

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

REGULAR MEETING STAMPED ORDER OF BUSINESS

333 South Beaudry Avenue, Board Room

1 p.m. Tuesday, November 18, 2014

Roll Call

Pledge of Allegiance

Board President's Reports

Labor Partners

Committee Reports

Recognition of Ms. Carla Sanger, LA's BEST

Recognition of Mr. Enrique Boull't, Chief Operating Officer

Superintendent's Reports

MiSiS and Instructional 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

27. Mr. Kayser, Dr. McKenna, Mr. Zimmer - Supporting Ethnic Studies in the Los Angeles Unified School District (Res-023-14/15) (Noticed October 14, 2014)

ADOPTED AS AMENDED

Whereas, The Los Angeles Unified School District is committed to providing excellent educational opportunities to all of our students, without regard to race, gender, ethnicity, nationality, income, sexual orientation, or disability, and is guided by the core values of equity, inclusiveness, and universally high expectations;

Whereas, 92 languages other than English are spoken in District schools, with the primary languages being Spanish, Korean, Armenian, Tagalog, Cantonese, Arabic, Vietnamese and Russian;

Whereas, According to District Reference Guide REF-5833.2 from the Office of Curriculum, Instruction and School Support, there are several ethnic studies classes that are currently A-G approved;

Whereas, The District offers a variety of ethnic studies courses within our curriculum that are A-G approved, with the objective of preparing our students to be global citizens with an appreciation for the contributions of multiple cultures;

Whereas, Based on the California Department of Education website, in the 2012-13 school year the District offered ethnic studies courses at 19 schools, comprised of 27 classes, but only 11 of the 27 classes met the UC/CSU A-G requirements;

Whereas, In 2010, the National Education Association (NEA) published The Academic and Social Value of Ethnic Studies, which reported ethnic studies was a positive impact in students of color.

Results showed that ethnic studies benefited students in observable ways: they became more academically engaged, increased educational outcomes on academic tests, improved graduation rates, and developed a sense of self-efficacy and personal empowerment;

Whereas, A growing library of academic research shows the importance of culturally meaningful and relevant curriculum;

Whereas, The District has passed several resolutions in support of ethnic studies, including most recently supporting the Mexican American Studies Program in Arizona;

Whereas, The District supports President Obama's My Brother's Keeper initiative to address persistent opportunity gaps faced by boys and young men of color, and ensures that all young people can reach their full potential;

Whereas, The ethnic studies curriculum can help close the achievement gap, reduce student truancy, increase student enrollment, reduce drop-out rates, and increase graduation rates; and

Whereas, The District is committed to preparing our youth to be college prepared and career ready and graduate 100% of our students; now, therefore, be it

Resolved, That the Governing Board of the Los Angeles Unified School District directs the Superintendent to modify its existing graduation requirements to include a 5 credit, one semester length, A-G approved course in the field of ethnic studies;

Resolved further, That the addition of the ethnic studies graduation requirement shall not increase the number of credits needed to graduate in the District;

Resolved further, That the ethnic studies ~~graduation requirement~~ curriculum be phased in a three year process, beginning with a pilot program for the 2015-2016 school year in at least 5 high schools in each Educational Service Center, including the Intensive Support and Innovation Center (ISIC);

Resolved further, That an Ethnic Studies Committee be created of relevant stakeholders, including, but not limited to: students, parents, District personnel, ethnic studies scholars, university professors, and District teachers with ethnic studies experience;

Resolved further, That the Ethnic Studies Committee be created during the 2014-15 school year to advise, assist, and make recommendations to the Board about programs, professional development, curriculum, and issues related to ethnic studies ~~for the pilot program roll out and beyond~~;

Resolved further, That ~~the ethnic studies graduation requirement will continue to expand at additional high schools every year, with the recommendations of the Ethnic Studies Committee, until all high school students have courses available to fulfill the ethnic studies requirement by the 2017-2018 school year~~ beginning with the graduating class of 2019, all District students would be required to complete a District-approved five credit, one semester course in ethnic studies;

Resolved further, That by June 30, 2015, the Superintendent will submit to the Board a plan for fully implementing this resolution that includes, at minimum, key actions (including challenges), time tables, staffing responsibilities, and budget requirements;

Resolved further, That the Board directs the Superintendent to ensure the District develops curriculum, professional development, and other support systems to ensure quality courses in ethnic studies that fulfill the graduation requirements through partnerships with local universities and ethnic studies programs; and, be it finally

Resolved, That the Board supports efforts in recruiting and retaining teachers who have relevant experience and educational background in the study and or teaching of ethnic studies.

