

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
2:00 p.m., Tuesday, June 17, 2014

Roll Call

Pledge of Allegiance

Board President's Reports

Recognition of Teachers of the Year

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. 523 – 13/14
Human Resources Division
(Routine Personnel Actions) Recommends approval of 2,536 routine personnel actions such as promotions, transfers, leaves, terminations, etc.
2. Board of Education Report No. 524 – 13/14
Human Resources Division
(Nonroutine Personnel Actions) Recommends the approval of the dismissal of one classified employees.
3. Board of Education Report No. 521 – 13/14
Division of Special Education
(California Department of Education Specific Waiver Request: Waiver of Algebra 1 Graduation Requirements for Pupils with Disabilities) Recommends approval of submission of Algebra 1 graduation requirement waivers to the State Board of Education on behalf of two students with special education Individualized Education Plans.

4. Board of Education Report No. 519 – 13/14
Educational Service Center East
(Merger and Expansion of Fine Arts Academy and Global Issues Academy at Dr. Maya Angelou Community High School) Recommends authorization to merge two schools on the same campus and use a single County-District-School (CDS) code for the resulting comprehensive high school.
5. **WITHDRAWN PRIOR TO MEETING**
6. Board of Education Report No. 527 – 13/14
Intensive Support and Innovation Center
(Sylmar Biotech Health Academy to Receive a County-District-School Code for the 2014-2015 School Year) Recommends authorization to apply for County-District-School (CDS) code for Sylmar Biotech Health Academy, a small school located on the Sylmar High School campus.

Board Member Resolutions for Action

7. Mr. Kayser - Reaffirming Our Commitment to Early Education through the Local Control Funding Formula and an Improved Economic Climate in the Los Angeles Unified School District (Res-101-13/14) (Noticed June 10, 2014)

Whereas, The Los Angeles Unified School District is committed to providing every student with a quality education in a safe, caring environment and ensuring that every student will graduate college-prepared and career ready;

Whereas, To ensure that all children are on the path to college and career readiness, we must lay the foundation early, investing additional resources in early education, to prepare them for kindergarten and building on their progress in elementary, middle, and high school;

Whereas, Economists Rob Grunewald and Arthur J. Rolnick from The Federal Reserve Bank of Minneapolis researched several studies of model programs and, when considering the Perry Preschool program, found a return on investment of 16 percent, with 80 percent of the benefits going to the general public. The data about model programs— such as Perry Preschool showed that it yielded more than \$8 for every \$1 invested. This rate of return clearly shows the benefits of investing in early education compared to other investments;

Whereas, A child’s early language environment plays a critical role in his or her listening and spoken language development. For children born into poverty, there is a well-documented inequity in their early language experience. By age three, disadvantaged children have heard approximately thirty million fewer words than their more affluent counterparts. Without early education programs, children growing up in low-income households lose ground to their middle-class peers, starting school behind and that gap only widens as they advance through elementary school;

Whereas, In the early years of a child’s life, young children have the ability to develop core academic knowledge in pre-literacy and early math, while also developing important learning skills, such as paying attention, managing emotions and completing tasks. Several studies, such as

the High Scope Perry Preschool Study, the Abecedarian Project, and the Chicago Child-Parent Center Education Program, in the U.S. alone, show that quality preschool significantly benefits children's school success and strengthens confidence and parenting skills of families with young children;

Whereas, The Harvard Family Research Project reaffirms the positive impact of home-school relationships between families and schools with respect to achieving desirable outcomes for children in the early years and also show these benefits to persist over time;

Whereas, Students were more likely to reach advanced or proficient levels on the state's annual 3rd grade assessment than those who did not attend Denver Public Preschool (64% vs 58%), and less likely to score at unsatisfactory levels (13% vs. 19%).

Whereas, Students were three-fourths of a year ahead of their peers in math, and two-thirds of a year ahead in literacy by 5th grade, scoring higher on state assessments than those who did not attend the New Jersey Abbott Preschool program;

Whereas, Students who participated in the Michigan Great Start Readiness Program were more likely to graduate on time from high school, 58% vs. 43%, and in particular, children of color, 60% vs. 37%;

Whereas, The Chicago Public School Child-Parent Center Program led to a 29% increase in high school graduation by age 20;

Whereas, More than 9 out of 10 kindergarten teachers in California say it is important for children to have access to quality early education before they start kindergarten, according to a statewide poll of California public school kindergarten teachers;

Whereas, Low-income students who attended San Mateo County's Preschool for All program in the Redwood City School District for two years outperformed more well-off children who did not attend. By 2nd grade, 74% of those attending the program for two years were proficient in reading, compared to 55% of those who did not attend, and 62% who attended were proficient in math, compared to 50%;

Whereas, The Local Control Funding Formula, provides equitable, increased funding for the Los Angeles Unified School District as it has high concentrations of low-income students, students classified as English Learners, and students in foster care, allowing The District to invest these new funds by selecting from state-identified priority areas such as student achievement and parent engagement, outcomes of which can be achieved starting by investing in early education;

Whereas, The funds generated by the Local Control Funding Formula, the Los Angeles Unified School District can prevent the school readiness gap and better prepare more of its youngest students starting from early education to read proficiently by 3rd grade; creating an opportunity to create budgets that utilize resources in a way that is both equitable and outcomes driven;

Whereas, The District's adoption of Common Core places a higher emphasis on being ready for school upon entering kindergarten, making access to high-quality early education for LAUSD students even more critical;

Whereas, The early elementary grades are when children learn to understand foundation math, reading, and reasoning skills that allow them to tackle more complex subjects in third grade and beyond;

Whereas, There is an increasing number of English Learners under the age of five in our community and there is also a growing body of research indicating the ability of young children to learn more than one language in a supportive environment and that acquiring more than one language in the early years increases brain development and promotes academic achievement;

Whereas, Only 7% of 3rd grade English Learners in the Los Angeles Unified School District are proficient or advanced in English Language Arts per the California STARS 2013 test results. Investing in early education can remedy this by ensuring that the youngest students in the Los Angeles Unified School District are prepared to learn and ready to succeed;

Whereas, Research shows that students who start out behind too often stay behind and those who are not reading proficiently in 3rd grade are four times more likely to not graduate from high school;

Whereas, in addition to the Local Control Funding Formula, improvements in the economy in California make it so that the Los Angeles Unified School District has more resources available to invest in strategies to improve outcomes in comparison to previous years, especially during 2008-2012; now therefore be it

Resolved, That the Governing Board of the Los Angeles Unified School District reaffirms its commitment to its youngest learners by investing an additional \$10 million in 2014-2015 to the Early Education Division, \$14 million in 2015-2016, and \$20 million in 2016-2017, pursuant to the timeframe of the Local Control Funding Formula and its corresponding Local Control Accountability Plan. This additional \$10 million can be used to support expanding access, improving quality by way of providing parent education where appropriate, and providing early mental and physical health screenings where possible;

Resolved further, That the Board directs the Superintendent to charge the Early Education Division to identify and prioritize those early education sites (inclusive of the School Readiness and Language Development Programs and Early Education Centers), that would most benefit from additional resources based on criteria including, but not limited to:

- Highest need elementary schools based on 3rd grade reading scores and their respective proximity to a District early education site;
- Elementary schools with high-concentrations of English Learners and children in foster care and their respective proximity to a District early education site;
- Highest need communities within the Los Angeles Unified School District boundaries as demonstrated by hot-zones, persistent wait lists, and other measures the District deems appropriate; and be it finally

Resolved, That the Governing Board of the Los Angeles Unified School District request that the Superintendent, the Early Education Division, and community stakeholders as appropriate, come together to develop the specific plan for how additional resources in the amount of \$10 million will be allocated for early education, upon adoption of the final 2014-2015 budget in June.

8. Mr. Kayser- Reappointment of Mr. Stuart Magruder to the School Construction Bond Oversight Committee (Res-102-13/14) (Noticed June 10, 2014)

Resolved, That the Governing Board of the Los Angeles Unified School District reappoints Mr. Stuart Magruder, representing the American Institute of Architects, as Member of the School Construction Bond Oversight Committee for a two-year term commencing immediately. The Board determines that Mr. Magruder is not an employee, official, vendor, contractor, or consultant of the District.

Miscellaneous Business

9. District English Learner Advisory Committee Annual Update

Announcement

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 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/06-17-14SpclBd>

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