

**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, January 16, 2018

Roll Call

Pledge of Allegiance

Student Voices

STEAM in Board District 5

Superintendent's Reports

Budget Update: Governor's Budget Proposal
English Learners Master Plan Update
Federal Priorities Legislative 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.

Old Business for Action

1. Board of Education Report No. 213 – 17/18
Board Secretariat Office
(Board Rule Revisions) Proposes specific changes and suspension of specific Board Rules to align the operational rules of the Board with current practice, create efficiencies and effectuate cost savings.

New Business for Action

2. Board of Education Report No. 215 – 17/18
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 \$17.5 million for arts education staff training at 3 school sites, special education teacher recruitment with Teach for America, and 11,853 procurement transactions and low value contracts. Also approves a revenue contract for student jobs with the City of Los Angeles, a revenue contract to provide online courses for electricians, and an assignment of rights contractual change for translation services. 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 with 4 firms for document management services for \$625,000, a five year contract for financial audits for \$4 million, the addition of 13 firms by contract to perform program evaluations and an increase of the total authorized value for the 22 firms authorized by \$4.75 million for a total authorization of \$7.5 million, a three year contract for transportation shuttle services for staff for \$240,480, the purchase of 5 LPG fueled delivery trucks for \$738,000, and a contract amendment extending the term for the rental and purchase graduation caps and gowns increasing the total value to \$1.1 million.
3. Board of Education Report No. 221 – 17/18
Procurement Services Division – Facilities Contracts
(Facilities Contract Actions) Recommends approval of actions that have been executed within the delegated authority of the Superintendent including the approval of the award of 2 advertised construction contract for approximately \$9.7 million; 1 job order contract amendment for \$1 million; 72 change orders for \$830,173; the completion of 7 contracts; the award of 66 informal contracts for approximately \$1.9 million; the award of 5 architectural and engineering contracts for approximately \$2.4 million; the award of 1 professional and technical services contract and amendment for \$78,000; and extra services for architectural and engineering contracts for \$135,127. Additionally, awards contracts and amendments not under the delegated authority, as detailed in Attachment B, for 7 professional and technical services contracts for energy efficiency projects for approximately \$13.5 million.
4. Board of Education Report No. 271 – 17/18
Accounting and Disbursements Division
(Report of Cash Disbursements and Donations of Money) Recommends approval of warrants for things such as salary payments for a total value of \$568,030,145.58 and the acceptance of 2 donations to the District totaling \$96,690.09.
5. Board of Education Report No. 283 – 17/18
Office of the Chief Financial Officer
(Material Decrease in Attendance and Emergency Closure of District Schools and Centers Due to Wildfires in December 2017; Request for Allowance of Attendance Due to an Emergency Condition; Payment of Employees) Recommends approval to take all necessary actions to submit the request to obtain allowance of attendance to the Los Angeles County Office of Education and the California Department of Education, and ratifies payment of salaries for the closure period.

6. Board of Education Report No. 196 - 17/18
Procurement Services Division – Facilities Contracts
(Authorization to Enter into a Contract for the Design-Build of the School-Based Clinics and Wellness Center Projects (North)) Recommends authorization for the Chief Procurement Officer to enter into 2 contracts on behalf of the District with Morillo Construction, Inc., which will partner with the architecture firm IBI Group, for the design and construction of the Balboa Boulevard Mental Health Center Project and the Charles Maclay Middle School Wellness Center Project with a total budget of \$15,282,484.

7. Board of Education Report No. 269 – 17/18
Procurement Services Division – Facilities Contracts
(Authorization to Enter into a Design-Build Contract for the Delivery of the Classroom Replacement and Playground Paving Replacement Projects at Calabash Charter Academy) Recommends authorization for the Chief Procurement Officer to enter into a contract on behalf of the District with davisREED Construction Company, Inc., which will partner with the architecture firm tsk, for the design and construction of the classroom replacement and playground paving replacement projects at Calabash Charter Academy with a budget of \$14,974,748.

8. Board of Education Report No. 227 – 17/18 (Requires 2/3 vote)
Facilities Services Division
(Resolution of Intention to Dedicate an Easement at Francisco Bravo Senior High Medical Magnet) Recommends adoption of a resolution of intention to dedicate an easement to the City of Los Angeles for public sidewalk and passenger loading zone purposes at the school located at 1200 N. Cornwell Street in Los Angeles. Also authorizes the Chief Facilities Executive to execute any related instruments for the project.

9. Board of Education Report No. 237 – 17/18
Division of Instruction
Facilities Services Division
(Proposition 39 Charter Facilities Compliance for the 2018-2019 School Year – Findings and Written Statements of Reasons Why Certain Charter Schools Cannot be Accommodated on a Single School Site) Recommends adoption of findings and written statements of reasons why certain charter schools that submitted a Proposition 39 facilities request for the 2018-2019 school year cannot be accommodated on a single site.

10. Board of Education Report No. 256 – 17/18
Human Resources Division
(Routine Personnel Actions) Recommends approval of 2,286 routine personnel actions such as promotions, transfers, leaves, terminations, etc.

11. Board of Education Report No. 282 – 17/18
Local District Central
(Merger of the Sonia Sotomayor Learning Academies History and Dramatic Arts (SoHDA) and Los Angeles River School (LARS) for the 2018-19 School Year) Recommends approval to merge the Sonia Sotomayor Learning Academies History and Dramatic Arts (SoHDA) and Sonia Sotomayor Learning Academies Los Angeles River School (LARS), with one CDS code, beginning the 2018-2019 school year.

Board Member Resolutions for Action

12. Dr. Rodriguez, Dr. Vladovic - Creating a Birth to Eight Roadmap for Success in Los Angeles (Res-020-17/18) (Noticed December 12, 2017)

Whereas, Research has shown that children who are proficient readers in third grade are four times more likely to graduate than those who are not;

Whereas, High quality early-learning experiences set young learners on a pathway to future academic success;

Whereas, In 2015, the Institute of Medicine (IOM) and the National Research Council (NRC) released a seminal report, *Transforming the Workforce for Children Birth Through Age 8: A Unifying Foundation*, which provides a detailed blueprint for national, state, and local leaders to ensure that professionals working with young children are well prepared to most effectively support every child's growth and development;

Whereas, In early 2016, First 5 California and the California Department of Education Early Education and Support Division convened key stakeholders in the field of early care and education to engage in an intensive and robust process to consider the most relevant IOM/NRC recommendations in relation to key priorities facing California's early childhood workforce and, as a result, developed a plan for achieving these priorities;

Whereas, A child's foundation, built in the early years through their involvement in quality early education programs, establishes a path to improved high school graduation rates while reducing the risks of criminal involvement;

Whereas, The Los Angeles Unified School District's 2016-19 Strategic Plan recognizes building a solid foundation for early learners as a key objective in order to reach its goal of 100% graduation;

Whereas, The Division of Early Childhood Education has implemented a new California State Preschool Learning Foundations aligned curriculum, resulting in the improvement in the number of students who score benchmark in the Desired Results Developmental Profile assessment;

Whereas, The District's Early Language and Literacy Plan (ELLP) has resulted in ELLP schools' improvement in the percentage of students who score benchmark and above on the Dynamic Indicators of Basic Early Literacy Skills assessment;

Whereas, The District is building upon its College Promise to include a "Primary Promise," creating a Pre-kindergarten through college pathway through the Campaign for Grade Level Reading to address determinants of early school success while assuring ongoing partnership through the LA Compact;

Whereas, Other school districts across the country have made significant progress, and, in some cases, have seen successful outcomes, toward creating and implementing an early-learning and literacy roadmap, including Boston's *Thrive in 5* and Denver and Detroit's *Birth to 8 Roadmap*; and

Whereas, Members of the District's Early Childhood Committee identified early literacy and the creation of a birth to eight initiative as a priority in order to build a solid foundation for early learners; now, therefore, be it

Resolved, That the Governing Board of the Los Angeles Unified School District directs the Superintendent and Division of Early Childhood Education to organize a steering committee that includes, among others, city, county, business, community and family partners, in order to create and implement the District's Birth to Eight Roadmap for Success and present it to the Board in August 2018.

13. Mr. Melvoin – LAUSDATA: Los Angeles Unified Sharing Data for Accessibility, Transparency, and Accountability (Res-021-17/18) (Noticed December 12, 2017)

Whereas, Efforts to Improve student achievement in the Los Angeles Unified School District depend on the District's and community's ability to access and analyze current and emerging practices, trends, and data showing successes and challenges;

Whereas, The District, is committed to openness and transparency based on the belief that open government improves democratic functioning and fuels innovation and collective problem solving;

Whereas, The District's commitment aligns with, and follows the lead of, the City of Los Angeles, which seeks to be the most open and transparent city in the United States. Both the Mayor's Office through its GeoHub (geohub.lacity.org) and Open Data (data.lacity.org) websites (~~openbudget@lacity.org~~) and the City Controller's Office through its Control Panel LA website (<https://controllerdata.lacity.org/>), provide large amounts of open datasets for public users to download and analyze to better understand and conduct research regarding²s the city's operations and finances;

Whereas, Although the District already publishes significant amounts of information via its website and in response to requests, those data are not yet centralized or consistently provided in formats that can be utilized for further analysis by either stakeholders or staff;

Whereas, Over the last several years, new and emerging data practices and technology have enabled local governments, including school districts, to improve their transparency and accountability through open data. For example, New York City's Open Data website (<https://data.cityofnewyork.us/browse?category=Education&provenance=official>) allows the public to search datasets by agency, keyword, or category, and includes over 400 datasets related to its Department of Education, ranging from SAT, AP, and test results to detailed budget reports, some of which have been accessed by the public up to 20,000 times.

Whereas, Increasing access to data empowers stakeholders to participate in governance with greater understanding and impact. It fosters creative new thinking about solving our most intractable challenges like achievement and opportunity gaps, early literacy, English language development, and college readiness through public-private partnerships and promoting a culture of data sharing between our own District departments and other civic resources; ~~and~~

Whereas, Providing open data is a first step on the path towards transparent practices, and to building trust and accountability in the District as a civic institution; ~~now, therefore, be it and~~

Whereas, Improved access to datasets and applications building upon those data sets would also enable the District to make progress towards goals like 100% graduation, literacy and numeracy for all, and college and career-readiness. For example, District staff and partners could benefit from data applications such as:

- Charts showing trends in college-persistence across time capable of being sorted by various factors such as ethnicity, gender, income status, etc.;
- Heat maps showing locations of schools with low or high English Learner reclassification rates;
- Tables of schools exhibiting above-average growth in student achievement on CAASPP scores in the middle grades;
- Visualizations comparing special education assessment or exit rates across local districts;
- Graphs comparing various financial investments in historically underperforming schools with academic outcomes broken down for African American, Latino, or Asian and Pacific Islander students;
- Real time data showing attendance fluctuations by school or local district compared to local investments in pupil services and attendance support; and
- Manipulable maps showing available LAUSD early childhood education programs for all families, low income families, and students with disabilities; now, therefore be it

Resolved, That the Superintendent will facilitate the creation of an LAUSD Open Data Portal website that will serve as the central source for open data, and will designate an Open Data Officer within the District to oversee the ongoing implementation of the portal. All datasets ~~determined to be accessible to the public~~ shall be made available on this portal (to the extent permitted by law and subject to valid privacy, confidentiality, security, and other legal or practical restrictions);

Resolved further, That ~~the District will obtain the assistance of a cost-effective vendor with expertise in open government data and user experience design to in~~ establishing the LAUSD Open Data Portal. ~~The vendor should be familiar with and implement~~ the District will utilize industry best practices such as the Open Data Policy Data Guidelines published by the Sunlight Foundation (<https://sunlightfoundation.com/opendataguidelines/>), the Open Data Field Guide published by Socrata (<https://socrata.com/open-data-field-guide/>), or the Open Data Guide published by Open Data Handbook (<http://opendatahandbook.org/guide/en/>);

Resolved further, That the Open Data Officer, ~~along with the selected vendor,~~ will propose promptly establish an Open Data Policy ~~for board adoption~~, which will include a process for publishing open data to ensure that all appropriate datasets are identified for public disclosure. Datasets regarding student performance including college readiness indicators, budget and finance, and facilities should be prioritized for disclosure;

Resolved further, That each relevant District Division shall work with the Open Data Officer to make all appropriate data sets available online, and update its public data on a frequent basis (preferably automatically). The Open Data Officer and Divisions shall work with community stakeholders to identify—in a continuous manner—additional data sets that are not yet available but may be of value for public review and collaboration, and shall make best efforts to ensure that such data be identified and shared;

Resolved further, That the LAUSD Open Data Policy shall also ensure that:

- Datasets are shared in a secure fashion consistent with the federal Family Educational Rights and Privacy Act (FERPA) and other applicable laws to ensure that student privacy is not compromised;
- Datasets are centralized and easy to locate;
- Datasets are downloadable, machine readable and processable and, where appropriate, provided in a non-static format or in languages other than English;
- Datasets are searchable using common sense search terminology; and
- A mechanism is established for users to suggest datasets for release;

Resolved further, That the Open Data Officer will collaborate with relevant District staff to take proactive efforts to increase awareness of open datasets, establish useful, easy-to-understand applications employing these datasets (such as dashboards, maps, infographics, or interactive online tools), and collaborate with local entities (civic-minded software developers, universities, start-ups, non-profits, civic organizations, etc.) to experiment with new technologies, visualizations, and applications with the goal of identifying cost-effective solutions to improve our schools;

Resolved further, That the ~~initial~~ Open Data Portal will be established and available to the public within ~~120~~ 180 days of passage of this Resolution, providing access to an initial set of datasets and applications using those datasets to enhance their accessibility; and, be it finally

Resolved, That the Superintendent will report to the Governing Board of the Los Angeles Unified School District on the status of the District’s open data efforts every 60 days through a written informative, including an analysis of what data sets are being frequently accessed and whether data sets that do not yet exist are being requested and identifying what applications have been developed and promoted to ensure that the data can become useful tools for the community.

14. Dr. McKenna, Ms. Gonez – Celebration of Black History Month 2018 (Res-024-17/18) (Noticed December 12, 2017)

Whereas, Black History Month, or National African American History Month, is an annual celebration of achievements by Black Americans and a time for recognizing the central role of African Americans in United States history;

Whereas, Carter G. Woodson, a Harvard trained historian, like W.E.B. DuBois before him, believed that truth would not be denied and that reason would prevail over prejudice, and as a result announced “Negro History Week” in 1925 to raise awareness of the contributions of African Americans;

Whereas, It is commonly stated that Carter G. Woodson selected February as the month to host “Negro History Week” because it encompasses the birthdays of two great Americans who played a prominent role in shaping black history, namely Abraham Lincoln and Frederick Douglass, whose birthdays are February 12th and 14th respectively;

Whereas, Carter G. Woodson believed that history was created by great people and not simply great men; he envisioned the study and celebration of Black people as a race, not simply as the producers of great men and emphasized the contributions of countless Black men and women who contributed to the advancement of human civilization;

Whereas, Since 1976, the commemoration was extended from a week-long event to the entire month of February;

Whereas, Every United States President has officially designated the month of February as Black History Month and other countries around the world, including Canada and the United Kingdom, also devote a month to celebrating Black history;

Whereas, The legacy of Carter G. Woodson lives on in the continued work of the Association for the Study of African American Life and History (ASALH), an organization now in its Centennial Year;

Whereas, The 2018 theme for Black History Month established by the ASALH is “African Americans in Times of War”;

~~Whereas, The story of America cannot be told without reflecting on places where African Americans made history in the eighteenth and nineteenth centuries, such as The Kingsley Plantation, DuSable’s home site, the numerous stops along the Underground Railroad, Seneca Village, Mother Bethel A.M.E. Church, and Frederick Douglass’ home;~~

~~Whereas, The story of the struggle for equal citizenship for African Americans can be documented by the significance of landmarks such as Mary McLeod Bethune’s home in Washington, D.C., 125th Street in Harlem, Beale Street in Memphis, and Sweet Auburn Avenue in Atlanta;~~

Whereas, Black people have a history of military service in the United States that dates back to Crispus Attucks and Lemuel Haynes who both served in the American Revolutionary War;

Whereas, Cpl. Freddie Stowers was the first black Medal of Honor recipient who went above and beyond the call of duty in 1918 while serving in World War I, but was honored posthumously when his family was recognized at the White House in 1991;

Whereas, Gen. Daniel "Chappie" James, Jr., a Tuskegee Airman was the first African American to become full general and achieve four stars;

Whereas, While their contributions are lesser known than the story of the Tuskegee Airmen, the first black marines trained in a segregated unit during World War II at Camp Lejeune in North Carolina and were subsequently awarded Congressional Gold Medals for their service;

Whereas, Harriett Waddy was the highest ranking Black Woman in the military during World War II, leading the Women's Army Corps and eventually attaining the rank of Major during wartime and retired as a lieutenant colonial in 1952;

Whereas, These and many other courageous Black men and women served their country with honor and fought for American freedoms we enjoy today, despite being denied the dignity of integrated military service or inclusion in the very freedoms they fought for when they returned to civilian life,

Whereas, Over the past century and a half, Black American life, history, and culture have become major influences throughout America in music, art, literature, politics, athletics, education, and diplomacy and has become appreciated by the global community; and

Whereas, The respect that fellow citizens have for one another determines the values of our country and reinforces the premise that Black life matters; now, therefore, be it

Resolved, That the Governing Board of the Los Angeles Unified School District recognizes February as National Black History Month;

Resolved further, That the Board acknowledges that all people of the United States are beneficiaries of the wealth of history given to all by Black culture; and, be it finally

Resolved, That the Superintendent will work with educators, librarians, all the schools of the District, and the community to recognize and celebrate this month with appropriate programs, ceremonies, and activities that generate in-depth discussion of the complex factual history of the United States and the legacy of Black Americans.

Correspondence and Petitions

15. Report of Correspondence (050-17/18)

Minutes for Board Approval (051-17/18)

16. May 9, 2017, Regular Board Meeting, 1:00 p.m.
May 9, 2017, Special Board Meeting, 6:00 p.m.
December 12, 2017, Special Closed Session, 9:00 a.m.
December 12, 2017, Special Closed Session, 12:00 p.m.

Special Reports

Receipt of 2016-17 Annual Audited Financial Report

Announcements

Public Comment

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/01-16-18RegBd>

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