

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



**REGULAR MEETING ORDER OF BUSINESS**

333 South Beaudry Avenue, Board Room  
1 p.m., Tuesday, March 19, 2019

24. Dr. McKenna – Making Good on Los Angeles Unified School District’s Commitment to All Students: Maximizing the Talents and Gifts of African American Students by Putting Equity into Action (Res-025-18/19) (For Action April 23, 2019)

Whereas, In *The Freedom to Learn*, W.E.B. Dubois writes, “Of all the civil rights for which the world has struggled and fought for 5,000 years, the right to learn is undoubtedly the most fundamental.... The freedom to learn... has been bought by bitter sacrifice. And whatever we may think of the curtailment of other civil rights, we should fight to the last ditch to keep open the right to learn, the right to have examined in our schools not only what we believe, but what we do not believe; not only what our leaders say, but what the leaders of other groups and nations, and the leaders of other centuries have said. We must insist upon this to give our children the fairness of a start which will equip them with such an array of facts and such an attitude toward truth that they can have a real chance to judge what the world is and what its greater minds have thought it might be.”;

Whereas, The Los Angeles Unified School District commits to closing the opportunity and academic achievement gap for African American students as outlined in the resolution Realizing the Promise for All: Close the Gap by 2023 (Res-047-17/18) and in line with the District’s goals of 100% proficiency and 100% graduation for all students;

Whereas, Data from the District’s 2018-19 School Experience Survey reveal that there was little to no discrepancy in how African American students perceive their ability to succeed, achieve and meet goals in relationship to other student groups;

Whereas, The District’s 2018 Smarter Balance Assessment results show that, despite annual progress, significant gaps in achievement for African American students persist wherein only 31.71 percent of African American students met or exceeded standards in English Language Arts and only 20 percent respectively in mathematics compared to 42.31 percent in English language arts and 31.62 percent mathematics for all other student groups. Furthermore, African American students continue to be disproportionately identified for special education services wherein their District enrollment is 8.3 percent, yet their enrollment in Special Education is 10.5 percent. Additionally, African American students comprise only 5 percent of the students identified as gifted and talented which is disproportionately lower than their District enrollment. In our District, African American students are more likely to be suspended from school comprising 26 percent of all suspensions;

Whereas, Our District commits to increasing engagement among African American families as research shows that when school leaders value the strengths of all families and intentionally involve them in decision-making opportunities, they become empowered and more actively involved in their school communities;

Whereas, Our District understands that equity is not equality and that providing equity warrants that underserved students require more resources and attention; and

Whereas, Our District recognizes that an “underserved student” is defined as any student or student groups who are unsuccessful and a school or district has not responded appropriately to bringing the student or student groups to success. An intentional focus on African American students, the District’s most underserved student group, will yield immeasurable benefits for all students; now, therefore be it,

Resolved, The District will bring together representatives from various divisions (i.e., Instruction, Health and Human Services, Special Education, and Local Districts), including key District stakeholders, students and parents, to develop a five-year action plan for African American students. The plan shall include an extensive range of academic and social emotional supports, pedagogical strategies, and expected outcomes. The plan will build upon prior District commitments, such as the Agreement To Resolve Los Angeles Unified School District (CN 09105001), Strengthen Support for Standard English Learner Resolution (Res-097-13/14), Realizing the Promise for All: Close the Gap by 2023 Resolution (Res-047-17/18), and the Support of President Obama’s My Brother’s Keeper Challenge and Support for a Bold, United Los Angeles County Initiative (Res-016-15/16). The plan shall be developed within 180 days of its initiation, articulated widely among District stakeholders and made accessible to the public. The Superintendent and the Governing Board of the Los Angeles Unified School District shall identify a predictable and consistent funding source to support the development and implementation of the plan; the execution of this plan shall include quarterly updates to the Superintendent and external collaborators. The plan will be evaluated at the end of the five-year cycle to ensure stated goals are met and accurately reflect current data, instructional strategies and appropriate interventions. The plan shall not replace but strengthen existing efforts that underscore support to African American students to achieve the following goals:

- Increase the enrollment of African American students in our District’s Early Childhood Education Centers

- Eliminate the achievement gap that currently exists among African American and other student groups in English Language Arts and mathematics in grades 4, 5, 6, 7, 8, and 11
- Expand participation and academic support for African American students enrolled in accelerated courses (e.g., honors and Advanced Placement courses) in all grade levels and subjects
- Reverse the underrepresentation of African American students identified as gifted and talented/highly gifted and talented
- Ensure African American students have equitable access to dual language and linked-learning programs
- Ensure equity in the selection of all students for highly selective magnet programs (i.e., Schools for Advanced Studies, Dual Enrollment, and Science, Technology, Engineering, Arts, and Mathematic (STEAM) academies and/or programs)
- Eliminate the disproportionality in student suspensions among African American students
- Reduce the over-identification of African American students in Special Education
- Ensure an appropriate assessment of the academic language proficiency of African American students, as delineated in chapter 5 of the District's 2018 Master Plan for English Learners and Standard English Learners
- Ensure Standard English Learners receive unique language development interventions and programs delineated in the 2018 English Learner and Standard English Learner Master Plan and programs (comparable to the Academic English Mastery Program) to ensure full access to rigorous curriculum
- Provide ongoing opportunities for African American students and parents to participate in college tours, fairs and college awareness presentations;

Resolved further, Each Local District shall establish an African American Family Group, that meets regularly and collaborates with Local District staff to identify evidence-based practices to assist schools in closing opportunity and achievement gaps for African American students. Within these groups, District and community resources shall also be shared with African American families. Local Districts shall conduct meetings and activities related to the family group at locations and times that are responsive to the needs of African American families;

Resolved further, The Parent and Community Service Center commits to exploring the feasibility of establishing an African American/Black Parent Advisory body or group by observing and examining the benefits of such advisory bodies or groups in school districts that have them;

Resolved further, Provide elementary and secondary schools access to a framework and instructional resources for establishing evidence-based programs (e.g., Black Student Union and Young Black Scholars) for African American students that enhance their self-identities, resiliency and connectedness to their schools;

Resolved further, Develop rubrics that include the minimum standard by which all District policies, instructional materials, college counseling, professional development, and family engagement will be evaluated to ensure cultural responsiveness, access and equity; and, be it finally

Resolved, This Board directs the Superintendent to reaffirm the District's commitment to the Agreement To Resolve Los Angeles Unified School District (CN 09105001), Strengthen Support for Standard English Learner Resolution (RES-097-13/14), Realizing the Promise for All: Close the Gap by 2023 Resolution (Res-047-17/18), and the Support of President Obama's My Brother's Keeper Challenge and Support for a Bold, United Los Angeles County Initiative (Res-016-15/16) and bring back a status report within 90 days;