

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 9, 2021

Board Members may participate by telephone or teleconference
as allowed by California Executive Order N – 25 – 2
which suspends specific provisions of the Open Meeting Laws.

Roll Call

Pledge of Allegiance

Board President's Reports

Labor Partners

Student Voices

District English Learner Advisory Committee (DELAC) Presentation

Superintendent's Reports

Distance Learning Update

Equitable Enrollment Update

Public Speaking

Public Comment

There will be a new process for addressing the Board at this meeting.

There will be no speakers or visitors allowed into the Board Room due to adherence to the Stay At Home directives.

Speakers must sign up in advance using the website.

Individuals wishing to address the Board can sign up to specific items for action on this agenda using the Speaker Sign Up website: <https://boardmeeting.lausd.net/speakers>

The website will be open 24 hours before the meeting, at 1 p.m., Monday, March 8.

Each item will allow for 7 speakers.

Speakers to issues that are not one of the items on this agenda will need to sign up as Public Comment speakers. These speakers will be called on by phone number. There will be up to 15 Public Comment speakers to issues not on the agenda.

Speakers who have signed up on the Speaker Sign Up website for this meeting, must:

Call 1-669-900-6833 and enter **Meeting ID 820 5826 9656** at the beginning of the meeting.

1. Press #, and then # again when prompted for the Participant ID.
2. Remain on hold until it is their turn to speak, silencing their phone until their item comes before the Board. Callers will be identified based on their phone number. Callers will need to call in from the same phone number entered into the sign up form on the website. Callers will need to have their phone number ID displayed and may need to adjust their settings.
3. Callers will know to speak when receiving the signal that their phone has been removed from hold and/or unmuted. Callers will then press *6 and be brought into the meeting.

The Board of Education encourages public comment on the items for action on this agenda. Please consider using our alternative methods. Commenters can email all Board Members at boardmembers@lausd.net, or use the US Mail at 333 S. Beaudry Ave., Los Angeles, CA 90017, or leave a phone message at (213) 443-4472, or fax (213) 241-8953. Items received by Monday, 1 p.m., March 8, 2021 will be distributed to all Board Members.

Please contact the Board Secretariat at 213-241-7002 if you have any questions.

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

1. Board of Education Report No. 224 – 20/21
Office of Labor Relations
(2020-2021 Health and Welfare Agreement) Recommends adoption of the 2020-2021 agreement between the District and Associated Administrators of Los Angeles, California School Employees Association, Chapter 500, Los Angeles/Orange Counties Building and Construction Trades Council, Los Angeles School Police Association, Los Angeles School Police Sergeants and Lieutenants Association, SEIU Local 99, Teamsters Local 572, and United Teachers Los Angeles for health and welfare benefits.

2. Board of Education Report No. 259 – 20/21
Office of Labor Relations
(United Teachers Los Angeles In Person Work by School Nurses) Approval of the Sideletter between the District and UTLA regarding COVID19 vaccination, COVID19 testing and/or contract tracing services to be provided by school nurses. The parties reached tentative agreement on February 4, 2021.

3. Board of Education Report No. 233 – 20/21
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 \$22.7 million for math instruction professional development, online mentoring and tutoring for former students, development of strategic plan on use of technology for learning, COVID related communications services, worker compensation actuarial services, public opinion surveys, executive dashboard remote learning digital tools analytics systems, and 6,892 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 two year contract to provide class schedule analysis and transcript analysis at secondary schools for \$2.2 million, contract amendments for 6 five year contracts for apprenticeship programs for a total value of \$373,980, contract amendments for 10 five year contracts for apprenticeship programs for a total value of \$811,232, contract amendments for 13 five year contracts for apprenticeship programs for a total value of \$33.3 million, a contract amendment for a five year contract for an apprenticeship program for a total value of \$130,749, 59 five year retainer agreement contracts for outside legal services for an aggregate amount of \$250 million, 5 five year contracts for technical services and parts for telecommunication systems for \$750,000, a five year contract for biodiesel fuel for \$2.5 million, and a contract for 2 minivans automobiles for \$55,924. Also, approval of an amendment to increase the capacity of a revenue contract for youth work readiness training and paid work experience with the City of Los Angeles, a revenue contract for an English Language program at an elementary school with the Sobrato Family Foundation, and a revenue contract to provide reimbursement for apprenticeship readiness class with Los Angeles and Orange Counties Building and Construction Trades Council.

4. Board of Education Report No. 208 – 20/21
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 1 advertised construction contract for approximately \$12.1 million; 1 job order contract amendment in the amount of \$1 million; 400 change orders for approximately \$5.4 million; the completion of 26 contracts; the award of 35 informal contracts for approximately \$1 million; and extra services and amendments for architectural and engineering contract for \$1,005,278.

Additionally, awards contracts and amendments not under the delegated authority, as detailed in Attachment B, for approval of technical services task order contracts for asbestos abatement and lead remediation services in the amount of \$9 million and technical services task order contract capacity increases for roofing repair services in the amount of \$2.4 million.

5. Board of Education Report No. 243 – 20/21
Facilities Services Division
(Amendment to the Facilities Services Division Strategic Execution Plan to Define and Approve Eleven Local District Priority and Board Member Priority Projects) Recommends approval of an amendment to the Strategic Execution Plan to define and approve 11 Local District priority and Board Member projects for a combined budget of \$579,269.
6. Board of Education Report No. 255 – 20/21
Facilities Services Division
(Amendment to the Facilities Services Division Strategic Execution Plan to Define and Approve One Project that Address Critical School Safety and Repair Needs) Recommends approval of an amendment to the Strategic Execution Plan to define and a project that addresses critical school repair needs at Daniel Pearl Senior High Journalism and Communications Magnet for a budget of \$1,076,553.
7. Board of Education Report No. 256 – 20/21
Facilities Services Division
(Amendment to the Facilities Services Division Strategic Execution Plan to Redefine the Taft Charter High School Comprehensive Modernization Project to Include the Upgrade of Heating, Ventilation, and Air Conditioning Systems in Seven Classroom Buildings) Recommends approval of an amendment to the Strategic Execution Plan to redefine the Taft Charter High School Comprehensive Modernization Project to include the HVAC upgrades in 7 classroom buildings for a new budget of \$ 145,676,962, an increase of \$11,738,665.
8. Board of Education Report No. 257 – 20/21
Facilities Services Division
Division of Special Education
(Amendment to the Facilities Services Division Strategic Execution Plan to Define and Approve Four Accessibility Enhancement Projects) Recommends an amendment to the Strategic Execution Plan to define and approve 3 accessibility enhancement projects at specified schools and cancel 1 accessibility enhancement project at West Hollywood Elementary School for a combined budget of \$10,550,808.
9. Board of Education Report No. 258 – 20/21 **REQUIRES 2/3 VOTE**
Facilities Services Division
(Resolution of Intention to Dedicate Easements, Required for the Construction of the Venice High School Comprehensive Modernization Project) Recommends adoption of a resolution of intention to dedicate easements to the City of Los Angeles for water utility services purposes at Venice High School located at 13000 Venice Boulevard in Los Angeles. Also authorizes the Chief Facilities Executive to execute any related instruments for the project.
10. Board of Education Report No. 260 – 20/21
Facilities Services Division
(Amendment to the Facilities Services Division Strategic Execution Plan to Authorize Construction Activities for the Amestoy Elementary School Classroom Replacement Project) Recommends approval of an amendment to the Facilities Services Division Strategic Execution Plan to authorize and fund construction activities for the Amestoy Elementary School Classroom Replacement Project, including pre-construction and limited construction activities, and allocates an additional \$29,049,471 making the total project budget \$35,729,442.

11. Board of Education Report No. 264 – 20/21
Accounting and Disbursements Division
(Report of Cash Disbursements, Request to Reissue an Expired Warrant, and Donations of Money) Recommends approval of warrants for things such as salary payments for a total value of \$587,120,541.02; the reissuance of 1 expired warrant totaling \$3,370.15; and the acceptance of 2 donations to the District totaling \$209,999.08.
12. Board of Education Report No. 261 – 20/21
Chief Financial Officer
(2020-21 Second Interim Budget Report and Multi-Year Projections) Recommends approval of submission of Second Interim Financial Report to the Los Angeles County Office of Education with positive certification based on current projections that the District will meet its financial obligations for the fiscal year 2020-21 and two subsequent years.
13. Board of Education Report No. 267 – 20/21
Chief Financial Officer
(2020-21 Certification of Measure RR Results and Establishment of a Separate Capital Projects Fund) Recommends adoption of a resolution certifying the November 3, 2020 Measure RR election results; authorization to establish a separate Capital Projects fund; and authorizing a budget of \$10 million in the Fiscal Year 2020-21 for Measure RR planning activities and capital projects to be presented to the Board of Education between now and June 30, 2021.
14. Board of Education Report No. 268 – 20/21 **NOT ON CONSENT**
Chief Financial Officer
(Resolution Approving the Sale and Issuance of Not-to-Exceed \$241 Million of General Obligation Refunding Bonds, the Forms of the Documents Necessary for the Issuance of the Refunding Bonds, and the Selection of the Finance Team, including the Municipal Advisor, Bond and Tax Counsel, Disclosure Counsel) Recommends approval of authorization of the sale and issuance of \$241 million of general obligation refunding bonds for school construction, and approval of specified professional services providers to act as the Financing Team.
15. Board of Education Report No. 251 – 20/21
Human Resources Division
(Routine Personnel Actions) Recommends approval of 1,936 routine personnel actions such as promotions, transfers, leaves, terminations, etc.
16. Board of Education Report No. 253 – 20/21 **NOT ON CONSENT**
Human Resources Division
(Provisional Internship Permits) Recommends approval of the continuing employment of 3 teachers who are employed under the Provisional Internship Permit requirements, allowing the District to continue to staff subject field shortage classrooms.

17. Board of Education Report No. 254 – 20/21
Human Resources Division
(March 15 Notices to Administrators) Recommends authorization for notices to be sent to all certificated contract level management and senior management employees of the classified service with expiring contracts; all certificated administrators, confidential employees, and supervisory employees; and all school-based non-permanent and selected permanent certificated administrators informing them they may be released or reassigned, and authorization for staff to end subsequent notices of release by June 30, 2021 to employees that have been identified for actual release.

Board Member Resolutions for Action

18. Ms. Goldberg, Mr. Melvoin – Critical Media Literacy (Res-015-20/21) (Noticed February 9, 2021)

Whereas, Ever since President Reagan ended “equal time” in news reporting, people have been able to hear/see news reported from only one point of view;

Whereas, Over 70 million people believed that former President Trump was re-elected by a “landslide”, and the election was stolen from him by fraud;

Whereas, The misinformation spread by social media and one-sided press helped make the January 6th Insurrection at our nation’s Capitol a reality;

Whereas, Instagram, Facebook and Twitter are used by millions of people including many school-aged youth, many of whom use social media as their sole source of news and information; and

Whereas, The Los Angeles Unified School District has no regularly scheduled instruction for students on how to critically understand what is fact and what is fiction and fantasy; now, therefore be it

Resolved, That the Governing Board of the Los Angeles Unified School District directs the Superintendent to ask the Division of Instruction to develop a plan for teaching Critical Media Literacy at all grade levels (1-12);

Resolved further, That the Division of Instruction will bring to the Board in 90 days, what can be done to begin implementing Critical Media Literacy instruction for the 2021-2022 school year;

Resolved further, That the proposed plan will include the number of minutes, the courses this will be added to, and where content and professional development might come from;

Resolved further, That a Critical Media Literacy Campaign, comprised of teachers and 12th grade students, be informally conducted this semester to discuss and informally submit to the Division of Instruction ideas and best practices for a future Critical Media Literacy instruction program; and, be it finally

Resolved, That a fully realized proposal for Critical Media Literacy, including all of the above, be brought to the Board for consideration in enough time to act on it before the opening of the 2021-2022 school year.

19. McKenna - Celebrating Women’s History Month and International Women’s Day
(Res-018-20/21) (Waiver of Board Rule 72)

Whereas, The advocacy efforts of the National Women’s History Project (now known as the National Women’s History Alliance) 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 where the earliest actions date back to 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 create a more fair and just society for all;

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

Whereas, The 2021 theme for National Women’s History Month continues to honor and celebrate the centennial of women’s suffrage;

Whereas, The 144 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 equity and justice through public service;

Whereas, 2021 also marks the year that Kamala Harris became the first woman, Black woman, South Asian woman and daughter of immigrants inaugurated to hold the office of Vice President of the United States;

Whereas, The International Women’s Day theme for 2021 is “#ChooseToChallenge”;

Whereas, The theme, #ChooseToChallenge urges all of us to call out inequality, gender bias as well as seek out and celebrate women's achievements; 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, 2021 as International Women's Day and encourage all students to "#ChooseToChallenge"; and, be it finally

Resolved, That the Superintendent call upon all of Los Angeles Unified School District family to "step it up for gender equity towards a planet 50/50 by 2030".

20. Ms. Ortiz Franklin, Ms. Gonez, Mr. Melvoin - Closing the Digital Divide to Improve Distance & Hybrid Learning (Res-020-19/20) (Waiver of Board Rule 72)

Whereas, Now more than ever before, internet access and reliable household WiFi connection is required to engage in essential services and meaningful experiences, including, but not limited to, health care, work, public safety, education, and connecting with loved ones;

Whereas, The pandemic has illuminated the need to access high-quality household internet and appropriate devices to participate in distance and hybrid learning and to prepare all students for future success;

Whereas, Families face barriers to access affordable, stable internet despite the limited free internet offerings made available during the COVID-19 crisis. Barriers include set-up capacity issues, service area requirements, prolonged wait times, substantial deposits in lieu of a provided social security number, future contract requirements, and in some cases, lack of knowledge by customer service agents;

Whereas, Since the beginning of the pandemic the Los Angeles Unified School District has made a historic and commendable investment of over \$100 million in student learning and connectivity devices, ensuring that students, teachers, and families have access to platforms that enable continuous online learning, and that teachers are trained to utilize these platforms for instruction;

Whereas, The District has led the way in partnering with internet service providers, including its contract with Verizon, to provide access to free internet to students allowing for meaningful District savings and resulting in additional services and supports to high-need students;

Whereas, Despite these efforts, some connectivity gaps persist, especially among elementary students, students with disabilities, emergent bilingual students, and within specific neighborhoods. Lack of access to reliable internet at home may contribute to student participation rates and quality of experiences with online instruction;

Whereas, Addressing the digital divide requires a long-term commitment to ensure students are given access to high-quality internet to successfully participate in distance and hybrid learning, receive access to necessary physical and mental health services, and prepare for 21st century success;

Whereas, Nationally, school districts have taken the lead in bringing broadband internet to their students at home including the Chicago Connected, District, City and community initiative which commits \$50 million to connect 100,000 students to broadband internet over 4 years; and

Whereas, Connecting all families to high-quality household internet is complex due to the geographic differences in infrastructure and availability of internet service providers, as a result, reaching all families will require local, state and federal policy changes and investments in all available connectivity options (i.e. broadband, hotspots, LTE, cable, satellite); now, therefore, be it

Resolved, That the Governing Board of the Los Angeles Unified School District directs the Superintendent to evaluate (1) access to household internet connectivity (e.g. broadband and named service provider, District-issued connectivity device, etc.), (2) adequacy/quality of service (i.e. strong, moderate, weak) among District students, educators and staff members who support student learning (e.g. teachers assistants, paraprofessionals, behavior interventionists, etc.), and (3) the extent to which internet connectivity is a barrier to participation in remote learning through surveys, school-site developed tools, or any other means of gathering data and report findings to the Board within 30 days;

Resolved further, That the Board directs the Superintendent to develop an action plan to address connectivity findings, allocate up to \$5 million of additional funding to cover needed tools and time, and report progress to the Board monthly on strategic efforts to ensure every District student has access to the high-quality internet necessary for robust, uninterrupted participation in remote and/or hybrid learning, including but not limited to:

- Coordination between Local Districts, Communities of Schools, schools and community partners to assess and overcome household connectivity barriers, technology and otherwise, ultimately ensuring all available options for low-cost, stable internet connectivity have been fully explored with each family in need;
- Pilot programs to directly purchase broadband internet service at home for students in need, including recommendations as needed to re-evaluate existing policies limiting potential infrastructure changes on or near school campuses; and, be it finally,

Resolved, That the Board directs the Superintendent to develop and report back to the Board within 60 days with a long-term plan, informed by data gathered and lessons learned by the District, to ensure every student in the District has long-term, stable internet access. The plan should include strategies for developing partnerships with local, state and federal leaders and expanded advocacy for dedicated State and Federal funds to support connectivity for students and school staff.

Board Member Resolutions for Initial Announcement

21. Mr. Schmerelson- Supporting the Implementation of the State Seal of Civic Engagement (Res-016-20/21) (For Action April 13, 2021)

Whereas, A well-supported public education is the foundation for assuring a well-educated and engaged citizenry;

Whereas, Public schools are foundational to upholding and sustaining American democracy by ensuring future generations are fully prepared to function as informed citizens who value freedom and democracy in a civil society;

Whereas, It is the civic mission of our schools to prepare all young people to be informed, responsible and actively engaged in civic life;

Whereas, According to the United States Census, voter turnout for 18-29 year olds was just 36 percent in the 2018 midterm elections;

Whereas, The California education system currently insufficiently supports student civic learning and community participation;

Whereas, High school students often believe they lack the agency to influence the political landscape and reform social injustices;

Whereas, Youth civic engagement equips students with the necessary skills and knowledge to contribute to America's democracy as adults;

Whereas, Civic engagement comprises processes and practices that foster student voice, civil dialogue, mutual understanding, creativity, critical thinking, and collective problem solving, while respecting individual autonomy and difference;

Whereas, Effective civic participation comprises the Six Proven Practices of Civic Engagement that include: classroom instruction in government, history, and economics; civic-based service learning aligned to the curriculum; simulations of democratic processes; extracurricular civic projects; student participation in setting school policy; and civil discourse about important current events;

Whereas, Granting early and frequent access to high quality civics learning opportunities that provide real-world experiences empowers historically marginalized communities and works to close the civic achievement gap between students of colors and their white counterparts;

Whereas, The Legislature is encouraging youth to get more engaged by revitalizing civic learning and participation in California through the State Seal of Civic Engagement, which allows students who develop a deeper understanding of civics through active engagement in their communities to receive an insignia on their diplomas;

Whereas, Implementing a State Seal of Civic Engagement would expand civic literacy through requirements to learn about constitutional politics and democratic principles at all levels of the K-12 education process;

Whereas, The State of California has already established several seals and certificates to acknowledge exemplary students in their districts for academic excellence and linguistic competence;

Whereas, One of these seals, the State Seal of Biliteracy (SSB), is a recognition awarded by the State Superintendent of Public Instruction to graduating high school students who have attained a high-level proficiency in speaking, reading, and writing in one of more languages in addition to English;

Whereas, Since the 2010-11 school year, the Los Angeles Unified School District's Seal of Biliteracy Award has been presented annually to students in grade 12 who demonstrate excellence in English and in a Language Other Than English (LOTE);

Whereas, With the introduction of Assembly Bill 815 in the 2012-13 school year, the "California Department of Education State Seal of Biliteracy" was added to the District's Biliteracy Awards Initiative for 12th grade;

Whereas, Assembly Bill 24 was signed into law by Governor Brown in 2017, officially establishing a State Seal of Civic Engagement (SSCE) to encourage and create pathways for pupils in elementary and secondary schools to become civically engaged in democratic governmental institutions at the local, state, and national levels;

Whereas, On September 10, 2020, the California State Board of Education approved a list of criteria and implementation guidance for California students to earn a new Seal of Civic Engagement, an incentive aimed at encouraging active and ongoing citizenship;

Whereas, Under direction of the State Board, the California Department of Education worked to develop a set of criteria that are accessible to all students, support rigorous and continuous civic engagement, promote diversity and inclusion, engage young students, reflect an interdisciplinary approach, and recognize civil disobedience as a form of civic engagement;

Whereas, The adopted statewide criteria read as follows:

1. Be engaged in academic work in a productive way;
2. Demonstrate a competent understanding of U.S. and California constitutions; functions and governance of local governments; tribal government structures and organizations; the role of the citizen in a constitutional democracy; and democratic principles, concepts, and processes;
3. Participate in one or more informed civic engagement project(s) that address real-world problems and require students to identify and inquire into civic needs or problems, consider varied responses, take action, and reflect on efforts;
4. Demonstrate civic knowledge, skills, and dispositions through self-reflection; and
5. Exhibit character traits that reflect civic-mindedness and a commitment to positively impact the classroom, school, community, and/or society; and

Whereas, Local Education Agencies (LEAs) will use the state-adopted criteria to guide development of local criteria and programs to assess and award students the SSCE; now, therefore, be it

Resolved, That the Governing Board of the Los Angeles Unified School District takes immediate steps to implement the State Seal of Civic Engagement by directing the Superintendent and the Division of Instruction to convene an advisory group that will develop local criteria, based on the California Board of Education approved criteria; to be implemented beginning in the 2021-22 school year;

Resolved further, That the advisory group should include students, teachers, parents, community members, members of civic engagement organizations, and key District staff;

Resolved further, That within 180 days, the Superintendent shall report back to the Board on a plan that will address the following:

- Development of local criteria that fit the needs of our communities District wide;
- Development and integration of civic literacy into the instructional curriculum;
- Development of an annual or bi-yearly civics showcase event for students to have a platform to present their civics engagement work;
- Pathways that define and recognize students in earlier grades working towards a SSCE;
- Design of local programming for students and professional development for teachers;
- The process where feedback from stakeholders was incorporated in the development of the criteria; and, be it finally

Resolved, The Board further directs the Superintendent to publicize and promote the opportunity for 11th and 12th graders to earn the State Seal of Civic Engagement on their high school diplomas and transcripts through the Division of Instruction, Local Districts, Communities of Schools, school leaders, teachers, counselors, student body organizations, parent organizations, and robust media campaigns.

22. Ms. Gonez - Declaring Support for Federal Acknowledgement of the Fernandeño Tataviam Band of Mission Indians (Res-017-20/21) (For Action April 13, 2021)

Whereas, The Los Angeles Unified School District currently serves 2,030 American Indian students through the Title VI American Indian Education Program, four percent of whom identify as members of the Fernandeño Tataviam Band of Mission Indians (FTBMI);

Whereas, The District currently operates well over a hundred schools on ancestral FTBMI land encompassing an area in the San Fernando Valley from Tujunga to Porter Ranch, Topanga to North Hollywood;

Whereas, The FTBMI is recognized by the State of California as a sovereign Indian nation of 900 citizens located in Los Angeles County;

Whereas, The FTBMI has continued a culturally rooted existence and maintained various community-based relationships in Northern Los Angeles County, their ancestral lands, as they pursue Federal acknowledgement;

Whereas, The Tribe is committed to generating a systematic change in the L.A. Urban Indian community, using education to foster healthy tribal communities and has partnered with urban American Indian organizations and university programs to establish the Tataviam American Indian Education Center;

Whereas, In 2014, the FTBMI launched the Tataviam American Indian Education Center, providing kindergarten through high school support services to American Indian students living within FTBMI territory;

Whereas, The District recognizes historic injustices committed against indigenous groups on this land and continued disparities in educational opportunities and outcomes which we must work to combat; and

Whereas, The Federal Government has long denied formally recognizing American Indian Tribes, further marginalizing a community whose leadership, advocacy, and cultural heritage have contributed to the empowerment of our schools and communities; now, therefore, be it

Resolved, That the Governing Board of the Los Angeles Unified School District formally recognizes and celebrates the history, cultural heritage, and numerous contributions of the Fernandño Tataviam Band of Mission Indians; and, be it finally

Resolved, That the Board urges the Office of Federal Acknowledgement within the Office of the Assistant Secretary – Indian Affairs of the Department of the Interior to grant long overdue formal Federal recognition of The Fernandño Tataviam Band of Mission Indians.

23. Mr. Melvoin - Fully Funding Access to Immersive, Outdoor Learning Opportunities
(Res-019-20/21) (For Action April 13, 2021)

Whereas, The Los Angeles Unified School District is committed to helping students create an emotional connection to learning and the outdoors by providing hands-on, outdoor experiences that bring the classroom to life;

Whereas, Research indicates that learning outdoors leads to increased academic learning, personal development, and environmental stewardship. Participating students also experience growth in their problem solving, critical thinking, resilience, and perseverance;

Whereas, Due to COVID-19 and subsequent school closures, students participate in distance learning with no in-person or outdoor interaction with their peers. After over one year of virtual learning, and enduring the trauma of this pandemic, students would benefit from the opportunity to learn safely outdoors and engage with their peers and qualified outdoor educators as long as health and safety conditions are met;

Whereas, The District does provide some specialized outdoor immersive learning programs that focus on the natural and technical sciences and are aligned to Next Generation Science Standards, including Camp Skyhook and Point Fermin Outdoor Education Center;

Whereas, Camp Skyhook at Clear Creek, operated by the District in collaboration with Kareem Abdul-Jabbar's Skyhook Foundation, is an immersive experience in the Angeles National Forest for fourth and fifth graders. The camp operates seven days a week;

Whereas, Point Fermin Outdoor Education Center, located in the San Pedro Peninsula offers the Tall Ships Program where students study the effects of Ocean Acidification on the ecosystem, and the Coastal Ecosystems Program where students practice scientific and engineering protocols. Students have the opportunity to visit Point Fermin Friday through Sunday; and

Whereas, Prior to the pandemic, these two programs were so oversubscribed that schools had to wait years to attend. Camp Skyhook at Clear Creek had a six-year waitlist for classes to take advantage of this opportunity; now, therefore, be it

Resolved, That the Los Angeles Unified School District commits to maximizing opportunities for students to learn and play outdoors;

Resolved, That the Governing Board of the Los Angeles Unified School District directs the Superintendent to expand funding for Point Fermin Outdoor Education Center to ensure operation seven days a week, maximizing the number of students who can participate, starting Fall 2021 or whenever the site becomes operable in compliance with health and safety protocols; and, finally be it

Resolved, That, in addition to its ongoing consideration of the expanded use of campus-based outdoor classrooms, the Superintendent and the Office of Outdoor and Environmental Education shall look for additional opportunities to pursue and fund outdoor, immersive learning environments and experiences prioritizing students that may otherwise not have access (e.g., buy or lease additional property for outdoor learning, fund space/astro camp, and fund school trips to Yosemite) and report back to the Board with a detailed description of additional outdoor learning opportunities within 60 days.

24. Ms. Gonez, Ms. Goldberg, Mr. Melvoin- Charting a Path to Universal Preschool for Three and Four Year Olds in Los Angeles by 2024 (Res-021-20/21) (For Action April 13, 2021)

Whereas, For decades a plethora of research has unquestionably indicated that the early childhood years are the most critical time for learning and cognitive development and that enrollment in high quality preschool programs has long-term academic, socioemotional, and lifelong economic benefits, particularly for our most vulnerable students;

Whereas, Early childhood education has historically played a critical role in combating educational inequality and promoting social justice. Establishing a strong foundation in the quality and quantity of early childhood education spaces rooted in social justice values essentially recognizes and respects the human rights of children in regards to their identity, agency, and integrity;

Whereas, Research shows that students who participate in high-quality Early Childhood Education programs are less likely to be placed in Special Education programs (8.1 percentage points), be retained (8.3 percentage points), more likely to graduate from high school (11.4 percentage points) than their peers who did not participate in such programs and that providing families who otherwise would not have received access to high-quality Early Childhood Education programs is an effective means for breaking the cycle of poverty;

Whereas, As of the 2019-20 school year the Los Angeles Unified School District's Early Childhood Education Division served over 20,000 students from infants to 5 year olds in high-quality programs such as CalSafe, Expanded Transitional Kindergarten, Early Education Centers, California State Preschool Programs and Preschool Collaborative Classrooms, providing children with exceptional foundational skills and enabling they District's highest-needs families to advance their education or pursue job opportunities;

Whereas, Data show that students enrolled in the District’s Early Childhood Education programs are more likely to have better attendance in Kindergarten, demonstrate earlier Kindergarten readiness and more advanced literacy development on the Desired Results Developmental Profile (DRDP), if eligible for special education services, more likely to transition to the general education settings, as well as promote English Learner reclassification while preserving students’ emerging bilingualism;

Whereas, The Governing Board of the Los Angeles Unified School District unanimously approved the resolution Creating a Birth to Eight Roadmap for Success in Los Angeles (Res 020-17/18) which resulted in the creation of a plan for the District’s youngest learners to achieve developmentally appropriate social-emotional skills and academic success, ultimately eliminating achievement gaps before third grade; and

Whereas, Governor Newsom’s Early Learning and Care Master Plan (December 2020) serves as a framework to realize the vision that by 2030 all children in California are able to thrive physically, emotionally, and educationally in their early years through access to high-quality early learning and care resources, with opportunities for the workforce that advance equitable outcomes for children, and greater efficiencies through structures for continuous improvement; now, therefore, be it

Resolved, The Governing Board of the Los Angeles Unified School District recognizes that Early Childhood Education programs are an essential investment in closing both the opportunity and readiness gap, particularly in historically underserved communities and affirms its intent to ensure every child, ages 3-5, in Los Angeles has a seat in a high-quality Early Childhood Education program, prioritizing our highest needs communities and in collaboration with non-profit and community providers, by the 2024-25 school year.

Resolved further, That the Superintendent is directed to develop a comprehensive plan, in collaboration with early education providers, advocates, and community stakeholders, presented to the Board in 180 days, guided by the following pillars:

1. High-quality, culturally and linguistically responsive, and developmentally appropriate teaching and learning that is free of implicit-bias and reflects vertical alignment from preschool to the primary grades;
2. Equitable implementation that prioritizes dual language learners, Black students, children with disabilities, families experiencing homelessness, children involved in the child welfare system, and historically underserved communities;
3. Robust career pathways and targeted professional development that is responsive to the needs of children and educators, fosters innovation, implements critical pedagogy and bridges the PreK-3 continuum;
4. Meaningful partnerships with community and home providers as well as support services that address the needs of the whole child;
5. Authentic, asset-based family engagement that nurtures family wellbeing, supports children’s learning, strengthens family-teacher partnerships, and empowers families with ongoing learning and development opportunities; and
6. Innovative approaches to funding, program development, implementation and delivery;

Resolved further, That the Superintendent's plan shall prioritize the following strategies, to the extent feasible, in order to achieve the goal of universal preschool by the 2024-25 school year:

- High quality teaching and learning:
 - Providing Early Transitional Kindergarten (ETK) on every elementary school campus
 - Becoming a Head Start and Early Head Start program grantee via the Federal Office of Head Start, within the Administration of Children and Families of the Department of Health and Human Services
 - Investing developmentally appropriate teaching practices, curriculum and professional development, including anti-bias and inclusive approaches, as well as developmentally appropriate teacher-child ratios across various programs
- Equitable implementation:
 - Use an equity-based approach to re-open closed Early Education Centers and Infant Centers, prioritizing serving parenting Los Angeles Unified School District students
 - Expansion of the Dual Language Early Education pilot, prioritizing communities with high populations of Dual Language Learners, Black students, and low-income families, to build vertically articulated P-12 Dual Language pathways and promote biliteracy putting students on the path to attainment of the State Seal of Biliteracy
 - Expansion of pre-school collaborative classrooms (PCC) to further the District's inclusion initiatives, including reducing the over-identification of Black students, and other over-identified student groups, for Special Education services
 - Expansion of Preschool for All Learners (PALS) classrooms, with a focus on those Communities of Schools that have historically high concentrations of students with moderate to severe disabilities
- Robust professional development and career pathways:
 - Investing in professional development for early education teachers, including developing micro-credentialing opportunities for existing teachers, supporting practitioners who seek to obtain a credential, and the creation of the pathways for aspiring early education aides who wish to become credentialed teachers
 - Vertically articulated professional development opportunities that are incorporated into Elementary professional development cycles
- Meaningful partnerships:
 - Collaborating with non-profit licensed community and home-based Early Childhood Providers in a mixed-delivery system to ensure universal access
 - Partnering with Los Angeles County early childhood leaders on building support systems for children, families and early childhood educators (e.g. identifying access gaps, whole child/family support services, etc)
- Authentic, asset-based family engagement:
 - Leading meaningful school-family partnerships that promote authentic, asset-based, culturally and linguistically responsive family engagement
 - Encouraging and supporting meaningful family engagement practices (regular communication between staff and families, opportunities for parents to visit and volunteer in the classroom, hiring staff who speak parents' home language and providing communications and resources in parents' home language, etc)
 - Support schools to engage families proactively and consistently in a two-way conversation about needs, goals, and support for their students (e.g. additional time/staff support for educator/family conversations)
 - Incorporating early childhood family engagement opportunities and workshops into the Parent and Community Services Branch

- Creation of a robust marketing and outreach plan to ensure families are aware of the District’s expanded program offerings in collaboration with the larger Los Angeles early childhood community
- Innovative approaches, including but not limited to:
 - Leveraging underutilized/under-enrolled spaces on district sites for program expansion and growing enrollment and utilizing facilities bond dollars, to the extent feasible
 - Integrating support services to meet the needs of the whole child and promote family well-being
 - Integrating the District’s eSIS system into the Whole Child Data Platform
 - Explore opportunities for moderate income families, such as sliding scale approach;

Resolved further, That the developed plan shall also identify potential funding streams (local, state, federal, grant and philanthropic) and legislative advocacy efforts necessary to fully execute the plan; and, be it finally

Resolved, That the Office of Government Relations shall continue to advocate for additional resources at the local, state and federal level to sustainably expand the District’s current program offerings including pursuing funding in support of universal preschool as part of the upcoming Federal appropriations process and the District taking an official support position on AB-22, AB-92, SB-50, SB-70, SB-246, and AB-92.

Miscellaneous Business

Correspondence and Petitions

25. Report of Correspondence (ROC-008-20/21)

Minutes for Board Approval (Min-005-20/21)

26. February 19, 2019, Regular Board Meeting, 1:00 p.m.
 June 11, 2019, Regular Board Meeting, 4:00 p.m.
 December 3, 2019, Regular Board Meeting, 1:00 p.m.
 October 27, 2020, Special Board Meeting, 9:00 a.m.
 December 15, 2020, Special Board Meeting, 12:30 p.m.
 January 12, 2021, Regular Board Meeting, 1:00 p.m.
 January 26, 2021, Special Closed Session, 9:00 a.m.

Announcements

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/03-09-21RegBd>
Items circulated after the initial distribution of materials are available for inspection at the Security Desk.