

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

SPECIAL MEETING ORDER OF BUSINESS

333 South Beaudry Avenue, Board Room

12 p.m., Tuesday, June 20, 2017

Roll Call

Pledge of Allegiance

Board President's Reports

Local Control and Accountability Plan Presentations from the District English Learner Advisory Committee (DELAC) and the Parent Advisory Committee (PAC)

Consent Items

Items for action below will be 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. 658 – 16/17
Personnel Commission
(Classified Reduction in Force: Authorization of Reduction in Force and for Employee Notices) Recommends authorization for notices to be sent to a specific number of classified employees in specified positions informing them they will be released 60 days after notice in accordance with state law, collective bargaining agreements and applicable court orders.
2. Board of Education Report No. 659 – 16/17
Human Resources Division
(Routine Personnel Actions) Recommends approval of 1,493 routine personnel actions such as promotions, transfers, leaves, terminations, etc.
3. Board of Education Report No. 670 – 16/17
Division of District Operations
(Authorization to Extend a Sublease for Shared Facilities Located at 1075 N. Western Avenue, Los Angeles, CA 90029) Recommends authorization for District staff to negotiate and enter into an agreement to extend the sublease for Shared Facilities Office site located at 1075 N. Western Avenue, Los Angeles, CA 90029, for a period of five to twelve months beginning July 1, 2017.

Board Member Resolutions for Action

4. Ms. García, Ms. Ratliff - Foster Youth College and Career Success Tracking (Res-099-16/17)
(Noticed June 13, 2017)

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

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

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

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

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

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

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

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

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

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

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

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

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

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

5. Ms. García, Ms. Ratliff – Library Cards for All! (Res-100-16/17) (Noticed June 13, 2017)

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

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

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

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

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

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

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

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

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

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

6. Dr. Rodriguez, Mr. Schmerelson - Recognizing and Addressing the Educational Implications of Dyslexia in LAUSD Schools (Res-101-16/17) (Noticed June 13, 2017)

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

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

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

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

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

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

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

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

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

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

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

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

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

7. Mr. Zimmer, Mr. Schmerelson, Dr. Vladovic - Expanding Career Ladder Options in LAUSD (Res-102-16/17) (Noticed June 13, 2017)

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Resolved further, That the Board directs the Superintendent to convene a working group to collaborate on the creation and expansion of these programs that may include representatives from Human Resources, the Personnel Commission, Division of Adult and Career Education,

Special Education (CATS), Linked Learning, the Los Angeles Community College District, California State Universities, labor partners, and non profit and agency partners; and, be it finally

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

8. Mr. Zimmer, Dr. Rodriguez - Establishing a Commitment to Bilingualism for All (Res-103-16/17) (Noticed June 13, 2017)

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

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

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

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

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

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

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

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

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

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

Whereas, The Multilingual and Multicultural Education Department within the Division of Instruction has already taken the lead in the Proposition 58 transition, developing programs that

will expand primary language instruction and promote both English language acquisition and biliteracy;

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

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

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

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

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

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

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

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

9. Ms. Calderon, Ms. Ratliff – Volunteering on the Clock (Res-104-16/17) (Noticed June 13, 2017)

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Adjournment

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

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

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

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

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

Materials related to an item on this Order of Business distributed to the Board of Education are available for public inspection at the Security Desk on the first floor of the Administrative Headquarters, and at:
<http://laschoolboard.org/06-20-17SpclBd>

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