



## Board of Education Report

**File #:** Res-047-17/18, **Version:** 4 **ADOPTED AS AMENDED**

Ms. García, Dr. Vladovic, Dr. Rodriguez, Ms. Gonez - Realizing the Promise for All: Close the Gap by 2023!  
(Res-047-17/18) (Noticed May 8, 2018)

Whereas, The Los Angeles Unified School District is committed to improving education outcomes for all children, in keeping with its goal for 100 percent graduation and all students being prepared for college, career and life;

Whereas, The Governing Board of the Los Angeles Unified School District has made steady progress towards realizing fully equitable college and career readiness supports across the District via the Resolution to Create Educational Equity in Los Angeles Through the Implementation of the A-G Course Sequence as Part of the High School Graduation Requirements, Equity on A-G: Reaffirming Our Commitment to A-G Life Preparation for All (Res-070-14/15), Equity is Justice 2.0: Moving toward a New Direction, Achieving Excellence for All: Establishing a Framework for Continuous Improvement, Creating Pathways to Lifelong Success for Our Students (Res-010-17/18), Creating a Collaborative to Focus on the Middle Grades (Res-018-15/16) and the Biliteracy for All (Res-103-16/17) resolutions;

Whereas, Our District must continue to focus on closing achievement and opportunity gaps as 60.44 percent of our 3rd-8th and 11th grade students are scoring below Standard Met/Exceeded in the Smarter Balance English Language Arts exams, 70.14 percent are scoring below Standard Met/Exceeded in Smarter Balance Math exams and ~~31.9%~~ **an estimated 56 percent** of graduates **students in the Class of 2017 were** eligible for a public, four-year university. Furthermore, chronically low-performing schools can be as low as 88 percent below Standard Met/Exceeded in Smarter Balance English Language Arts exams and 90 percent below Standard Met/Exceeded in Smarter Balance math exams;

Whereas, Data informs us that higher-poverty schools have a negative influence on math and reading achievement of students from all racial and ethnic groups;

Whereas, The achievement gap between Black and White students has declined over the past two decades, it is still large and not much smaller than those identified by the Coleman Report of 1965;

Whereas, Proposition 58 establishes the recognition that the diversity of home languages is an asset that leads to English Learners earning Seal of Biliteracy awards and achievement in other academic areas, therefore the expansion of Dual Language programs to serve English Learners and language learners must be a District commitment; and

Whereas, The Communities for Los Angeles Student Success (CLASS) Coalition, community partners, teachers, students and families have collaborated with District leadership to improve the educational and life outcomes for Los Angeles' highest need students; now, therefore be it,

Resolved, That the Los Angeles Unified School District will commit to closing the opportunity gaps that persist within our school system so that *all* students (including but not limited to English Learners, Standard English Learners, Long Term English Learners, Foster, Homeless, Special Education) graduate eligible for college and are career and post secondary prepared. This public commitment and progress towards it will be made publicly available. As such, we publicly commit to the students of the District and the broader Los Angeles community to achieve the following college and career ready goals by 2023:

- ~~One hundred percent of~~ Ensure all 4<sup>th</sup>-12<sup>th</sup> grade students will report having at least one supportive adult connection at their school site per the annual School Experience Survey.
- ~~One hundred percent of primary students~~ Prepare all students to reach proficient on Reading Assessments by end of the first grade.
- ~~One hundred percent of~~ Prepare all third graders to meet or exceed standards on state summative assessments, setting the foundation for literacy, college and career readiness.
- ~~One hundred percent of~~ Prepare all students initially identified as English Learners in kindergarten or first grade are to be Reclassified Fluent English Proficient (RFEP) by the end of sixth grade.
- ~~One hundred percent of~~ Ensure all Potential Long Term English Learners, Long Term English Learners and at-risk English Learners participate in the Individual Reclassification Plan (IRP) process to ensure benchmarks are met.
- Ensure all Standard English Learners will experience English in classroom environments that validate, value, and build upon the language and culture of the students.
- ~~One hundred percent of~~ Prepare all English Learners and students enrolled in Dual Language programs since kindergarten or first grade to receive Seals of Biliteracy by grades 5, 8 or 12.
- ~~Upon matriculation to high school, one hundred percent of~~ Prepare all eighth grade students are to be A-G ready as demonstrated by a “C” or better in grade level English Language Arts and Math.
- ~~One hundred percent of~~ Prepare all high school graduates are to be eligible to apply to a California 4-year university and ensure they are well-prepared equipped for career opportunities as defined by the California Department of Education.
- ~~One hundred percent of~~ Prepare all high school students will to successfully complete at least one Advanced Placement, International Baccalaureate or one semester/two quarters of Dual Enrollment courses.

Resolved further, That in keeping with the spirit of this resolution, the District will always use two numbers when discussing graduation outcomes: one being the percentage of students who fulfill the A-G graduation requirements with a “C” or better, and who are therefore eligible to attend an in-state four-year college or university, and the other being the percentage of students who graduate with a “D” or better;

Resolved further, That during College Awareness month all District employees and families will be invited annually to sign a pledge demonstrating their belief and commitment that all Los Angeles students can achieve college and career readiness;

Resolved further, That the Superintendent will strengthen the Parent and Community Services Division beyond the requirement of compliance, to work closely with the Division of Instruction

to create a stronger school and home connection that extends learning beyond the classroom and supports parents as first teachers;

Resolved further, That all schools engage in a Single Plan for Student Achievement development process that includes root cause analysis, cycles of inquiry and improved equity based budgeting. Single Plans will reflect a college and career readiness framework and investments inclusive of age and grade appropriate, evidence-based college and career readiness strategies and goals. The Superintendent will provide bounded autonomy for evidence-based instruction, rigorous curriculum, supplemental instruction focused on quickly decreasing the learning gap, high impact investments and curated supports for college and career readiness;

Resolved further, That the Superintendent will draft a plan within 90 180 days to create English Learner and Reading Specialist micro-credentialing programs that provide Bilingual, English Learner and elementary teachers with professional development and potential incentives to encourage their growth, expand their expertise and promote their permanence in service to English Learner and highest need elementary students. The plan and any associated requirements and costs shall be presented to the Governing Board of the Los Angeles Unified School District for consideration and approval; and, be it finally

Resolved, ~~That the lowest performing quartile of schools and/or the high and highest need schools based on the Student Equity Needs Index 2018 will be exempt of mandatory assignments of teachers. To support the District's lowest performing schools based on the School Performance Framework and highest and high need schools based on the Student Equity Needs Index 2018, and best meet the human capital expectations of their school communities, administrators will be afforded responsible flexibility in hiring based on specialized skill sets, provided that the District does not have a large number of displaced teachers in the subject area being requested. If a credential area is otherwise closed to external hires, high needs schools will be allowed to select from external as well as internal candidates. No teachers who were displaced one year or more should be assigned to schools in the lowest performing band of schools based on the School Performance Framework or the high and highest need schools based on the Student Equity Needs Index 2018. The Superintendent will work to eliminate the pool of teachers who are displaced one year or more, via training, help with replacement, or exit from the District.~~ Further, English Learner Development classes at all schools will not be assigned ~~concurrent~~ consecutive short-term substitutes. ~~The District will take immediate and ongoing steps to support high need schools in hiring and retaining highly qualified teachers, including differential resources, supports and flexibilities.~~ The Superintendent will report to the Board within ~~120~~ 180 days on the steps being taken to support high and highest need schools in hiring and retaining highly qualified teachers and paraeducators.