

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



REGULAR MEETING ORDER OF BUSINESS

Including Closed Session Items

333 South Beaudry Avenue, Board Room
10:30 a.m., Tuesday, July 2, 2019

Roll Call of Members

Pledge of Allegiance

Public Speakers

The public can address the Board at the commencement of the meeting in the Board Room on any item that is described in this notice or other issues under the purview of the Board of Education. At the conclusion of the closed session portion of the meeting, announcements regarding actions taken by the Board of Education will be made in the Board Room.

OPEN SESSION ITEMS

Board Member Resolutions for Action

1. [Ms. Gonez – We Are One: Declaring Opposition to Discriminatory Federal Housing Regulations \(Res-003-19/20\) \(Waiver of Board Rule 72\)](#)

Whereas, The Los Angeles Unified School District is the second largest district in the nation, serving over 600,000 students in the 2018-19 school year;

Whereas, More than 80% of families in the District live at or near the federal poverty line;

Whereas, The Los Angeles County has the highest number of immigrants in the United States and the District welcomes approximately 12,000 newcomer students annually;

Whereas, The District proudly declared that “WE ARE ONE” and stands with all our immigrant families, affirming that the diversity of our District is our strength;

Whereas, The City of Los Angeles is facing an extraordinary housing crisis and over 17,000 district students experienced homelessness during the 2018-19 school year;

Whereas, Families in Los Angeles are facing the fastest rate of rent inflation in 11 years (local Consumer Price Index, February 2019) and the County of Los Angeles faces a shortfall of approximately 517,000 affordable homes to meet the current demand for families that are eligible (California Housing Partnership, April 2019);

Whereas, Immigrant families are more likely to face housing cost burdens and are more likely to report difficulty paying for housing than permanent U.S. Citizens (Robert Wood Johnson Found., Living in America, Katherine E. Garrett ed., 2006);

Whereas, In May 2019 the Federal Department of Housing and Urban Development (HUD) released a proposed rule titled “FR-6124-P-0: Housing and Community Development Act of 1980: Verification of Eligible Status”, which significantly changes HUD’s regulations by further restricting eligibility for federal housing assistance based on immigration status;

Whereas, The proposed change to FR-6124-P-0 requires that every household member be a U.S. citizen or an eligible immigrant, as verified through the Systematic Alien Verification for Entitlements (“SAVE”) system, which is operated by the Department of Homeland Security;

Whereas, According to HUD data approximately 25,000 “mixed-status” families (families in which at least one of the members has eligible documented status qualifying them for housing benefits, whereas other members may not) across the country living in federally subsidized units would be forced to decide between breaking up their families or forgoing their assistance, should the proposed rule change be adopted;

Whereas, HUD’s own Regulatory Impact Analysis of FR-6124-P-0 shows that “more than 55,000 children” could face eviction under the proposed rule change;

Whereas, HUD anticipates that the “fear of the family being separated would lead to prompt evacuation by most mixed households, whether that fear is justified.” (Regulatory Impact Analysis of FR-6124-P-0);

Whereas, Millions more immigrant families across the country may potentially be harmed by the fear and confusion created by this rule and related policies;

Whereas, The proposed rule places tens of thousands of immigrant families across the country at risk of homelessness, jeopardizing their family and housing stability, both of which would harm District students’ well-being, hindering their ability to succeed in school and ultimately, achieve better life outcomes;

Whereas, The proposed rule change by the Trump Administration is an unnecessary and cruel attack rooted in hate and xenophobia that unjustly punishes the families Los Angeles Unified School District proudly serves; now, therefore, be it

Resolved, That the Governing Board of the Los Angeles Unified School District directs the Superintendent to submit a formal public comment on behalf of the District in opposition to the proposed rule change by July 9, 2019 (Docket ID: HUD-2019-0044); and, be it finally

Resolved, The Governing Board of the Los Angeles Unified School District re-affirms that We Are One: We are L.A. Unified, and we stand with immigrant families in our school communities.

2. [Ms. Goldberg, Ms. García - Supporting SB 419 to Ensure that All California Schools End Suspensions for Disruption or Defiance \(Res-004-19/20\) \(Waiver of Board Rule 72\)](#)

Whereas, In 2007, the Los Angeles Unified School District lost 74,765 instructional days due to suspensions;

Whereas, In 2013, the District adopted the School Climate Bill of Rights, which, among other milestones, prohibited the use of suspensions and expulsions as corrective measures in response to student misconduct of disruption or willful defiance as described in Education Code Section 48900(k);

Whereas, Since the District's adoption of the School Climate Bill of Rights in 2013, days lost due to suspensions have decreased dramatically, such that in the 2016-2017 school year, days lost due to suspensions decreased to 12,452;

Whereas, In 2014, California enacted AB 420, which eliminated disruption or defiance as grounds for K-3 suspensions, resulting in a 60% drop in defiance/disruption suspensions in elementary schools from 2013 to 2015 and incentivizing school districts to adopt non-punitive alternatives to suspensions and expulsions;

Whereas, Currently, Education Code Section 48900(k) allows students in grades 4 to 12 to be suspended from school for having “[d]isrupted school activities” or “willfully defied the valid authority of . . . school personnel”, but neither “disrupted” nor “willfully defied” is defined anywhere in the Education Code, leaving the interpretation of these terms to the subjective judgment of school administrators;

Whereas, Students in school districts that continue to allow disruption or defiance suspensions can be suspended or expelled from schools for simply refusing to take off a hat or falling asleep during a lecture;

Whereas, In the 2016-2017 school year, suspensions for disruption or defiance resulted in 156,484 days of lost instruction across California and accounted for 20% of all suspensions;

Whereas, Disruption or defiance was identified as the only grounds for an estimated 59,808 suspensions across California during the 2017-2018 school year;

Whereas, Research and data confirm that students of color, students with disabilities, and LGBTQ students are disproportionately suspended based on disruption or defiance, such that while Black students comprised 5.5% of total state enrollment in 2017-2018, they accounted for 16% of all defiance/disruption suspensions, and while students with disabilities comprised 11% of total enrollment in the same period, they accounted for 31% of all defiance/disruption suspensions;

Whereas, Research shows that suspended and expelled students are far more likely than their peers to drop out of school and enter the juvenile delinquency system, at great cost to the state;

Whereas, Research also shows that alternatives to suspension and expulsion—such as Restorative Practices, tiered interventions through Positive Behavioral Interventions and Supports, and social emotional learning—reduce suspensions, improve behavior, and improve academic outcomes;

Whereas, SB 419 would address the overuse of suspensions and expulsions for minor and subjectively imposed offenses pursuant to Education Code Section 48900(k) by amending the Education Code to eliminate defiance/disruption suspensions for students in grades 4 to 8 permanently and for students in grades 9 to 12 until January 1, 2025;

Whereas, SB 419 does not limit the ability of teachers to remove students from class for up to two school days for disruption or defiance, nor does the bill limit other Education Code provisions that are more clearly defined, including the ability to suspend students in grades 4 to 12 for harassment, threats, and intimidation that rise to the level of materially disrupting classwork, creating substantial disorder, and invading the rights of students and school personnel by creating a hostile educational environment; and

Whereas, SB 419 and the elimination of suspension for disruption or defiance will result in an overall reduction in suspensions and an increase in positive outcomes for students and the communities in which they live; now, therefore, be it

Resolved, That the Governing Board of the Los Angeles Unified School District hereby supports the passage of California Senate Bill 419;

Resolved further, That the Board hereby directs the Superintendent to produce a report in 120 days demonstrating the effects of the District's own elimination disruption/defiance suspensions following the District's adoption of the School Climate Bill of Rights in 2013; and, be it finally

Resolved, That the Governing Board of the Los Angeles Unified School District hereby directs the Superintendent and the district's lobbyists to communicate to our state legislative body the need and urgency of SB 419, in addition to the positive outcomes we have already seen in the District following the elimination disruption/defiance suspensions.

Board Member Resolutions for Initial Announcement

3. [Ms. Gonez - Expanding the Electorate to Raise the Voices of All Parents in Los Angeles Unified \(Res 001-19/20\)](#) (For Action at the Next Regular Board Meeting)

Whereas, The Los Angeles Unified School District represents an incredibly diverse population of students and families, including 92 languages spoken and over 130 different nationalities;

Whereas, The We Are One LA Unified campaign was created to affirm that our schools are safe and welcoming places for immigrant students and families and to provide information and resources to help ensure their success, including particular supports for undocumented students and students from mixed-status families;

Whereas, An estimated 12% of California's school-aged children have an undocumented parent, and the Governing Board of Education of the Los Angeles Unified School District has repeatedly affirmed its support for our immigrant students and families and the assets they bring to our schools, including through Demanding Action on DREAMs Deferred: Finding a Permanent Resolution for Undocumented Youth and Temporary Protected Status Beneficiaries (Res-029-18/19), Putting Kids First Means Keeping Families Together (Res-001-18/19), Declaring March as Immigrant Student, Family, and District Staff Month (Res-025-17/18), and Reaffirmation of Los Angeles Unified School District Schools as Safe Zones for Families Threatened by Immigration Enforcement (Res-093-16/17);

Whereas, Members of the Board of Education are democratically elected to represent all the students, families, and communities within their respective geographic Board districts;

Whereas, Studies show that engaged and involved parents can have a significant impact on a student's ability to succeed in school, including improved academic skills, attendance, graduation rates and college readiness;

Whereas, In 2016, voters in San Francisco Unified School District passed a measure to ensure parental voting rights for their Board of Education regardless of immigration status; and

Whereas, Parents, regardless of citizenship status, are recognized by the District as critical partners in their children's education and work in partnership through standing committees at the school, Local District, and Central levels, including involvement in the process to create the District's Local Control and Accountability Plan; now, therefore, be it

Resolved, That the Governing Board of the Los Angeles Unified School District affirms that all parents in Los Angeles have an equal stake in the important decisions made by this governing body and in the selection of their respective representative on the Board;

Resolved further, That the Board directs the Superintendent and the Office of General Counsel to conduct relevant research and present a proposal for a measure to be placed on the ballot in the upcoming 2020 elections to extend voting rights to all parents, legal guardians, or caregivers of a child residing within the boundaries of Los Angeles Unified to vote in elections for the Governing Board of the Los Angeles Unified School District;

Resolved further, That the proposal include strategies for assuring the confidentiality of the right to vote and assuaging fears of retaliation due to immigration status; and, be it finally

Resolved, That the Superintendent shall present this research and proposed ballot language to the Board at a public meeting within 60 days.

4. [Ms. Gonez – Access and Opportunity for All: Analyzing Enrollment Patterns to Support School Integration Efforts](#) (Res 002-19/20) (For Action at the Next Regular Board Meeting)

Whereas, Los Angeles is starkly segregated by race, wealth and access to resources;

Whereas, The schools of Los Angeles Unified School District typically reflect this segregation in enrollment patterns, concentration of need, and student outcomes;

Whereas, The District is committed to advancing equity and opportunity for all students;

Whereas, In addition to neighborhood schools, the District offers a variety of options within these schools, such as magnet programs, dual language programs, International Baccalaureate programs, Schools for Advanced Studies, and more;

Whereas, The District has embarked on a multi-year enrollment initiative to simplify and improve access to information about all District schools and the programs they offer, as well as to create a more accessible application process for families; and

Whereas, An improved and integrated enrollment system that includes all District schools has the potential to empower families to make informed decisions about program selection and increase equitable access to high quality schools; now, therefore, be it

Resolved, That the Governing Board of the Los Angeles Unified School District commits to ensuring that all students have equitable access to high-quality educational programs, including District choice programs; and that particular focus be given to students who have been historically underserved, including low-income students, students of color, students with disabilities, homeless youth, foster youth, and all typologies of English learners (including Standard English Learners, newly arrived English Learners, Dual Language Learners, long term English Learners, and dually classified students;

Resolved further, That the District compile enrollment data annually and make it available through the Open Data Portal, including:

- Number and percentage of the disaggregated Targeted Student Population, students with disabilities, and homeless student population attending schools in the top two performance bands on the School Performance Framework, disaggregated by zip code and Board District;
- Incoming student academic data disaggregated at each school level, including a comparison of the data for students in resident area programs and students in choice programs located on the same school site;
- Number and percentage of students who apply to each district choice program, disaggregated by previously attended school, zip code, race, ethnicity, gender, language classification and English learner typology, English Language Arts and Math performance levels on the California Assessment of Student Performance and Progress (CAASPP), special education program, income status, and including school and program level data;
- Number and percentage of students who receive a seat offer to each District choice program, disaggregated by previously attended school, zip code, race, ethnicity, gender, language classification and English learner typology, English Language Arts and Math performance levels on the CAASPP, special education program, income status and including school and program level data;

Resolved further, That the Superintendent is directed to work with staff and/or convene a research collaborative to analyze the following elements and report back to the Board by June 2020 with findings and a plan to ensure greater equity in enrollment in both neighborhood schools and schools or programs of choice for students in all parts of the District:

- Enrollment metrics as identified above;
- Enrollment patterns at both neighborhood schools and schools or programs of choice to identify schools with disproportionate concentration of needs, as evidenced by factors such as mid-year enrollments, number and percent of EL students disaggregated by typology and language instructional program, students with disabilities (disaggregated by severity of need), incoming student performance levels in English Language Arts and Math on the CAASPP (including alternate assessments), and economically disadvantaged, foster and homeless youth;

- District policies that may contribute to these enrollment patterns, such as the process for assigning severe special education programs to schools, the process for creating new choice programs, and the magnet point system;
- Recommendations for reducing segregation at both neighborhood schools and schools or programs of choice, including target goals, measures to track progress, and timelines; and, be it finally

Resolved, that the Superintendent and Board will review and discuss data and steps being taken to improve equitable enrollment at least annually at a public Board or Board committee meeting.

CLOSED SESSION ITEMS (Purpose and Authority)

5. Personnel (Government Code Section 54957)

Employee Evaluation
Superintendent of Schools

Public Employment
Chief Academic Officer
Chief of Equity and Access
Director of Legislative Affairs and Governmental Affairs
Executive Coordinator, Office of the Superintendent
Senior Advisor to the Superintendent
Senior Director, Office of the General Counsel
Senior Director, Office of the Superintendent
Special Assistant, Office of the Superintendent

Public Comment

Recess into Closed Session

Reconvene to Open Session

Report on any actions taken

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.

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 www.lausd.net/ethics 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/07-02-19RegBdCS>
Items circulated after the initial distribution of materials are available for inspection at the Security Desk.

TAB 1



Board of Education Report

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File #: Res-003-19/20, Version: 1

Ms. Gonez - We Are One: Declaring Opposition to Discriminatory Federal Housing Regulations
(Res-003-19/20) **(Waiver of Board Rule 72)**

Whereas, The Los Angeles Unified School District is the second largest district in the nation, serving over 600,000 students in the 2018-19 school year;

Whereas, More than 80% of families in the District live at or near the federal poverty line;

Whereas, The Los Angeles County has the highest number of immigrants in the United States and the District welcomes approximately 12,000 newcomer students annually;

Whereas, The District proudly declared that “WE ARE ONE” and stands with all our immigrant families, affirming that the diversity of our District is our strength;

Whereas, The City of Los Angeles is facing an extraordinary housing crisis and over 17,000 district students experienced homelessness during the 2018-19 school year;

Whereas, Families in Los Angeles are facing the fastest rate of rent inflation in 11 years (local Consumer Price Index, February 2019) and the County of Los Angeles faces a shortfall of approximately 517,000 affordable homes to meet the current demand for families that are eligible (California Housing Partnership, April 2019);

Whereas, Immigrant families are more likely to face housing cost burdens and are more likely to report difficulty paying for housing than permanent U.S. Citizens (Robert Wood Johnson Found., Living in America, Katherine E. Garrett ed., 2006);

Whereas, In May 2019 the Federal Department of Housing and Urban Development (HUD) released a proposed rule titled “FR-6124-P-0: Housing and Community Development Act of 1980: Verification of Eligible Status”, which significantly changes HUD’s regulations by further restricting eligibility for federal housing assistance based on immigration status;

Whereas, The proposed change to FR-6124-P-0 requires that every household member be a U.S. citizen or an eligible immigrant, as verified through the Systematic Alien Verification for Entitlements (“SAVE”) system, which is operated by the Department of Homeland Security;

Whereas, According to HUD data approximately 25,000 “mixed-status” families (families in which at least one of the members has eligible documented status qualifying them for housing benefits, whereas other members

may not) across the country living in federally subsidized units would be forced to decide between breaking up their families or forgoing their assistance, should the proposed rule change be adopted;

Whereas, HUD's own Regulatory Impact Analysis of FR-6124-P-0 shows that "more than 55,000 children" could face eviction under the proposed rule change;

Whereas, HUD anticipates that the "fear of the family being separated would lead to prompt evacuation by most mixed households, whether that fear is justified." (Regulatory Impact Analysis of FR-6124-P-0);

Whereas, Millions more immigrant families across the country may potentially be harmed by the fear and confusion created by this rule and related policies;

Whereas, The proposed rule places tens of thousands of immigrant families across the country at risk of homelessness, jeopardizing their family and housing stability, both of which would harm District students' well-being, hindering their ability to succeed in school and ultimately, achieve better life outcomes;

Whereas, The proposed rule change by the Trump Administration is an unnecessary and cruel attack rooted in hate and xenophobia that unjustly punishes the families Los Angeles Unified School District proudly serves; now, therefore, be it

Resolved, That the Governing Board of the Los Angeles Unified School District directs the Superintendent to submit a formal public comment on behalf of the District in opposition to the proposed rule change by July 9, 2019 (Docket ID: HUD-2019-0044); and, be it finally

Resolved, The Governing Board of the Los Angeles Unified School District re-affirms that We Are One: We are L.A. Unified, and we stand with immigrant families in our school communities.

TAB 2



Board of Education Report

[Jump Back to Page 2](#)

File #: Res-004-19/20, Version: 1

Ms. Goldberg, Ms. García - Supporting SB 419 to Ensure that All California Schools End Suspensions for Disruption or Defiance (Res-004-19/20) (**Waiver of Board Rule 72**)

Whereas, In 2007, the Los Angeles Unified School District lost 74,765 instructional days due to suspensions;

Whereas, In 2013, the District adopted the School Climate Bill of Rights, which, among other milestones, prohibited the use of suspensions and expulsions as corrective measures in response to student misconduct of disruption or willful defiance as described in Education Code Section 48900(k);

Whereas, Since the District's adoption of the School Climate Bill of Rights in 2013, days lost due to suspensions have decreased dramatically, such that in the 2016-2017 school year, days lost due to suspensions decreased to 12,452;

Whereas, In 2014, California enacted AB 420, which eliminated disruption or defiance as grounds for K-3 suspensions, resulting in a 60% drop in defiance/disruption suspensions in elementary schools from 2013 to 2015 and incentivizing school districts to adopt non-punitive alternatives to suspensions and expulsions;

Whereas, Currently, Education Code Section 48900(k) allows students in grades 4 to 12 to be suspended from school for having "[d]isrupted school activities" or "willfully defied the valid authority of . . . school personnel", but neither "disrupted" nor "willfully defied" is defined anywhere in the Education Code, leaving the interpretation of these terms to the subjective judgment of school administrators;

Whereas, Students in school districts that continue to allow disruption or defiance suspensions can be suspended or expelled from schools for simply refusing to take off a hat or falling asleep during a lecture;

Whereas, In the 2016-2017 school year, suspensions for disruption or defiance resulted in 156,484 days of lost instruction across California and accounted for 20% of all suspensions;

Whereas, Disruption or defiance was identified as the only grounds for an estimated 59,808 suspensions across California during the 2017-2018 school year;

Whereas, Research and data confirm that students of color, students with disabilities, and LGBTQ students are disproportionately suspended based on disruption or defiance, such that while Black students comprised 5.5% of total state enrollment in 2017-2018, they accounted for 16% of all defiance/disruption suspensions, and while students with disabilities comprised 11% of total enrollment in the same period, they accounted for 31% of all defiance/disruption suspensions;

Whereas, Research shows that suspended and expelled students are far more likely than their peers to drop out of school and enter the juvenile delinquency system, at great cost to the state;

Whereas, Research also shows that alternatives to suspension and expulsion-such as Restorative Practices,

tiered interventions through Positive Behavioral Interventions and Supports, and social emotional learning- reduce suspensions, improve behavior, and improve academic outcomes;

Whereas, SB 419 would address the overuse of suspensions and expulsions for minor and subjectively imposed offenses pursuant to Education Code Section 48900(k) by amending the Education Code to eliminate defiance/disruption suspensions for students in grades 4 to 8 permanently and for students in grades 9 to 12 until January 1, 2025;

Whereas, SB 419 does not limit the ability of teachers to remove students from class for up to two school days for disruption or defiance, nor does the bill limit other Education Code provisions that are more clearly defined, including the ability to suspend students in grades 4 to 12 for harassment, threats, and intimidation that rise to the level of materially disrupting classwork, creating substantial disorder, and invading the rights of students and school personnel by creating a hostile educational environment; and

Whereas, SB 419 and the elimination of suspension for disruption or defiance will result in an overall reduction in suspensions and an increase in positive outcomes for students and the communities in which they live; now, therefore, be it

Resolved, That the Governing Board of the Los Angeles Unified School District hereby supports the passage of California Senate Bill 419;

Resolved further, That the Board hereby directs the Superintendent to produce a report demonstrating the effects of the District's own elimination disruption/defiance suspensions following the District's adoption of the School Climate Bill of Rights in 2013; and be it finally

Resolved, That the Governing Board of the Los Angeles Unified School District hereby directs the Superintendent to communicate to our state legislative body the need and urgency of SB 419, in addition to the positive outcomes we have already seen in the District following the elimination disruption/defiance suspensions.

TAB 3



Board of Education Report

[Jump Back to Page 4](#)

File #: Res-001-19/20, Version: 1

Ms. Gonez - Expanding the Electorate to Raise the Voices of All Parents in Los Angeles Unified (Res 001-19/20) (For Action at the Next Regular Board Meeting)

Whereas, The Los Angeles Unified School District represents an incredibly diverse population of students and families, including 92 languages spoken and over 130 different nationalities;

Whereas, The We Are One LA Unified campaign was created to affirm that our schools are safe and welcoming places for immigrant students and families and to provide information and resources to help ensure their success, including particular supports for undocumented students and students from mixed-status families;

Whereas, An estimated 12% of California's school-aged children have an undocumented parent, and the Governing Board of Education of the Los Angeles Unified School District has repeatedly affirmed its support for our immigrant students and families and the assets they bring to our schools, including through Demanding Action on DREAMs Deferred: Finding a Permanent Resolution for Undocumented Youth and Temporary Protected Status Beneficiaries (Res-029-18/19), Putting Kids First Means Keeping Families Together (Res-001-18/19), Declaring March as Immigrant Student, Family, and District Staff Month (Res-025-17/18), and Reaffirmation of Los Angeles Unified School District Schools as Safe Zones for Families Threatened by Immigration Enforcement (Res-093-16/17);

Whereas, Members of the Board of Education are democratically elected to represent all the students, families, and communities within their respective geographic Board districts;

Whereas, Studies show that engaged and involved parents can have a significant impact on a student's ability to succeed in school, including improved academic skills, attendance, graduation rates and college readiness;

Whereas, In 2016, voters in San Francisco Unified School District passed a measure to ensure parental voting rights for their Board of Education regardless of immigration status; and

Whereas, Parents, regardless of citizenship status, are recognized by the District as critical partners in their children's education and work in partnership through standing committees at the school, Local District, and Central levels, including involvement in the process to create the District's Local Control and Accountability Plan; now, therefore, be it

Resolved, That the Governing Board of the Los Angeles Unified School District affirms that all parents in Los Angeles have an equal stake in the important decisions made by this governing body and in the selection of their respective representative on the Board;

Resolved further, That the Board directs the Superintendent and the Office of General Counsel to conduct relevant research and present a proposal for a measure to be placed on the ballot in the upcoming 2020 elections to extend voting rights to all parents, legal guardians, or caregivers of a child residing within the boundaries of Los Angeles Unified to vote in elections for the Governing Board of the Los Angeles Unified

School District;

Resolved further, That the proposal include strategies for assuring the confidentiality of the right to vote and assuaging fears of retaliation due to immigration status; and, be it finally

Resolved, That the Superintendent shall present this research and proposed ballot language to the Board at a public meeting within 60 days.

TAB 4



Board of Education Report

[Jump Back to Page 5](#)

File #: Res-002-19/20, **Version:** 1

Ms. Gonez - Access and Opportunity for All: Analyzing Enrollment Patterns to Support School Integration Efforts (Res 002-19/20) (For Action at the Next Regular Board Meeting)

Whereas, Los Angeles is starkly segregated by race, wealth and access to resources;

Whereas, The schools of Los Angeles Unified School District typically reflect this segregation in enrollment patterns, concentration of need, and student outcomes;

Whereas, The District is committed to advancing equity and opportunity for all students;

Whereas, In addition to neighborhood schools, the District offers a variety of options within these schools, such as magnet programs, dual language programs, International Baccalaureate programs, Schools for Advanced Studies, and more;

Whereas, The District has embarked on a multi-year enrollment initiative to simplify and improve access to information about all District schools and the programs they offer, as well as to create a more accessible application process for families; and

Whereas, An improved and integrated enrollment system that includes all District schools has the potential to empower families to make informed decisions about program selection and increase equitable access to high quality schools; now, therefore, be it

Resolved, That the Governing Board of the Los Angeles Unified School District commits to ensuring that all students have equitable access to high-quality educational programs, including District choice programs; and that particular focus be given to students who have been historically underserved, including low-income students, students of color, students with disabilities, homeless youth, foster youth, and all typologies of English learners (including Standard English Learners, newly arrived English Learners, Dual Language Learners, long term English Learners, and dually classified students;

Resolved further, That the District compile enrollment data annually and make it available through the Open Data Portal, including:

- Number and percentage of the disaggregated Targeted Student Population, students with disabilities, and homeless student population attending schools in the top two performance bands on the School Performance Framework, disaggregated by zip code and Board District;
- Incoming student academic data disaggregated at each school level, including a comparison of the data for students in resident area programs and students in choice programs located on the same school site;
- Number and percentage of students who apply to each district choice program, disaggregated by previously attended school, zip code, race, ethnicity, gender, language classification and English learner

typology, English Language Arts and Math performance levels on the California Assessment of Student Performance and Progress (CAASPP), special education program, income status, and including school and program level data;

- Number and percentage of students who receive a seat offer to each District choice program, disaggregated by previously attended school, zip code, race, ethnicity, gender, language classification and English learner typology, English Language Arts and Math performance levels on the CAASPP, special education program, income status and including school and program level data;

Resolved further, That the Superintendent is directed to work with staff and/or convene a research collaborative to analyze the following elements and report back to the Board by June 2020 with findings and a plan to ensure greater equity in enrollment in both neighborhood schools and schools or programs of choice for students in all parts of the District:

- Enrollment metrics as identified above;
- Enrollment patterns at both neighborhood schools and schools or programs of choice to identify schools with disproportionate concentration of needs, as evidenced by factors such as mid-year enrollments, number and percent of EL students disaggregated by typology and language instructional program, students with disabilities (disaggregated by severity of need), incoming student performance levels in English Language Arts and Math on the CAASPP (including alternate assessments), and economically disadvantaged, foster and homeless youth;
- District policies that may contribute to these enrollment patterns, such as the process for assigning severe special education programs to schools, the process for creating new choice programs, and the magnet point system;
- Recommendations for reducing segregation at both neighborhood schools and schools or programs of choice, including target goals, measures to track progress, and timelines; and, be it finally

Resolved, that the Superintendent and Board will review and discuss data and steps being taken to improve equitable enrollment at least annually at a public Board or Board committee meeting.

Tab 5
Closed Session Item
Personnel

Confidential Information Redacted

Tab 6
Closed Session Item
Senior Management Contracts
for Approval

Confidential Information Redacted