

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

Roll Call

Pledge of Allegiance

Student Voices

Recognition of Roybal High School Basketball Coach

Challenge Los Angeles Program, Kennedy High School

Superintendent's Reports

Second Interim Report and Multi-Year Projections and Revised Fiscal Stabilization Plan

Public Speaking

Individuals wishing to speak at a Board meeting must sign up at the meeting. Speakers to items for action on this agenda should plan to arrive early as items with no speakers may be acted on at the beginning of the meeting. Speakers to items not on the agenda for action will be heard at the conclusion of the item begun before 4 p.m.

Each speaker is allowed a maximum of three minutes for his or her presentation. Accommodations are made for translation and for those needing assistance. Each speaker may only make a single appearance at each Board Meeting, but exceptions are made for items labeled "Public Hearing".

Each person who addresses the Board shall not make personal, impertinent, slanderous, or profane remarks to any Board Member, staff, or general public.

Any person who makes such remarks, or who utters loud, threatening, personal or abusive language or engages in any other disorderly conduct which disrupts, disturbs, or otherwise impedes the orderly conduct of any Board meeting shall, at the discretion of the presiding officer or majority of the Board, be barred from further audience before the Board during that meeting.

Consent Items

Items for action below assigned by the Board at the meeting to be adopted by a single vote. Any item may

New Business for Action

1. Board of Education Report No. 253 – 18/19
Office of Labor Relations
(Los Angeles and Orange Counties Building and Construction Trades Council (Unit E) Memorandum of Understanding) Recommends adoption of the 2017-2020 Memorandum of Understanding for Unit E, which includes negotiated agreements on items such as compensation and retiree health benefit eligibility for new hires and other specified areas.
2. Board of Education Report No. 258 – 18/19
Office of Labor Relations
(Los Angeles School Police Association (LASPA), Unit A Memorandum of Understanding for the 2017-2020 Successor Collective Bargaining Agreement) Recommends adoption of the 2017-2020 Successor Agreement for Unit A, which includes negotiated agreements on items such as compensation and retiree health benefit eligibility for new hires and other specified areas.
3. Board of Education Report No. 277 – 18/19
Office of Labor Relations
(Los Angeles School Police Management Association (LASPMA), Unit H Memorandum of Understanding for the 2017-2020 Successor Collective Bargaining Agreement) Recommends adoption of the 2017-2020 Successor Agreement for Unit H, which includes negotiated agreements on items such as compensation and retiree health benefit eligibility for new hires and other specified areas.
4. Board of Education Report No. 262 – 18/19
Procurement Services Division
(Procurement Actions) Recommends approval of procurement actions taken by staff for professional services, agreement amendments and purchases within the delegated authority of the Superintendent as described in Attachment A for a total amount of approximately \$17.8 million for professional development for 120 transitional Kindergarten teachers at Title 1 schools and 13,001 procurement transactions and low value contracts. Additionally, recommends approval of professional services contracts goods and general services contracts with agreements and amendments for amounts over \$250,000 not under the delegated authority, as detailed in Attachment B, including a five year contract for environmental legal liability insurance broker services and premiums, 6 three year contracts for food items for the student meal program for \$6 million, 2 one year contracts for E-rate network equipment for \$2.4 million, 2 four year contracts for E-rate network equipment for \$5.4 million, a contract for five years to purchase Apple products for \$50 million, and a purchase agreement to perchance equipment and training services for a patient simulation laboratory at Sylmar Biotech Health Academy for \$457,254.

5. Board of Education Report No. 252 – 18/19
Procurement Services Division–Facilities Contracts
(Facilities Contract Actions) Recommends approval of actions executed within the delegated authority of the Superintendent including the approval of the award of 4 advertised construction contracts for approximately \$8.6 million; 7 job order contract amendments for approximately \$8.4 million; 137 change orders for approximately \$1.6 million; the completion of 12 contracts; the award of 33 informal contracts for \$620,158; the rejection of 1 bid; 1 assignment and assumption of rights and delegation of duties for professional services agreement for \$575,575; the award of 1 professional and technical services contracts for \$81,500; and extra services and amendments for architectural and engineering contracts for \$742,385. Additionally, awards contracts and amendments not under the delegated authority, as detailed in Attachment B, for professional and technical service contracts for On-Call Constructability Review services for a not-to-exceed amount of \$5 million.
6. Board of Education Report No. 287 – 18/19
Facilities Services Division
(Amendment to the Facilities Services Division Strategic Execution Plan to Define and Approve Four Projects that Address Critical School Repair Needs) Recommends approval of an amendment to the Strategic Execution Plan to define and approve 4 projects that address critical school repair needs at specified schools for a budget of \$11,644,393.
7. Board of Education Report No. 288 – 18/19
Facilities Services Division
(Amendment to the Facilities Services Division Strategic Executive Plan to Define and Approve 12 Local District Priority and Board Member Priority Projects) Recommends approval of an amendment to the Strategic Execution Plan to define and approve 12 Local District priority and Board Member priority projects for a combined budget of \$294,234.
8. Board of Education Report No. 289 – 18/19
Facilities Services Division
Division of Special Education
(Amendment to the Facilities Services Division Strategic Execution Plan to Define and Approve Five Accessibility Enhancement Projects) Recommends an amendment to the Strategic Execution Plan to define and approve 5 accessibility enhancement projects at specified schools for a combined budget of \$29,146,326.
9. Board of Education Report No. 303 – 18/19
Office of the Chief Financial Officer
(2018-19 Second Interim Report and Multi-Year Projections and Revised Fiscal Stabilization Plan) Recommends approval of submission of Second Interim Financial Report to the Los Angeles County Office of Education with qualified certification based on current projections that the District may not be able to meet its financial obligations for the 2020-21 fiscal year, and adoption of a Fiscal Stabilization Plan to be implemented if needed.

10. Board of Education Report No. 304 – 18/19
Accounting and Disbursements Division
(Report of Cash Disbursements, Request to Reissue and Expired Warrant, Reimbursement of the Controller’s Revolving Cash Fund, and Donations of Money) Recommends approval of warrants for things such as salary payments for a total value of \$535,025,433.84; the reissuance of 1 expired warrant in the amount of \$1,342.92; reimbursement of the Controller’s Revolving Cash Fund in the amount of \$56; and the acceptance of 10 donations to the District totaling \$637,593.01.
11. Board of Education Report No. 275 – 18/19
Human Resources Division
(Routine Personnel Actions) Recommends approval of 3,448 routine personnel actions such as promotions, transfers, leaves, terminations, etc.
12. Board of Education Report No. 293 – 18/19
Human Resources Division
(Nonroutine Personnel Actions) Recommends approval of the election of one unclassified Employee to Medical Expert X to develop protocols for school athletic trainers and the demotion of one classified employees.
13. Board of Education Report No. 276 – 18/19 **NOT ON CONSENT**
Human Resources Division
(Provisional Internship Permits) Recommends approval of the continuing employment of 6 teachers who are employed under the Provisional Internship Permit requirements, allowing the District to continue to staff subject field shortage classrooms.
14. Board of Education Report No. 285 – 18/19
Charter Schools Division
(Denial of Renewal Petition for Summit Preparatory Charter) Recommends denial of the renewal petition for Summit Preparatory Charter beginning July 1, 2019, to serve up to 420 students in grades 4-8 by the end of the charter term and adoption of the attached Findings of Fact In Support of Denial of the Charter.
15. Board of Education Report No. 292 – 18/19
Beyond the Bell Branch
(Implementation of California Newcomer Education and Well-Being (CalNEW) Grant)
Recommends acceptance of the CalNEW Grant in the amount of \$366,255 to provide supplemental services allowing for the effective integration and education of refugee children in the District.
16. Board of Education Report No. 301 – 18/19
Division of Instruction
(Ratification of the Verizon Innovative Learning Grant for Burroughs Middle School, Columbus Middle School, El Sereno Middle School, and King Middle School) Recommends ratification of the Verizon Innovative Learning Grant Cohort 6 awarded to the specified school sites.

Board Member Resolutions for Action

17. Dr. McKenna, Mr. Schmerelson, Ms. Gonez - Building Healthier Communities and Lives for Californians through Investment in Community-Based Prevention (Res-021-18/19) (Noticed February 19, 2019)

Whereas, The Los Angeles Trust for Children's Health (The L.A. Trust) was formed through a 1991 resolution of the Governing Board of the Los Angeles Unified School District to address the myriad and significant health challenges faced by many District students;

Whereas, The L.A. Trust is a non-profit organization that champions healthcare programs and supports comprehensive school-based medical clinics that provide healthcare services for Los Angeles County's highest-need students;

Whereas, The L.A. Trust believes that student wellness is a critical factor in student academic achievement;

Whereas, Chronic diseases and injuries, most of which are preventable, accounted for 80 percent of deaths in California in 2010;

Whereas, We are in the midst of a large-scale epidemic of obesity and diabetes that shows little sign of slowing and may lead this generation of children to have shorter lives than their parents;

Whereas, More than half of California's adults are overweight or obese, and therefore at greater risk for the six most prevalent chronic conditions - diabetes, heart disease, cancer, arthritis, stroke and high blood pressure;

Whereas, This burden of preventable illness generates enormous costs for families, employers, local and state government and health care systems;

Whereas, The six leading chronic diseases alone generated treatment costs of \$25,355,680,148 (or \$2,580 per person) in Los Angeles County in 2010, and these continue to rise;

Whereas, California had 18,152 injury deaths, with \$21 billion in lifetime costs (\$538 for every resident in the state) in 2014 alone;

Whereas, Poor diet is now the leading risk factor for death in the United States, followed by tobacco, high blood pressure, obesity and physical inactivity;

Whereas, People who have access to healthy food and eat a healthy varied diet are at lower risk of obesity and chronic disease;

Whereas, People who live in highly walkable, safe, mixed-use communities with easy access to green space and public transit options are more physically active and less obese, contributing to greater overall health;

Whereas, This burden of illness is distributed unfairly, and birthplace, where you live, income, race, and ethnicity all play a role in determining how likely you are to become ill, be injured or die too young;

Whereas, A strategic investment in prevention of just \$10 per person would represent less than 1/1000th of our annual healthcare spending in California;

Whereas, As our population ages and medical care becomes more complex and costly, we seek to assure health care coverage for Californians and the need to invest in reducing the rates of preventable illnesses has never been more urgent; and

Whereas, Oklahoma, Minnesota and Massachusetts have created wellness trusts or funds that provide sustained, dedicated funding to reduce leading causes of premature illness and death and have demonstrated positive outcomes in reducing risk factors for disease; now, therefore, be it

Resolved, That The Governing Board of the Los Angeles Unified School District supports the establishment of a California Wellness Trust, or other mechanism, to assure sustained, dedicated investment in preventing the leading causes of illness, injury, and premature death in California by addressing the root causes of these conditions in order to promote greater health equity, build healthier communities through community-based disease prevention and wellness efforts, and make our healthcare dollars go further.

18. Dr. McKenna, Mr. Schmerelson, Ms. Gonez - Celebrating Women's History Month and International Women's Day (Res-022-18/19) (Noticed February 19, 2019)

Whereas, The advocacy efforts of the National Women's History Project (NWHF) led to an annual observance of Women's History Month, which highlights the contributions of women to events in history and contemporary society and is celebrated during March in the United States, the United Kingdom, and Australia, corresponding with International Women's Day on March 8;

Whereas, Women of every race, class, and ethnic background have made significant and historic contributions to the growth and strength of our society in countless recorded and unrecorded ways;

Whereas, International Women's Day has been observed in the United States since 1908 when 15,000 women marched in New York City to raise awareness of issues such as wages, shorter working hours, and voting rights;

Whereas, International Women's Day is a collective day of global celebration and a call for gender parity;

Whereas, Women of every race, religion, class, and ethnic background served as early leaders in the forefront of every major progressive social change movement since the turn of the 20th century;

Whereas, Women have been leaders, not only in securing their own rights of suffrage and equal opportunity, but also in the abolitionist movement, the emancipation movement, the industrial labor movement, the civil rights movement, and other movements, especially the peace movement, which help create a more fair and just society for all;

Whereas, Despite these contributions, the role of women has been consistently overlooked and undervalued, in literature, teaching, labor, business and history studies;

Whereas, The NWHP National Women's History Month theme for 2019 is "Visionary Women: Championing Peace and Nonviolence";

Whereas, The 2019 theme honors women of diverse backgrounds who have led efforts to end war, violence, and injustice and pioneered the use of nonviolence to change society;

Whereas, For generations, women have resolved conflicts in their homes, schools, and communities;

Whereas, Women have rejected violence as counterproductive and stressed the need to restore respect, establish justice, and reduce the causes of conflict as the surest way to peace;

Whereas, From women's rights and racial justice to disarmament and gun control, the drive for nonviolent change has been and continues to be championed by visionary women;

Whereas, 2019 marks the centennial year since the passage of the 19th Amendment that granted women the right to vote;

Whereas, The 127 women who now serve in the US Congress are a living example of the power and vision of women who are striving to fight for peace and justice through public service;

Whereas, The International Women's Day theme for 2019 is #BalanceforBetter; and

Whereas, Additional education is needed in order to increase the knowledge of all citizens relative to the contributions of women to the development of society; now, therefore, be it

Resolved, That the Governing Board of the Los Angeles Unified School District celebrates the month of March as Women's History Month;

Resolved further, That the Board observe Wednesday, March 8, 2019 as International Women's Day and encourage all students to seek #BalanceforBetter; and, be it finally

Resolved, That the Superintendent call upon all Los Angeles Unified School District family to join the UN Women call to "Step it Up for Gender Equity: Planet 50/50 by 2030."

19. Mr. Melvoin – Supporting AB 1725 Funding for After School Programs (Res-027-18/19) (Waiver of Board Rule 72)

Whereas, In 2002, California voters approved Proposition 49 which provides a continuous appropriation of over \$550 million annually to provide students in low-income communities access to safe, enriching after-school programs that offer academic assistance, enrichment activities, and recreational activities; the implementation of the ballot measure began in 2006 with the After School Education and Safety Program (ASES Program);

Whereas, On average, schools participating in the ASES Program have more than 80 percent of their student population eligible for free and reduced price meals;

Whereas, The ASES Program provides funding for over 4,000 elementary and middle schools throughout the State and serves more than 400,000 students daily; more than 100,000 of these participants are in the Los Angeles Unified School District;

Whereas, Research shows that participation in the ASES Program improves school attendance, reduces dropout rates, helps English Learners transition to proficiency, and develops Science, Technology, Engineering, the Arts and Mathematics (STEAM) learning;

Whereas, Such programs enrich workforce skills, build social-emotional skills, improve health and nutrition, prevent and reduce youth substance use and abuse, and reduce crime involving youth;

Whereas, Working parents and guardians rely on safe and effective after-school programs to enable them to work additional hours to support their families, while children depend on these programs to obtain valuable skills during a high crime period of the day;

Whereas, The State's per capita investment in the ASES Program has declined since 2006, despite substantial increases to the costs of operating these programs;

Whereas, As costs have significantly outpaced dedicated funding, ASES programs have been forced to reduce the essential academic supports and enrichment opportunities they provide to pupils; nearly one-quarter of ASES programs are likely to close their doors by 2020 unless they receive additional funding;

Whereas, The Legislature is currently considering AB 1725 (Carrillo) and the corresponding budget request, which would appropriate additional funds for the Program; and

Whereas, AB 1725 and the additional appropriation for the Program would ensure that children statewide will have an opportunity to enroll in the Program and will also increase educational outcomes for students in the District; now, therefore, be it

Resolved, That the Governing Board of the Los Angeles Unified School District strongly supports Assembly Bill 1725, introduced by Assembly Member Wendy Carrillo and the appropriation of additional funds for the After School Education and Safety Program; and, be it finally

Resolved, That the Superintendent direct the Office of Government Relations to communicate the District's position to the appropriate committees of the State Legislature and the Los Angeles delegation.

20. Ms. Gonez, Ms. García – Supporting State Changes to Improve Coordination and Supports for Homeless Students (Res-031-18/19) (Waiver of Board Rule 72)

Whereas, The Governing Board of the Los Angeles Unified School District recently reaffirmed its commitment to supporting our homeless students through our Homeless Education Program and considering the use of district facilities for temporary or permanent shelter (Res-010-18/19);

Whereas, In the last four months, an additional 1,000 students have been identified as homeless, putting the number to over 17,280 students in the District whose families are living in in shelters, motels, abandoned buildings, cars, doubled up with other families, or unsheltered;

Whereas, School districts across the state are battling the homelessness crisis, and the California Department of Education (CDE) estimates that there are over 200,000 homeless youths in California;

Whereas, Better coordination between all governmental services, including housing, transportation, social services, health care, and education improves comprehensive planning and support for families facing homelessness, and Assembly Bill 58 (Rivas) would include the CDE on the state's Homeless Coordinating and Financing Council for the first time;

Whereas, The federal government's last monitoring review of the CDE's Education for Homeless Children and Youth Program expressed concern for the third time in the CDE's capacity to carry out the legal mandates of the McKinney-Vento Homeless Assistance Act, which requires supports for homeless students;

Whereas, Despite rising homelessness rates over the last decade, no additional funding has been allocated for the CDE to address the needs of homeless students;

Whereas, Assembly Bill 16 (Rivas) will increase the number of CDE homeless coordinators to identify and assist homeless children as well as establish three Technical Assistance Centers to support local education agencies, community partners, and County Offices of Education to deepen regional supports for homeless education and focus on cradle to career solutions for homeless students; and

Whereas, No single solution will solve the challenge of homelessness, but it will require innovation and all parts of our society and all levels of government working together to make improvements; now, therefore, be it

Resolved, That the Governing Board of the Los Angeles Unified School District supports the passage and adoption of Assembly Bill 58 and Assembly Bill 16 and urges the California State Legislature and the Governor to pass these bills into law; and, be it finally

Resolved, That the Board directs the Superintendent to work with the Office of Governmental Relations upon passage of AB 16 to advocate for Los Angeles to receive additional supports for homeless students as part of the to be established Technical Assistance Centers.

21. Ms. García, Mr. Melvoin, Ms. Gonez - Demanding Action on DREAMs Deferred: Finding a Permanent Resolution for Undocumented Youth and Temporary Protected Status Beneficiaries (Res-029-18/19) (Waiver of Board Rule 72)

Whereas, The Los Angeles Unified School District remains steadfast in our responsibility to serve all kids with a high-quality education and is proud of the remarkable diversity that comprises the second-largest school district in the United States;

Whereas, The California Supreme Court case *Serrano v. Priest* determined that education is a fundamental right for all children in the state of California, and the United States Supreme Court case *Plyler v. Doe* held that districts cannot constitutionally deny undocumented children free public K-12 education on account of their immigration status;

Whereas, The District has a long history of supporting immigration reform and undocumented youth, including “Support of S774 and HR 1275 The American Dream Act” (October 2007), “Resolution to Support SB 1301, The California DREAM Act and AB 2083, The Student Financial Aid Eligibility Act” (May 2008), “Resolution Calling for Immediate Passage of the Development, Relief, and Education for Alien Minors Act of 2010 and the American DREAM Act” (November 2010), “To Urge Action for Comprehensive Immigration Reform from the 113th Congress” (April 2013), “DACA Anniversary Calls on LAUSD to Do More” (October 2013), “Calling for Comprehensive Immigration Reform and Accountability in America” (Res-003-14/15, September 2014), “Requesting Presidential Pardons for DREAMers in the Pursuit of the American Dream” (Res 052-16/17, December 2016), and numerous other calls for a fix to our nation’s broken immigration system;

Whereas, The Board resolution “Reaffirmation of Los Angeles Unified School District Schools as Safe Zones for Families Threatened by Immigration Enforcement” (Res-093-16/17, May 2017) affirmed the Board’s commitment to this responsibility by declaring all schools “safe zones,” which:

- Ensure that students and their families would not be asked about their immigration status pursuant to *Plyler v. Doe* and the enactment of Assembly Bill 699;
- Declare that school administrators and Los Angeles School Police will not grant any detainers or requests by federal Immigration and Customs Enforcement (ICE) agents;
- Provide information and resources to all families to “Know Your Rights;”

Whereas, Congressional efforts to provide a permanent solution for unauthorized youth has been pending in Congress since 2001, with the introduction of bipartisan legislation, the Student Adjustment Act of 2001 and later the original version of the Development, Relief, and Education for Alien Minors (DREAM Act);

Whereas, Since its original introduction, the DREAM Act aimed to provide a multi-phase process for qualifying undocumented immigrant youth to seek conditional residency status and a path to citizenship. Requirements to qualify for such relief have changed throughout time and various provisions have expanded with each introduction to ensure that most youth are included;

Whereas, Frustrated by the unwillingness of Congress to pass a legislative solution granting relief to immigrant youth, President Barack Obama issued an Executive Order on June 15, 2012 that created the Deferred Action for Childhood Arrivals (DACA) program temporarily halting the deportation of undocumented immigrant youth who matched certain criteria;

Whereas, California has by far the largest number of potential beneficiaries under the DREAM ACT with approximately 553,000 individuals, and the largest population of current youth protected under DACA with approximately 200,000 individuals. The County of Los Angeles contains the highest concentration of both potential DREAM Act beneficiaries and DACA recipients;

Whereas, On September 5, 2017, under the Trump administration, then Acting Secretary of Homeland Security Elaine Duke rescinded the 2012 DACA memorandum, effective immediately, which initiated a wind down phase of the program. This eliminated the opportunity to submit new DACA applications and for DACA beneficiaries to be granted advance parole;

Whereas, Multiple lawsuits followed Trump's announcement challenging his efforts to terminate the program, resulting in five court cases on DACA and an injunction allowing for renewals only;

Whereas, The District has shown further commitment to protecting all regardless of immigration status by joining in an Amicus Brief in *The Regents of the University of California v. United States Department of Homeland Security and Kirstjen Nielsen*, a 2017 California lawsuit challenging the termination of DACA;

Whereas, The Trump Administration also terminated Temporary Protected Status (TPS) established by Congress through the Immigration Act of 1990. Under current law, the Secretary of the Department of Homeland Security (DHS) may designate a foreign country for TPS under three possible circumstances: ongoing armed conflict, an environmental disaster or epidemic, or other extraordinary and temporary conditions that may prevent nationals from returning home safely. Currently, there are a total of 10 countries under TPS designation;

Whereas, Approximately 436,866 TPS holders live in the United States, the largest groups, approximately 80,636 individuals, being in California, with the County of Los Angeles containing a high concentration of beneficiaries; now, therefore, be it

Resolved, That the Governing Board of the Los Angeles Unified School District hereby demands a permanent solution for undocumented youth and TPS beneficiaries;

Resolved further, That the Board reaffirms its support of the DREAM Act and urges the United States Congress to immediately pass The Dream and Promise Act (HR6), introduced by Representative Lucille Roybal-Allard, which provides permanent legal protections and a pathway to citizenship for undocumented immigrants brought to the United States as children;

Resolved further, That the Board reaffirms Resolution 093-16/17 which instructed District personnel to refuse the sharing of all voluntary information with immigration agents across all aspects of the District to the fullest extent possible under the law, pursuant to the Family Education Rights and Privacy Act (FERPA) and AB 699;

Resolved further, That the Board reaffirms the guidelines established in Reference Guide 6767.2 which require that, absent exigent circumstances, any request by immigration agents for information or access to a school site should be provided with adequate, written notice, and that District personnel reserve the right to verify the immigration agent’s credentials, ask the agent why the agent requires access, and ask to see a warrant signed by a Federal or State judge, pursuant to Resolution 093-16/17;

Resolved further, That the Board directs the Superintendent to coordinate with the Office of Government Relations to advocate at its fullest extent for a permanent solution for undocumented youth and TPS beneficiaries;

Resolved further, That the Board requests the Superintendent make updates, as needed, to the “We Are One L.A. Unified: Standing with Immigrant Families” resource guide, and make translations in multiple languages available electronically and printed copies for schools as requested; and, be it finally

Resolved, That the Board continues to welcome all students to District schools, regardless and irrespective of documentation status, and that the Board reaffirms its steadfast commitment to providing an excellent education to every student as an inalienable civil right.

Board Member Resolutions for Initial Announcement (Continued at Tab 30)

22. Ms. Gonez – Celebrating Our Hard-Working Classified Employees by Recognizing Classified School Employee Week 2019 (Res-023-18/19) (For Action April 23, 2019)

Whereas, The Los Angeles Unified School District wishes to recognize those persons who are dedicated in their service to public education;

Whereas, In 1986, the California State Legislature decreed the third full week of May each year as Classified School Employee Week in official recognition of classified school employees, by passage of Senate Bill 1552 (Campbell);

Whereas, The California School Employees Association chose “Building Connections Inspiring Lives” as the 2019 theme for California School Employee Week, referring to the invaluable services of hard working school employees, including clerical and technical employees, as well as bus drivers, instructional aides, library aides, special education assistants, food service providers, security officers, maintenance workers, and others, provided daily to the students, faculty, staff, and families of the District;

Whereas, Labor partners including Service Employees International Union (SEIU) Local 99, Teamsters Local 572, California School Employee Association, Los Angeles/Orange Counties Building and Construction Trades Council, Associated Administrators of Los Angeles (AALA), Los Angeles School Police Association and the Los Angeles School Police Management Association represent classified employees who work tirelessly to serve students and ensure supportive, clean, safe and comfortable learning environments for both the students and faculty of the District;

Whereas, Classified employees in the District safely transport approximately 41,000 students to and from school each day by bus; serve over 150 million meals to students annually (including 400,000 breakfasts, 350,000 lunches, and 80,000 supper and snack meals per day); create and sustain a learning environment with clean and operational facilities and classrooms, and maintain an inviting landscape at more than 1,000 District schools and other facilities that students, parents, and the community can be proud of;

Whereas, Classified employees play a key role in supporting students' academic success by assisting almost 602,000 students inside and outside of the classroom in grades K-12, more than 21,000 students in Early Education programs and, more than 70,000 students accomplishing their career goals in Adult and Career Education Centers;

Whereas, Classified school employees contribute to the establishment and promotion of a positive school climate and optimal instructional environment at every school within the District;

Whereas, Classified school employees perform vital roles in promoting the welfare and safety of the District's students, faculty, and staff; and

Whereas, Classified school employees comprise an integral part of the District community; now, therefore, be it

Resolved, That the Governing Board of the Los Angeles Unified School District hereby recognizes and greatly appreciates the contributions and dedicated service of classified professionals to quality education in the District and the State of California; and, be it finally

Resolved, That the Board hereby declares the week of May 19 – 25, 2019 as Classified School Employee Week in the District and encourages the celebration of classified school employees at our schools and throughout the District for the invaluable contributions they make to our educational community.

23. Mr. Schmerelson - Proclaiming May as Safe Jobs for Youth Month (Res-024-18/18) (For Action April 23, 2019)

Whereas, The Governing Board of the Los Angeles Unified School District promotes student readiness for career and college and is also committed to the health and safety of every student;

Whereas, Having a job can be a valuable part of a teen's learning and development;

Whereas, A productive, competitively skilled, and healthy workforce is necessary for the well-being of our local economy;

Whereas, Every year in the United States about 80,000 teen workers are seriously injured on the job;

Whereas, Every nine minutes in the United States, a teen worker is seriously injured;

Whereas, Based on emergency room data, workers under age 25 are injured on the job at rates almost two times higher than workers 25 years and older;

Whereas, This summer, many teens will get jobs and not be aware of the need for work permits, recognize hazards on the jobs, or know about labor laws designed to protect youth;

Whereas, The Governor of California has proclaimed May as Safe Jobs for Youth Month to encourage our communities to work together to reduce teen workplace injuries; and

Whereas, Most of these injuries can be prevented if teachers, parents, employers, teens and others work together to educate teens on worker rights and safety; now, therefore, be it

Resolved, That the Governing Board of the Los Angeles Unified School District urges all members of our District family, including our community partners, to join us in declaring May as Safe Jobs for Youth Month in order to educate students about teen worker rights and promote teen worker safety in the workplace; and, be it finally

Resolved, That all schools be encouraged to observe this month with classroom activities, assemblies or other programs that will actively engage and educate students in workplace safety.

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;

25. Ms. García, Ms. Gonez - Celebrating Bold, Courageous, and Powerful Women: Commemorating the 100th Anniversary of Women's Suffrage (Res-026-18/19) (For Action April 23, 2019)

Whereas, The Los Angeles Unified School District aspires to be a progressive global leader in education by embracing all forms of diversity, including supporting the educational achievement of the young women who attend our schools;

Whereas, In this spirit of furthering equitable and inclusive rights, District schools teach the history of the women's suffrage movement and past and present advances in women's rights in both the United States and around the world;

Whereas, The boldness and courageousness of powerful women in fighting for and securing the right to vote by ratification of the 19th Amendment to the Constitution of the United States on August 18, 1920, deserves special celebration by the District, especially during its 100th anniversary of ratification in 2020;

Whereas, California holds a special place in the women's suffrage history as Amendment 8 in 1911 gained the right for California women to vote a decade before ratification of the 19th Amendment;

Whereas, During the suffrage and civil rights movements thousands of women, including women of color, utilized creative methodology and held diverse views in achieving the vote under the leadership of both forgotten heroes and those we remember and recognize in the movement for social justice, such as Susan B. Anthony, Ella Baker, Grace Lee Boggs, Juanita Dominguez, Dolores Huerta, Yuri Kochiyama, Mabel Ping-Hua Lee, Lucretia Mott, Elizabeth Cady Stanton, Lucy Stone, Emma Tenayuca, Mary Church Terrell, Sojourner Truth, Ida B. Wells, and many, many others;

Whereas, The passage of the 19th Amendment did not ensure suffrage for all women, as Native Americans did not gain the right to vote until 1924, Asian Pacific Islander Americans did not gain the right to vote until 1952, and African-American and Latinx Americans suffered voter suppression tactics that disenfranchised them until the Voting Rights Act of 1965 and the 1975 Expansion of the Voting Rights Act;

Whereas, Our nation's current debate over proposed voting rights restrictions, as well as the #MeToo and #TimesUp movements, show that the fight for fair and equal voting rights and the elimination of institutional racism, misogyny, sexual violence, and oppressive patriarchy in our country continues; now, therefore, be it

Resolved, That the Governing Board of the Los Angeles Unified School District officially commemorates the 100th Anniversary of the 19th Amendment to the Constitution and recognizes the important role that its ratification played in advancing the rights of all women and fulfilling the promises of democratic values in our nation’s founding;

Resolved further, The Board encourages all schools, as a special component of regular social studies academic programs, to uplift the study of women’s leadership, especially during the suffrage movement and in advocacy for the 19th Amendment;

Resolved further, The Board reaffirms previous resolutions commemorating women’s history, affirming the right to fair and equal pay for all employees, and protecting all workers from any form of sexual violence, harassment, or discrimination based on gender, gender identity, or sexual orientation; and, be it finally

Resolved, That the Board observes August 18th, 2020 as “Remembering Women’s Suffrage Day” and encourages all schools and students to commemorate the efforts of bold, courageous, and powerful women suffragists on that day and throughout the school year.

Correspondence and Petitions

26. Report of Correspondence (ROC-008-18/19)

Minutes for Board Approval (Min-008-18/19)

27. January 9, 2018, Special Board Meeting, 9:00 a.m.
May 1, 2018, Special Board Meeting, 9:00 a.m.
August 21, 2018, Special Closed Session, 10:00 a.m.
September 11, 2018, Special Closed Session, 10:00 a.m.
September 25, 2018, Regular Closed Session, 10:00 a.m.
September 25, 2018, Special Board Meeting, 1:00 p.m.
January 8, 2019, Special Board Meeting, 9:00 a.m.
February 5, 2019, Special Board Meeting, 1:00 p.m.

Public Hearings

28. Resolution of Intention to Dedicate Easements to the City of Los Angeles at Richard E. Byrd Middle School and Francis Polytechnic High School (028 – 18/19)
29. Charter Petitions for Public Hearing (027-18/19)

Community Preparatory Academy

Consideration of the level of support for a start-up independent charter renewal petition requesting a 5 year term to serve up to 520 students in grades K-8 with proposed locations of 7819 South Van Ness Avenue in Los Angeles and 24910 South Avalon Blvd., in the Carson area of Los Angeles.

Ednovate College Prep 6

Consideration of the level of support for a new start-up independent charter petition requesting a 5 year term to serve up to 500 students in grades 9-12 with a proposed location of East Los Angeles.

Ednovate College Prep 7

Consideration of the level of support for a new start-up independent charter petition requesting a 5 year term to serve up to 500 students in grades 9-12 with a proposed location of South Los Angeles.

Board Member Resolutions for Initial Announcement (Continued)

30. Mr. Okeke – Supporting Student Board Member’s Full Voting Rights and Lowering Voting Age to 16 Years and Over for Los Angeles Unified School District Board Member Elections (Res-030-18/19) (For Action April 23, 2019)

Whereas, The students of the Los Angeles Unified School District desire greater civic agency and to be fully integrated into District decision-making, including having full voting rights for the Student Board Member;

Whereas, Persons aged 16 and older are mature enough to operate a motor vehicle, work, and pay taxes;

Whereas, Students are the largest District stakeholders, yet contribute very little to who leads their fight for an equitable education;

Whereas, Special interest groups wield an alarming amount of power in elections for the Governing Board of the Los Angeles Unified School District;

Whereas, Students are more passionate than ever about taking control of their futures and using their unique voice;

Whereas, Students can best recognize what is working and what is not in their education system; and

Whereas, Students desire not to advise, but to affect District policy through a ballot and full voting rights as a Student Board Member; now, therefore, be it

Resolved, That the Los Angeles Unified School District shall request the Superintendent research the feasibility of a ballot measure for the 2020 elections allowing persons 16 years of age or older to vote in elections for the Governing Board of the Los Angeles Unified School District;

Resolved further, That the Superintendent report back in 90 days to the Board on the results of the research into the ballot measure;

Resolved further, That the District propose and support legislation to amend Education Code Section 35012 to allow the pupil member of the Board full voting rights on all Board business conducted in open session; and, be it finally

Resolved, That the Superintendent direct the Office of Government Relations to report back within 90 days on next steps regarding legislative action.

Announcements

Public Comment – Speakers to items not on the Order of Business for action will be heard no earlier than 4 p.m.

Adjournment

Please note that the Board of Education may consider at this meeting any item referred from a Board Meeting 5 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 <http://ethics.lausd.net/> 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/03-19-19RegBd>

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