

***** Revised to include Tab 35, Public Notice of Bargaining Union Initial Proposals**

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

REGULAR MEETING REVISED ORDER OF BUSINESS

333 South Beaudry Avenue, Board Room
1 p.m., Tuesday, August 22, 2017

Roll Call

Pledge of Allegiance

Administration of Oath of Office to Student Board Member

<u>Name</u>	<u>Oath of Office to be Administered By</u>
Benjamin Holtzman	Jefferson Crain

Board President's Reports

Pilot School Student Presentations

Communications and Technology School at Diego Rivera Learning Complex
Community Health Advocates at Augustus Hawkins High School
Los Angeles River School at Sonia Sotomayor Learning Academies
STEM Academy of Hollywood at Helen Bernstein High School

Superintendent's Reports

Budget Update

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. 012 – 17/18
Office of Labor Relations
(Los Angeles School Police Association (LASPA), Unit A Memorandum of Understanding for the 2015-2016 Reopener Agreement) Recommends approval of the Salary Reopener Agreement between the District and the Los Angeles School Police Association, which is an amendment to the 2014-2017 Memorandum of Understanding Agreement subject to ratification by the bargaining unit members.

2. Board of Education Report No. 003 – 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 approximately \$66.6 million for mobile data services, technical support for legacy software applications, Human Resources training, system assistance to connect District’s business systems to LACOE systems, television station project design, classified employee online professional development, student psychiatric services, School Mental Health software assistance, speech and language assessment services, Early Education Student Information System software services, MiSiS system software licenses, Schoolwires central office support, an amendment to the contract related to the Chanda Smith Consent Decree Independent Monitor, Arts Education Branch project management, and arts integration professional development. 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 five year contracts with 6 vendors to provide software applications to enhance curriculum and instruction for \$2 million, five year consulting services contract for 457(b) retirement plans for \$325,000, 2 five year contracts to deliver commodity chicken for student meals for \$50 million, a three year capacity contract for student PE uniforms for \$2 million, a five year contract for school site public address equipment for \$21 million, printing equipment for school site graphics arts program for \$315,000, a five year contract for athletic event bleacher seat rental for \$1.2 million, a three year contract for audio ear buds for student testing for \$3.1 million, elevator maintenance at the District headquarters for five years for \$750,000, legacy software systems hosting for three years for \$2.2 million, 2 five year contracts for HVAC and refrigeration repair and maintenance services for \$5 million, 6 contracts school kitchen equipment for five years for \$26.6 million, and 9 contracts for cafeteria supplies for three years for \$36 million. Also, there are and 13 revenue contracts and amendments for District provided student summer jobs, student work experience with the City of Los Angeles and the County of Los Angeles, DWP student work based training, and professional development for to focus on English Learners totaling \$1.7 million.

3. Board of Education Report No. 004 – 17/18
Procurement Services Division
(Facilities Contract Actions) Recommends approval of actions that have been executed within the delegated authority of the Superintendent including the approval of the award of 11 advertised construction contracts for approximately \$30.6 million; 2 job order contract awards for \$1 million; 4 job order contract awards and amendments for \$11 million; 12 job order contract amendments for \$17.5 million; 148 change orders for a credit of \$1,474,323; the completion of 23 contracts; and the award of 187 informal contracts for approximately \$7.3 million; Additionally, awards contracts and amendments not under the delegated authority, as detailed in Attachment B, for a contract for a Bond Assistance Program in the amount of \$5 million.

4. Board of Education Report No. 021 – 17/18
Accounting and Disbursements Division
(Report of Cash Disbursements, Request to Reissue Expired Warrants, Reimbursement of the Controller’s Revolving Cash Fund, Donations of Money and Materials, and Report of Corporate Card Charges) Recommends approval of warrants for things such as salary payments for a total value of \$ 1,056,837,826.83, the reissuance of six expired warrants totaling \$5,213.98; reimbursement of the Controller’s Revolving Cash Fund in the amount of \$24,987, the acceptance of 12 donations to the District totaling \$555,404.78, the acceptance of a donation of school supplies valued at approximately \$720,000, and the approval of corporate card charges totaling \$4,637.03.
5. Board of Education Report No. 016 – 17/18
Human Resources Division
(Routine Personnel Actions) Recommends approval of 33,413 routine personnel actions such as promotions, transfers, leaves, terminations, etc.
6. Board of Education Report No. 017 – 17/18
Human Resources Division
(Provisional Internship Permits) Recommends approval of the continuing employment of 18 teachers who are employed under the Provisional Internship Permit requirements, allowing the District to continue to staff subject field shortage classrooms.
7. Board of Education Report No. 005 – 17/18
Procurement Services Division – Facilities Contracts
(Authorization to Enter into a Contract for the Design and Construction of the Cleveland High School Comprehensive Modernization Project) Recommends authorization for the Chief Procurement Officer to enter into a contract on behalf of the District with Kemp Bros. Construction, Inc., who will partner with the architecture firm PBWS Architects, LLP, for the design and construction of the Grover Cleveland Charter High School Comprehensive Modernization Project with a total budget of \$138,748,275.
8. Board of Education Report No. 010 – 17/18
Procurement Services Division – Facilities Contracts
(Authorization to Enter into a Contract for the Design and Construction of the Roosevelt High School Comprehensive Modernization Project) Recommends authorization for the Chief Procurement Officer to enter into a contract on behalf of the District with Swinerton Builders, who will partner with the architecture firm LPA, Inc., for the design and construction of the Roosevelt High School Comprehensive Modernization Project with a total budget of \$144,357,565.
9. Board of Education Report No. 011 – 17/18
Procurement Services Division – Facilities Contracts
(Authorization to Enter into a Contract for the Design and Construction of the Sherman Oaks Center for Enriched Studies Comprehensive Modernization Project) Recommends authorization for the Chief Procurement Officer to enter into a contract on behalf of the District with Sinanian Development, Inc., who will partner with the architecture firm TSK, Inc., for the design and construction of the Sherman Oaks Center for Enriched Studies Comprehensive Modernization Project with a total budget of \$87,888,000.

10. Board of Education Report No. 006 – 17/18
Facilities Services Division
(Amendment to the Facilities Services Division Strategic Execution Plan to Define and Approve Five Sustainable Environment Enhancement Developments for Schools (SEEDS) Projects) Recommends an amendment to the Strategic Execution Plan to define and approve 5 SEEDS projects for a combined budget of \$500,000.
11. Board of Education Report No. 007 – 17/18
Facilities Services Division
(Amendment to the Facilities Services Division Strategic Execution Plan to Define and Approve 16 Board Member Priority and Local District Priority Projects) Recommends approval of an amendment to the Strategic Execution Plan to define and approve 16 Board Member and Local District priority projects and to authorize the Chief Facilities Executive to make any purchases associated with the projects. The combined budget for these projects is \$925,648.
12. Board of Education Report No. 008 – 17/18
Facilities Services Division
(Amendment to the Facilities Services Division Strategic Execution Plan to Define and Approve 85 Parent and Family Center Classroom Upgrade and Improvement Projects) Recommends approval of an amendment to the Strategic Execution Plan to define and approve 85 Parent and Family Center classroom upgrade and improvement projects and to authorize the Chief Facilities Executive to make purchases associated with the projects. The combined budget for these projects is \$6,455,777.
13. Board of Education Report No. 014 – 17/18
Facilities Services Division
(Resolution of Intention to Dedicate an Easement at Camino Nuevo High School) Recommends adoption of a resolution of intention to dedicate an easement to the City of Los Angeles for the dedication of a public Americans with Disabilities Act (ADA) accessible ramp at the school located at 1215 West Miramar Street in Los Angeles. Also authorizes the Chief Facilities Executive to execute any related instruments for the project.
14. Board of Education Report No. 020 – 17/18
Transportation Services Division
(Award of South Coast Air Quality Management District (SCAQMD) and California Air Resources Board (CARB) Grants and Amend Transportation Services Division Strategic Execution Plan for Capital Improvements Involving Electric School Buses) Recommends acceptance of grants from the SCAQMD and the CARB Hybrid and Zero-Emission Truck and Bus Voucher Incentive Project totaling \$536,000 for two electric school buses; also recommends approval of an amendment to the Strategic Execution Plan to approve \$39,283.82 in capital improvements for these buses.
15. Board of Education Report No. 026 – 17/18
Local District South
(Replication of King/Drew Medical Magnet High School on the Campus of Gompers Middle School) Recommends establishment of a new school on the Gompers Middle School campus replicating the King/Drew Medical Magnet model and application for a County-District-School (CDS) code.

16. Board of Education Report No. 027 – 17/18
Local District South
(Replication of Diego Rivera Learning Complex Public Service Community at Charles Drew Middle School) Recommends establishment of a new school on the Charles Drew Middle School campus replicating the Diego Rivera Learning Complex Public Service Community model and application for a County-District-School (CDS) code.
17. Board of Education Report No. 028 – 17/18
Local District South
(Establishment of San Pedro Port Technologies - Christensen STEAM Magnet Middle School) Recommends approval of the San Pedro Port Technologies – Christensen STEAM Magnet Middle School to begin in the 2022-23 school year to serve 500 students and application for a County-District-School (CDS) code. Additionally, recommends authorization of District staff to initiate construction due diligence activities.

Board Member Resolutions for Action

18. Dr. McKenna, Mr. Schmerelson - AB1217 Position of Opposition to Pupil Instruction: State School: STEM (Science, Technology, Engineering and Mathematics) Instruction Bill (Res-007-17/18) (Waiver of Board Rule 72)

Whereas, STEM education is critical to ensure our students are equipped with the knowledge and skills to solve complex problems, gather and evaluate evidence, and comprehend vital information as global leaders;

Whereas, The Los Angeles Unified School District currently has 97 STEM magnet programs that are located throughout all Local Districts, with pathways from Elementary to High Schools.

Whereas, Efforts to build support and bring resources to the STEM field should focus on existing STEM programs in the District. Investing in and scaling up already successful programs in the District is the goal of our educators and communities;

Whereas, AB 1217 attempts to create a state school located in a county and city already addressing the need for STEM education;

Whereas, The proposed school would be funded by a nonprofit public benefit corporation in the same manner that an independent charter school is funded through the Local Control Funding Formula (LCFF). Additionally, the school would be eligible to apply for the charter school facilities grant programs. This means the school would be taking away much needed resources from other STEM schools in the District because of the zero-sum nature of education funding;

Whereas, Municipal debt analysts have expressed concerns over the rapid proliferation and authorization of charter schools and the District's already limited discretion to locally govern charter growth. AB 1217 would exacerbate these credit risks. These concerns have led at least one municipal investment advisory firm to cease buying the District's bonds, and could lead to reduced credit ratings in the near future, increased interest costs, resulting in higher property taxes paid by the District's taxpayers, and impede the District's ability to improve schools and classrooms.

Whereas, AB 1217 calls for the school to be run by a non-profit and have at minimum a 7-member board with no provisions for any of these board members to be elected by the voters within the county or city. Only 3 of the board members have to be “publicly” appointed board members, the other 4 members would not be elected by the voters of the District or appointed by anyone elected by the voters of the District;

Whereas, Currently schools can be authorized in the District by one of three institutions – the Governing Board of the Los Angeles Unified School District, Los Angeles County Board of Education, or the State of California Board of Education. AB 1217 would add the California State Legislature as an additional authorizer, which creates an additional authorization pathway for emerging schools. In a report recently released by the corporate headquarters of the NAACP, they declare that states with best charter educational outcomes are those with fewer authorization paths. Fewer paths create accountability and transparency that is much needed in the District;

Whereas, AB 1217 would allow students to be pulled from various school districts (not just LAUSD) further eroding local control of schools;

Whereas, The bill does not prescribe appropriate due process for the expulsions and suspensions of students and allows for random drawings to determine admissions, which can preferentially enroll self-selected parents, families and students. These practices would reinforce inequality and lack of access for our most underserved students; and

Whereas, Proponents of the bill propose using industry experts in lieu of credentialed teachers, these instructors would lack critical training and experience in cultural competency, restorative justice, behavior management and other issues critical to serving at-risk students; now, therefore, be it

Resolved, That the Governing Board of the Los Angeles Unified School District take an oppose position to AB 1217 Pupil Instruction: State School: STEM Instruction; and, be it finally

Resolved, That the Board request that any philanthropic resources be given to the District’s general fund, where the monies and resources can serve all students.

19. **WITHDRAWN PRIOR TO MEETING**

Board Member Resolutions for Initial Announcement

20. Dr. Rodriguez – 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) (For Action September 12, 2017)

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

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

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

Whereas, The closest the federal government has come to reaching its 40 percent commitment was 18 percent in 2005, and the President's proposed funding level for fiscal year 2018 would decrease IDEA funding to levels established more than a decade ago;

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

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

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

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

Resolved, That the Governing Board of the Los Angeles Unified School District hereby supports the passage of the IDEA Full Funding Act, H.R. 2902, and requests that the Superintendent vehemently and aggressively lobby and advocate for its passage via testimony at committee hearings, meetings with legislators, and all other means of advocacy; and, be it finally

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

21. Mr. Schmerelson, Dr. McKenna, Dr. Rodriguez - Dyslexia Awareness Month (Res-003-17/18) (For Action September 12, 2017)

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

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

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

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

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

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

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

Whereas, The Governing Board of the Los Angeles Unified School District, passed the resolution Recognizing and Addressing the Educational Implications of Dyslexia in LAUSD Schools (Res-101-16/17), which addresses plans to be developed that will 1) ensure policies, procedures, and practices are aligned to the provisions of state legislation AB1369 and 2) provide teacher and staff training necessary to improve the understanding of dyslexia and its warning signs, appropriate evidence-based structured literacy instruction, and appropriate classroom accommodations and modifications; now, therefore, be it

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

22. Mr. Schmerelson, Dr. McKenna, Dr. Rodriguez - National Disability Employment Awareness Month (Res-004-17/18) (For Action September 12, 2017)

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

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

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

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

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

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

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

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

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

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

23. Mr. Schmerelson, Dr. McKenna, Dr. Vladovic - Recognizing National Principals Awareness Month (Res-005-17/18) (For Action September 12, 2017)

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

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

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

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

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

24. Mr. Schmerelson, Dr. McKenna- Recognizing America’s Safe Schools Week (Res-006-17/18) (For Action September 12, 2017)

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

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

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

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

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

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

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

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

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

25. **WITHDRAWN PRIOR TO MEETING**

26. **WITHDRAWN PRIOR TO MEETING**

27. Ms. Gonez – Creating Pathways to Lifelong Success for Our Students (Res-010-17/18) (For Action on September 12, 2017)

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

- A current trend analysis of key data indicators of college readiness:
 - GPA 3.0 or above
 - Concurrent enrollment completion with a “C” or higher
 - AP Course Exams with a score of 3 or higher
 - PSAT score greater than 430 in ELA and 480 in math
 - SAT scores greater than 1550
 - ACT score greater than 18 in ELA, 21 in reading, and 22 in math
 - CAASPP in ELA and Math (currently captured in LCAP)
 - FAFSA completion (currently captured in LCAP)
- A current trend analysis using existing data that examines the long-term college and career success of the District’s graduates over the last 10 years by cohort including, to the extent feasible:
 - College application completion rates
 - College enrollment rates
 - Remediation (or developmental course-taking) rates
 - Freshman to sophomore persistence rates
 - Transfers from 2-year to 4-year institutions
 - College completion rates over 6 years, differentiated by institution type (2-year vs. 4-year institutions)
 - Attainment of vocational certifications and job placements
 - Enrollment in apprenticeships/technical education programs
 - Completion of apprenticeships/technical education programs
- A summary of the feasibility and impact of including these data on one or more of the District’s relevant performance dashboards and making them publicly available through the Parent Portal, including:
 - An estimated timeline.
 - Potential barriers or limitations that may need to be addressed.
 - Projected costs (including for data and staff time) associated with these efforts.
- A proposal for how these data points might be integrated into the continuous improvement efforts of our schools including through:
 - (1) Opportunities to reflect on these data at professional development sessions.
 - (2) Ways to systematize goal-setting on these data points at all local districts and relevant school sites.

- (3) Structures of support the Superintendent and local districts can provide to schools to ensure that every child who graduates is truly college and career ready (and we are making progress as demonstrated through these longitudinal data points).

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

- Administration of the SAT for all 10th and 11th grade students.
- Continuance of an online platform to support students in the college/career transition.
- Availability of a college center with access to technology to support college and career exploration and the college application process on every high school campus. These college centers would be available for student use before school, after school, during lunch and nutrition, as well as during the summer so as to mitigate summer melt.
- The allowance of a normed College Counselor position for every high school site to support students. These counselors would have extended time during the summer to support student transition and enrollment in College and avoid summer melt and increase personalization to students.
- A Postsecondary Leadership Team (PLT) at every high school with the common goal of increasing and enhancing college and career awareness and readiness. The PLT consists of multiple stakeholders that review and assess postsecondary achievement data, and develop strategies to increase college readiness and access for all students.
- Grade-level college and career readiness tasks to build student awareness, knowledge, skills, dispositions and attributes necessary for postsecondary success.

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

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

Resolutions Requested by the Superintendent

28. Appointment of Member to the School Construction Bond Citizens' Oversight Committee (Sup Res 001-17/18)

Resolved, That the Board of Education of the City of Los Angeles ratifies the nomination of Ms. Karen Krygier, representing the City of Los Angeles Controller's Office, as Member to the School Construction Bond Oversight Committee for a two-year term commencing immediately and determines that Ms. Krygier is not an employee, official, vendor, contractor, or consultant of the District.

29. Appointment of Member to the School Construction Bond Citizens' Oversight Committee (Sup Res 002-17/18)

Resolved, That the Board of Education of the City of Los Angeles ratifies the nomination of Mr. Mike Keeley, representing the California Charter Schools Association, as Member to the School Construction Bond Oversight Committee for a two-year term commencing immediately, and determines that Mr. Keeley is not an employee, official, vendor, contractor, or consultant of the District.

30. Department of Rehabilitation Contracts (Sup Res 003-17/18)

Resolved, That the Governing Board of the Los Angeles Unified School District authorizes the Associate Superintendent of Special Education, or her successor, to sign on behalf of the District contracts or agreements under \$250,000 with the Department of Rehabilitation unless revoked.

Miscellaneous Business

Correspondence and Petitions

31. Report of Correspondence including Williams Settlement Uniform Complaint Quarterly Report Summary (002-17/18) **PUBLIC HEARING**

Public Hearings

32. Charter Petitions for Public Hearing (003-17/18)

Alain LeRoy Locke College Preparatory Academy
Consideration of the level of support for the renewal of a conversion independent charter petition requesting a 5-year term to serve 1,800 students in grades 9-12 with a proposed location of 325 E. 111th Street in Los Angeles.

ICEF Innovation Los Angeles Charter
Consideration of the level of support for the renewal of a start-up independent charter petition requesting a 5-year term to serve 181 students in grades K-5 with a proposed location of 5029 S. Vermont Avenue in Los Angeles.

ICEF Vista Elementary Academy

Consideration of the level of support for the renewal of a start-up independent charter petition requesting a 5-year term to serve 357 students in grades K-5 with proposed locations of 4471 Inglewood Blvd. in Los Angeles and 11736 Braddock Drive in Culver City.

ICEF Vista Middle Academy

Consideration of the level of support for the renewal of a start-up independent charter petition requesting a 5-year term to serve 242 students in grades 6-8 with proposed locations of 4471 Inglewood Blvd. in Los Angeles and 11736 Braddock Drive in Culver City.

Lashon Academy

Consideration of the level of support for the renewal of a start-up independent charter petition requesting a 5-year term to serve 660 students in grades K-6 with a proposed location of 7477 Kester Avenue in Van Nuys.

New Los Angeles Charter

Consideration of the level of support for the renewal of a start-up independent charter petition requesting a 5-year term to serve 360 students in grades 6-8 with a proposed location of 1919 S. Burnside Avenue in Los Angeles.

Oscar de la Hoya Ánimo Charter High School

Consideration of the level of support for the renewal of a start-up independent charter petition requesting a 5-year term to serve 625 students in grades 9-12 with a proposed location of 1114 S. Lorena Street in Los Angeles.

Synergy Kinetic Academy

Consideration of the level of support for the renewal of a start-up independent charter petition requesting a 5-year term to serve 480 students in grades 6-8 with a proposed location of 1420 E. Adams Blvd. in Los Angeles.

Minutes for Board Approval (004-17/18)

- 33. August 23, 2016, Regular Board Meeting, 1:00 p.m.
- September 20, 2016, Regular Board Meeting, 2:00 p.m.
- February 14, 2017, Regular Board Meeting, 1:00 p.m.
- June 13, 2017, Regular Closed Session, 9:00 a.m.
- June 20, 2017, Regular Closed Session, 8:30 a.m.
- July 6, 2017, Special Closed Session, 1:00 p.m.

Announcements

September is Deaf and Hard of Hearing Awareness Month

September 15 – October 15 is Latino Heritage Month

34. Adoption of 2017-2018 Board Meetings Schedule (006-17/18)

Wednesday	July 6, 2017	Annual	10:00 a.m.
SUMMER RECESS			
Tuesday	August 22, 2017	Regular (Closed Session)	9:00 a.m.
Tuesday	August 22, 2017	Regular	1:00 p.m.
Tuesday	September 12, 2017	Regular (Closed Session)	9:00 a.m.
Tuesday	September 12, 2017	Regular	1:00 p.m.
Tuesday	September 19, 2017	Committee of the Whole	1:00 p.m.
Tuesday	October 3, 2017	Charters (Spcl Bd)	9:00 a.m.
Tuesday	October 10, 2017	Regular (Closed Session)	9:00 a.m.
Tuesday	October 10, 2017	Regular	1:00 p.m.
Tuesday	October 17, 2017	Committee of the Whole	1:00 p.m.
Tuesday	November 7, 2017	Charters (Spcl Bd)	9:00 a.m.
Tuesday	November 14, 2017	Regular (Closed Session)	9:00 a.m.
Tuesday	November 14, 2017	Regular	1:00 p.m.
Tuesday	December 5, 2017	Charters (Spcl Bd)	9:00 a.m.
Tuesday	December 12, 2017	Regular (Closed Session)	9:00 a.m.
Tuesday	December 12, 2017	Regular	1:00 p.m.
WINTER RECESS			
Tuesday	January 9, 2017	Charters (Spcl Bd)	
Tuesday	January 16, 2018	Regular (Closed Session)	9:00 a.m.
Tuesday	January 16, 2018	Regular	1:00 p.m.
Tuesday	January 23, 2018	Committee of the Whole	1:00 p.m.
Tuesday	February 6, 2018	Charters (Spcl Bd)	9:00 a.m.
Tuesday	February 13, 2018	Regular (Closed Session)	9:00 a.m.
Tuesday	February 13, 2018	Regular	1:00 p.m.
Tuesday	February 20, 2018	Committee of the Whole	1:00 p.m.
Tuesday	March 6, 2018	Charters (Spcl Bd)	9:00 a.m.
Tuesday	March 13, 2018	Regular (Closed Session)	9:00 a.m.
Tuesday	March 13, 2018	Regular	1:00 p.m.
Tuesday	March 20, 2018	Committee of the Whole	1:00 p.m.
Tuesday	April 3, 2018	Charters (Spcl Bd)	9:00 a.m.
Tuesday	April 10, 2018	Regular (Closed Session)	9:00 a.m.
Tuesday	April 10, 2018	Regular	1:00 p.m.
Tuesday	April 17, 2018	Committee of the Whole	1:00 p.m.
Tuesday	May 1, 2018	Charters (Spcl Bd)	9:00 a.m.
Tuesday	May 8, 2018	Regular (Closed Session)	9:00 a.m.
Tuesday	May 8, 2018	Regular	1:00 p.m.
Tuesday	May 15, 2018	Committee of the Whole	1:00 p.m.
Tuesday`	June 5, 2018	Charters (Spcl Bd)	9:00 a.m.
Tuesday	June 12, 2018	Regular (Closed Session)	9:00 a.m.
Tuesday	June 12, 2018	Regular	1:00 p.m.
Tuesday	June 19, 2018	Committee of the Whole	1:00 p.m.
Tuesday	June 19 2018	Regular - Budget and LCAP Adoption	4:00 p.m.
Tuesday	July 10, 2018	Annual	10:00 a.m.

Public Notice of Bargaining Union Initial Proposals

35. Los Angeles/Orange Counties Building and Construction Trades Council (Unit E) Initial Bargaining Proposals for 2014-2017 Successor Agreement (007-17/18)
Initial proposals from collective bargaining representatives are made public before negotiations begin.

Public Comment

Adjournment

Please note that the Board of Education may consider at this meeting any item referred from a Board Meeting five calendar days prior to this meeting (Education Code 54954.2(b)(3)).

The Board of Education may also refer any item on this Order of Business for the consideration of a committee or meeting of the Board of Education, which meets on the Thursday immediately after this meeting.

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

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

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

Materials related to an item on this Order of Business distributed to the Board of Education are available for public inspection at the Security Desk on the first floor of the Administrative Headquarters, and at:
<http://laschoolboard.org/08-22-17RegBd>

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