, charter school organizations and offices of education offered the ACT for free in 2016-17 (EdSource, “Growing number of California school districts offer students free college entrance exam,” 8/6/2017);

Whereas, [L.A. Unified currently administers the PSAT/NMSQT to all 10<sup>th</sup> grade students at no cost each year; and](#) in March of 2018, the District piloted an “SAT School Day” in Local District South, with approximately ~~4,000~~ [4,345 11<sup>th</sup> grade](#) students taking the SAT college readiness test at ~~29~~ [48](#) high schools during the school day, with the District ~~and College Board picking up costs~~ [covering the fees](#);

Whereas, The 2017 administration of a free SAT to all New York City 11<sup>th</sup> graders during the school day resulted in a 25 percentage point gain in juniors who took the SAT at least once (climbing from 52.8% in 2016 to 77.8% in 2017); and the participation rate gap between racial and ethnic groups was reduced, as reported by the New York City Department of Education;

Whereas, In Michigan, after adopting a policy that required high school juniors to take the ACT, the percentage of students taking a college entrance exam increased from 54% to almost 99%; and a greater number of low-income students attended and completed college (Brookings, “ACT/SAT for all: A cheap, effective way to narrow income gaps in college,” 2/8/2018);

Whereas, The resolution, Creating Pathways to Lifelong Success for Our Students (Res-010-17/18), affirmed the District’s commitment to ensure our students’ success after graduation and called for a feasibility plan to implement administration of the SAT for all 11th grade students and the PSAT for all 8th, 9th, and 10th grade students in the District;

Whereas, The PSAT provides a means for 8<sup>th</sup>, 9<sup>th</sup>, and 10<sup>th</sup> through 11<sup>th</sup> grade students to assess their performance on a rehearsal college admission test; prepare for and familiarize themselves with the types of questions asked on the SAT; and identify academic areas for targeted studying to enhance their performance on the SAT, which supports their ability to apply to and attend their choice of colleges;

Whereas, Career pathways offer additional options for students to pursue their career goals via educational programs developed in partnership with business and industry, which provide students with comprehensive, career-focused skills and experience (e.g. real-world knowledge, technical skills, work experience, exposure to well-paying jobs); ~~and~~

Whereas, Career and Technical Education (CTE) Pathways can help put students on the path to successful careers in profitable industries, but nationally the proportion of high school students who earn multiple CTE credits has dropped to 1 in 5 students, according to the U.S. Department of Education. In the District the proportion is about 1 in 4 students. Demand in high skilled industries continues to grow, including in health sciences, information technology, telecommunications, engineering/bioengineering, and construction-related fields among others. CTE can help to bridge the divide between job openings and qualified applicants. For instance, in the next five years, the U.S. Department of Education estimates that there will be 68% more infrastructure jobs than there are trained workers to fill them.

Whereas, Linked Learning, a proven approach to education that combines college-focused academics, work-based learning, and intensive student supports and centers high school around industry themes and CTE courses, where learning becomes relevant, students graduate with the skills, and confidence to succeed in college, career and life;

Whereas, Internships are a chance for students to gain essential workplace knowledge and build skills that prepare them for future careers. According to U.S. News and World Report, in a survey of 362 companies, 90 percent agreed that high school internship programs can help students get into better colleges, and 70 percent of companies said that secondary students who intern are either likely to secure a college internship within their company; and

Whereas, Providing students with the opportunity to take the PSAT, SAT and/or ACT at school, at no cost, and providing Linked Learning and CTE Pathways supports a culture of college and career readiness; sends a clear message to students and families that the District has high expectations for each and every student and their future; and opens doors to college and career opportunities (and post-secondary success) for every student; now, therefore, be it

Resolved, That beginning in the 2018-19 school year, the Los Angeles Unified School District will take the “SAT School Day” pilot to scale and administer the SAT or ACT to all high school juniors during the school day, at no cost to students;

Resolved further, That the Superintendent will pursue philanthropic and/or external funding to support college and career readiness initiatives and minimize any impacts to the District’s General Fund, including pursuing partnerships with businesses across the city as well as the Los Angeles Mayor’s office and others to provide paid internships for high school students;

Resolved further, That the Superintendent will develop a plan and report back to the Governing Board of the Los Angeles Unified School District within 60 days on how to provide the PSAT to all of the District’s 8<sup>th</sup> and 9<sup>th</sup>, ~~and 10<sup>th</sup>~~ grade students, as well as how to provide sufficient preparation for all students (especially through free e.g. SAT prep through Khan Academy, or low-cost resources) and use the results and data from these tests with counseling and guidance to meaningfully to prepare students for post-secondary success; and, be it finally

Resolved, That the Superintendent will develop a plan and report back to the Board within 60 days for expanding access to Linked Learning and Career and Technical Education Pathways within secondary schools (including concurrent and dual enrollment opportunities with college partners), so that all students meet or exceed the District Student Graduate Profile, which describes the skills, dispositions and knowledge students need to have opportunities and necessary preparation ~~available to them~~ to support their post-secondary success and fill the “skills gap” that exists nationwide, particularly in high-demand fields.

5. Mr. Melvoin, Ms. Gonez – Creating Children’s College Savings Accounts to Help Families Save for College (Res-052-17/18) (Noticed June 12, 2018)

Whereas, The relationship between education and social mobility is well documented and according to the Brookings Institution, a child born into the lowest socio-economic quintile who does not go on to obtain a college degree has a 45 percent chance of remaining in that quintile, while a child born into the lowest quintile who does earn a college degree has only a 16 percent chance of remaining in that socio-economic bracket and a 19 percent chance of breaking into the top quintile (Pell Institute for the Study of Opportunity in Higher Education and University of Pennsylvania Alliance for Higher Education and Democracy, “Indicators of Higher Education Equity in the United States: 45 Year Trend Report” [http://www.pellinstitute.org/downloads/publications-Indicators\\_of\\_Higher\\_Education](http://www.pellinstitute.org/downloads/publications-Indicators_of_Higher_Education) (2015));

Whereas, Three decades ago, full-time workers with a bachelor’s degree made 40 percent more than those with only a high school diploma and last year, according to the Bureau of Labor Statistics, that number reached 83 percent, meanwhile, the share of jobs requiring a post-secondary school degree more than doubled (Bureau of Labor Statistics, U.S. Department of Labor “Earnings and unemployment rates by educational attainment” [http://www.bls.gov/emp/ep\\_chart\\_001.htm](http://www.bls.gov/emp/ep_chart_001.htm) (2014));

Whereas, Over the last half-century, policies that have increased access to higher education, from the GI Bill to student aid, have not only lifted millions out of poverty, but have also boosted productivity, innovation and economic growth. More recently, a number of jurisdictions have launched dedicated Children’s College Savings Account (CSA) programs intended to incentivize college or technical/trade school completion rates;

Whereas, CSAs are long-term, asset-building accounts for children that are most commonly used for postsecondary expenses. The accounts are typically seeded with an initial deposit (from public and/or private funds), and they grow through a combination of program-provided incentives and contributions from family, friends, and eventually, the children themselves. Currently, there are 54 CSA programs across the United States, including in San Francisco and Oakland;

Whereas, According to the Center for Social Development at Washington University in St. Louis, a low- to moderate-income child with up to \$500 designated for school savings is four-times more likely to enroll and nearly five-times more likely to graduate from college than a child with no savings (Elliot, W., Hyun-a Song, Ilung Nam, “Small-Dollar Children’s Savings Accounts, Income, and College Outcomes”, Center for Social Development, Washington University in St. Louis, CSD Publication No. 13-06 <http://csd.wustl.edu/publications/documents/wp13-06.pdf> (2013)) – the residual effects of which far outweigh the associated financial and administrative costs. Equally important, a college savings account sends the message to students and parents alike that post-secondary education is a real possibility;

Whereas, Narrowing the gap in college participation, and increasing financial opportunity and security across income groups, are vital to the continued growth of our County. The rapid growth of CSAs illustrates that even modest asset ownership – something as simple as a savings account – can increase financial security and expand opportunity for the next generation of Angelenos and the adults in their lives. Given this potential, it is incumbent that we explore the feasibility of establishing such a program in Los Angeles; and

Whereas, The resolution Exploring Partnership with City of Los Angeles on College Savings Accounts for LAUSD Students (Res-058-15/16), sponsored by LAUSD Board Members Steve Zimmer, Dr. Ref Rodriguez and Monica Garcia, was passed by the Board on August 23, 2016 and affirmed the District’s efforts to explore a partnership with the City of Los Angeles to provide a college savings account for every District student; similarly, Councilman David Ryu sponsored a motion which passed the Los Angeles City Council on June 14, 2016 to take the first steps to exploring the City’s role in CSAs. Since that time, the City of Los Angeles, the County of Los Angeles, and LAUSD have worked in partnership to determine the feasibility, funding, and administration of a CSA program for the region’s students;

Whereas, The establishment of a CSA program has the potential to benefit thousands of students within Los Angeles Unified School District while generating positive economic and social impacts for the region. Given that potential, it is imperative that we explore the feasibility of establishing such a program in the District in partnership with the City of Los Angeles and the County of Los Angeles; now, therefore be it

Resolved, That the Governing Board of the Los Angeles Unified School District direct the Superintendent to report back in 60 days on the steps necessary to create a Children’s College Savings Accounts program for students enrolling in first grade in all public schools within District boundaries in partnership with the City and County of Los Angeles and any other potential partners;

Resolved further, That the direct the Superintendent to report back on the transmittal of information required to establish a Children’s College Savings Accounts program for students enrolling in first grade in all public schools within District boundaries, and what policies can be put in place to ensure compliance with all applicable laws; and be it finally

Resolved, That the Board direct the Superintendent to report back on the City’s CSA Program Structure, share the previous report from Resolution 058-15/16 (*supra*), and options available for how such a program could be administered, either internally or using outside partner institutions in the financial, philanthropic, and non-profit sectors, and how we can include all public school students within District boundaries.

6. Dr. McKenna, Mr. Schmerelson - Fulfilling Our Commitment to Raise Revenue for Increased School Funding (Res-053-17/18) (Waiver of Board Rule 72)

Whereas, All policy, instructional, operational, staffing and leadership decisions at Los Angeles Unified School District are currently being driven by the projection that the District faces a budget deficit in 2020 that impairs our ability to fulfill our core mission of providing a quality public education for the children of Los Angeles;

Whereas, All Board Members, on taking our oaths of office, agree to accept fiduciary responsibility for the financial security and future well-being of our core mission;

Whereas, For 161 years, the Governing Board of the Los Angeles Unified School District has acted responsibly and has never ended a fiscal year with a negative balance;

Whereas, This Board has committed to raising the minimum funding level to \$20,000 per student by the year 2020;

Whereas, District staff has been preparing for months to ask voters to consider a tax measure to help finance the education that our children deserve and that our future economy demands; and

Whereas, School bond measures enjoyed an overall successful election cycle throughout California, scoring 27 victories out of a total of 35 initiatives put before local voters in the recent June 5 election; now, therefore be it

Resolved, That the Governing Board of the Los Angeles Unified School District directs and authorizes the Superintendent to submit to the County language to appear on the November 2018 ballot for a parcel tax of sufficient size to eliminate the projected 2020 deficit, or approximately \$150 million per year; and, be it finally

Resolved, That the Superintendent formulate language to set the parameters of the proposed parcel tax to achieve the Board’s objective of exempting fixed income seniors and properties with a valuation of less than \$750,000 from the tax formula.

## **Old Business for Action** (Postponed from June 12, 2018)

7. Board of Education Report No. 411 – 17/18  
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 \$220,000 for Chanda Smith Independent Monitor services. 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 2 one year contracts to provide medical benefits to employees, retirees and dependents for \$457 million and a one year contract for the operation of the Chanda Smith Independent Monitor office for \$750,000.

## **Miscellaneous Business**

### **Announcements**

**Public Comment** - Speakers will be heard following the conclusion of the action items.

### **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/06-19-18RegBd>

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