

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 10, 2020

Roll Call

Pledge of Allegiance

Board President's Reports

Labor Partners

Superintendent's Reports

Putting Schools in the Center: TK-8 Mathematics Textbooks Adoption

Census 2020

Committee Chair Reports

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".

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. 238 – 19/20
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 \$20.5 million for a filmmaking program at one school, writing support for high school students at one school, literacy professional development at an elementary school, a summer STEM program at a high school, college preparedness reports for students, adult education OSHA certification training, recertification training for special education trainers in behavior safety emergency training, an assignment of rights for the District's learning management system, a parking citation processing system, attorney support and court filing services, and 15,144 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 lease and purchasing of modular kitchen buildings for \$15 million, a three year contract for copper wire for \$3.75 million, 2 three year contracts for electrical supplies for \$10 million, a two year contract extension for pupil transportation services for an additional \$1.5 million, a two year contract extension for pupil transportation services for an additional \$8.45 million, a contract amendment for pupil transportation services for an additional \$5.70 million, a contract amendment for pupil transportation services for an additional \$4.68 million, a fifty one month contract for Microsoft software products for \$24 million, and 2 contracts for E-Rate wireless network equipment and services for 160 specific sites for \$11 million.

Also approves 4 revenue contracts for apprenticeship programs for \$289,438, a revenue contract with the City of Los Angeles for support case managers at 14 YouthSource Centers, and 3 America's Job Centers of California for \$6.4 million, and a revenue contract with the City of Los Angeles to provide Pupil Services and Attendance Counselors to 16 FamilySource Centers for \$6.5 million.

2. Board of Education Report No. 249 – 19/20
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 an advertised construction contracts for approximately \$1.2 million; 6 job order contract amendments for \$8.5 million; 438 change orders for approximately \$6.0 million; the completion of 11 contracts; the award of 25 informal contracts for approximately \$652,000; assignment and assumption of rights and delegation of duties for 9 contracts; the award of 2 architectural and engineering contracts for \$181,200; the award of a professional and technical service contract amendment for \$50,000; and extra services and amendments for architectural and engineering contracts for \$477,350. Additionally, awards contracts and amendments not under the delegated authority, as detailed in Attachment B, for professional and technical services contracts for thermal pest eradication services for \$2 million, a five year contract for energy procurement services, and 12 five year contracts for geotechnical engineering services for \$25 million. Also, awards professional and technical services task orders for 3 five year contracts for concrete repair services for \$3 million, a five year contract for fire alarm equipment and maintenance for \$1

million, 5 five year contracts for floor covering repair services for \$7.2 million, and 2 five year contracts for hardwood floor repair services for \$3 million. Additionally, approves authorization to enter into a design build contract for the 92nd Street Elementary Modernization Project with Morillo Construction for \$58.4 million.

3. Board of Education Report No. 155 – 19/20 **2/3 VOTE REQUIRED**
Facilities Services Division
(Resolution of Intention to Dedicate an Easement, Required for the Construction of the South Region Middle School No. 6 Project, at Barack Obama Global Preparation Academy) Recommends adoption of a resolution of intention to dedicate an easement to the City of Los Angeles for public sidewalk and street access for the construction of the South Region Middle School No. 6 Project at Barack Obama Global Preparation Academy. Also authorizes the Chief Facilities Executive to execute any related instruments for the project.
4. Board of Education Report No. 156 – 19/20
Facilities Services Division
(Consolidation of Portable Building Programs and Authorization to Sell Used Portable Buildings to the County of Los Angeles and City of Los Angeles) Recommends approval of an amendment to the Facilities Strategic Execution Plan consolidate the funding and functions of the two remaining Legacy Repair and Modernization Programs related to relocatable portable buildings, the Relocatable Housing Unit program and the Portable Removal Program, for a combined budget of \$8,200,000.
5. Board of Education Report No. 212 – 19/20
Facilities Services Division
(Authorization for Delegation of Authority to the Superintendent for the Los Angeles Unified Art and Artifact Collection) Recommends approval to delegate authority to the Superintendent for the care, preservation and administration of the art and artifacts of the LAUSD Art and Artifact Collection including but not limited to the authority to enter into agreements pursuant to the California Education Code.
6. Board of Education Report No. 271 – 19/20
Facilities Services Division
(Amendment to the Facilities Services Division Strategic Execution Plan to Define and Approve Two Projects that Address Critical School Repair Needs) Recommends approval of an amendment to the Strategic Execution Plan to define and approve two projects that address critical school repair needs for a combined budget of \$16,584,266.
7. Board of Education Report No. 272 – 19/20
Facilities Services Division
(Amendment to the Facilities Services Division Strategic Execution Plan to Define and Approve 45 Local District Priority and Board Member Priority Projects) Recommends approval of an amendment to the Strategic Execution Plan to define and approve 45 Local District and Board Member priority projects for a combined budget of \$2,112,288.

8. Board of Education Report No. 273 – 19/20
Facilities Services Division
(Authorization to Enter into Memorandum of Understanding with TreePeople) Recommends approval to enter into a Memorandum of Understanding (MOU) between LAUSD and TreePeople and authorize the Chief Facilities Executive to execute all instruments necessary to implement the MOU.
9. Board of Education Report No. 267 – 19/20
Office of Environmental Health & Safety
(Adoption of the Mitigated Negative Declaration and the Mitigation Monitoring and Reporting Plan for the Reseda Charter High School Comprehensive Modernization Project) Recommends approval of the Mitigated Negative Declaration and Mitigation Monitoring and Reporting Plan for the proposed Reseda Charter High School Comprehensive Modernization Project.
10. Board of Education Report No. 268 – 19/20
Facilities Services Division
(Project Approval for the Reseda Charter High School Comprehensive Modernization Project) Recommends approval of the Reseda Charter High School Comprehensive Modernization Project for a proposed budget of \$171,024,705.
11. Board of Education Report No. 277 – 19/20
Office of Environmental Health & Safety
(Adoption of the Mitigated Negative Declaration and the Mitigation Monitoring and Reporting Plan for the Belvedere Middle School Comprehensive Modernization Project) Recommends approval of the Mitigated Negative Declaration and Mitigation Monitoring and Reporting Plan for the proposed Belvedere Middle School Comprehensive Modernization Project.
12. Board of Education Report No. 278 – 19/20
Facilities Services Division
(Project Approval for the Belvedere Middle School Comprehensive Modernization Project) Recommends approval of the Belvedere Middle School Comprehensive Modernization Project for a proposed budget of \$159,343,020.
13. Board of Education Report No. 275 – 19/20
Accounting and Disbursements Division
(Report of Cash Disbursements, Request to Reissue Expired Warrants, Reimbursement of the Controller's Revolving Cash Fund, Donations of Money and Report of Corporate Card Charges) Recommends approval of warrants for things such as salary payments for a total value of \$1,194,995,886.63; the reissuance of 4 expired warrants totaling \$3,459.87; the reimbursement of the Revolving Cash Fund totaling \$1,438.00, the acceptance of 3 cash donations to the District totaling \$79,357.00, and the charges made against funds of the District totaling \$1,686.25 from the quarter ending December 31, 2019.

14. Board of Education Report No. 283 – 19/20
Chief Financial Officer
(2019-20 Second Interim 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 2020-21 and 2021-22 fiscal years.
15. Board of Education Report No. 269 – 19/20
Human Resources Division
(Routine Personnel Actions) Recommends approval of 4,540 routine personnel actions such as promotions, transfers, leaves, terminations, etc.
16. Board of Education Report No. 270 – 19/20
Human Resources Division
(Provisional Internship Permits) Recommends approval of the continuing employment of 9 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. 274 – 19/20
Human Resources Division
(Nonroutine Personnel Actions) Recommends approval of election of one unclassified employee to the Medical Expert position.
18. Board of Education Report No. 284 – 19/20
Information Technology Division
(Amendment to the Information Technology Division Strategic Execution Plan to Approve the One Enrollment Project) Recommends approval of the One Technology Project and an amendment to the Information Technology Division Strategic Execution Plan to reallocate \$8,802,832 from the Upgrade and Equip with 21st Century Technology category to the Technology Infrastructure & Systems Upgrades category.
19. Board of Education Report No. 282 – 19/20
Division of Instruction
(TK-8 Mathematics Textbook Adoption) Recommends approval of adoption of instructional material and current adopted programs for use in Grades TK-8.

Board Member Resolutions for Action

20. Mr. Melvoin, Ms. García, Ms. Goldberg - Increasing Equitable Access to Student Health Care (Res-020-19/20) (Noticed November 19, 2019) (Discussed at the 02/06/20 Committee of the Whole)

Whereas, The Los Angeles Unified School District exists to provide every child in Los Angeles with a high-quality education and believes that the educational success of a child should never be dictated or hindered by inequitable access to basic health services, including vision and dental care;

Whereas, The lived experience of our most vulnerable students demonstrates the reality of these critical inequities and the grave impact that an untreated toothache or inability to see the board in class can have on a student's ability to learn;

Whereas, While various District efforts and partnerships have helped us counter some of this inequity by providing vision and dental screenings to thousands of District students annually, there is still a large unmet need as 84 percent of our student population is living in poverty and the number of children in the United States living without health insurance has been on the rise since 2017;

Whereas, The District emphatically strives to ensure the ability of all students to focus on learning and grow up healthy, and supports opportunities to increase equitable access and make it easier for underserved students to benefit from this important care at no cost;

Whereas, In the 2018-19 school year alone, almost 50,000 students who failed a preliminary no-cost vision screening did not receive a follow-up exam, thereby potentially not receiving needed glasses because of missing paperwork;

Whereas, In the current climate instigated by the current Federal administration's cruel and inhumane immigration policies and practices, some of our most vulnerable families are more reluctant to provide personal information to any institutions for fear of repercussions; this may include the District, despite the District's wholehearted efforts to ensure that families and students feel supported and protected in our schools and in communicating with the District;

Whereas, California Senate Bill (SB) 379, signed into law in 2017, helped to streamline family consent for children to receive oral health assessments at school sites, stating that "if a school or school district hosts a free oral health assessment event at which licensed dentists or other licensed or registered dental health professionals perform school site assessments of pupils enrolled in the school, a pupil shall be given an oral health assessment unless the parent or legal guardian of the pupil has opted out of the school site assessment";

Whereas, This law permits "opt-out" consent for oral health assessments, ~~which are typically more invasive than eye exams and the potential outfitting of glasses;~~ yet the District has not implemented a policy to enable oral health services for our students through existing partnerships via this mechanism;

Whereas, The District affirms the constitutional rights of parents to make decisions about their children's medical care, while also recognizing that California public schools are legally required to provide vision screenings in elementary school or upon first enrollment, and if we are then able to facilitate the necessary follow-up care with the proper health professionals, we can do more to ensure that no child who needs glasses has to live without glasses; and

Whereas, School districts in California, such as Compton Unified, Inglewood Unified, Pasadena Unified, Lawndale Elementary, Lennox School District, Lynwood Unified, Paramount Unified, New Haven Unified, San Leandro Unified, Natomas Unified, Alum Rock Unified, Redwood City, Monterey Peninsula Unified, Mountain View-Whisman School District, and Newark Unified have all implemented successful "opt-out" consent programs for student eye exams; now, therefore, be it

~~Resolved, That the Governing Board of the Los Angeles Unified School District directs the Superintendent to develop and implement an “opt-out” consent program, effective January 1, 2020, wherein more students can have access to no-cost vision and dental exams by health professionals.~~

Resolved, That by the start of the 2020-21 school year, the District will implement a program and strategy to ensure the maximum number of students annually: receive 1) no-cost dental screenings, and 2) vision examinations and—if needed—prescription glasses that may be utilized by families from qualified providers, unless their parent or guardian opts out after express advance notice; and, be it finally

Resolved, That the District shall support any future legislation aimed at streamlining student access to basic health services.

21. Mr. Schmerelson - March 21 as World Down Syndrome Awareness Day (Res-033-19/20)
Noticed February 4, 2020

Whereas, Down Syndrome is a genetic occurrence caused by extra material in chromosome 21 that results in intellectual disability. It is not yet known why this occurs;

Whereas, The estimated incidence of Down Syndrome is between 1 in 1,000 to 1 in 1,100 live births worldwide;

Whereas, Each year approximately 3,000 to 5,000 children are born with this chromosome disorder and it is believed there are about 250,000 families in the United States of America who are affected by Down Syndrome;

Whereas, The quality of life of people with Down Syndrome can be improved by meeting their health care needs, including regular check-ups with health professionals to monitor mental and physical condition and providing timely intervention, be it physiotherapy, occupational therapy, speech therapy, counselling or special education;

Whereas, Individuals with Down Syndrome can achieve optimal quality of life through parental care and support, medical guidance and community-based support systems like inclusive education at all levels;

Whereas, This facilitates their participation in society and the fulfilment of their personal potential;

Whereas, The reality today is that society, at times, can demonstrate negative attitudes, low expectations, discrimination and exclusion, which can ensure that people with Down syndrome are left behind. This can occur in society, but also within the disability community and the Down syndrome community;

Whereas, There is a need to build the capacity of people with Down Syndrome to meet the challenges faced across their lifetimes and to support them with the opportunities and tools needed to live fulfilling lives;

Whereas, World Down Syndrome Day was first observed in 2006 in many countries around the world;

Whereas, In December 2011, the United Nations General Assembly declared March 21 as World Down Syndrome Day;

Whereas, This resolution was co-sponsored by 78 United Nations Member States;

Whereas, Down Syndrome International (DSi) encourages people all over the world to choose their own activities and events on March 21 to help raise awareness of what Down syndrome is, what it means to have Down syndrome, and how people with Down syndrome play a vital role in our lives and communities; and

Whereas, The 2020 DSi World Down Syndrome Day theme is “We Decide”, and is encouraging participation in a video campaign using #WorldDownSyndromeDay and #WDS20; now, therefore, be it

Resolved, That the Governing Board of the Los Angeles Unified School District hereby proclaims March 21 as World Down Syndrome Awareness Day; and, be it finally

Resolved, That the Superintendent encourage schools to hold activities during this day in honor of World Down Syndrome Awareness Day.

22. Ms. García, Ms. Gonez, Mr. Melvoin, Ms. Goldberg, Ms. Suavillo – Celebrating March as Women’s History Month and the 100th Year Anniversary of the Women’s Suffrage Movement (Res-035-19/20) Noticed February 4, 2020

Whereas, The Los Angeles Unified School District is committed to a goal of a 100% graduation rate for all students, regardless of their race, gender, disability or socioeconomic background;

Whereas, The contributions of women have been publicly celebrated in the United States since 1980, as a result of the advocacy of the National Women’s History Project;

Whereas, Children, as well as adults, have been inspired by the accomplishments of countless women;

Whereas, Women have made significant and indispensable contributions to all aspects of society, including education, science, medicine, government, welfare, and the arts;

Whereas, Women serve our country at every level of government, from the military to the Supreme Court;

Whereas, The contributions of well-known women are highlighted in literature, music, and film;

Whereas, Each day, lesser-known women work steadfastly for the betterment of family, society, and humanity;

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, To create a more fair and just society, women of every race, class, and ethnic background have been leaders in every major progressive social movement, including the abolitionist movement, the emancipation movement, the suffrage movement, the industrial labor movement, the civil rights movement, and the environmental movement;

Whereas, Despite these invaluable contributions and increasing recognition, the role of women in society has been consistently overlooked and undervalued in the teaching and study of history; and

Whereas, Additional education is needed in order to increase the people's knowledge of the contributions of all women, especially women of color, to the development of society; now, therefore, be it

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

Resolved further, That 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, That the Superintendent work with all schools to encourage students to learn more about the contributions and achievements of women and the opportunities available to them;

Resolved further, That the Board 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; and, be it finally

Resolved, That 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.

23. Ms. García, Ms. Gonez, Mr. Melvoin, Ms. Goldberg, Ms. Suavillo - Honoring the Life and Legacy of Cesar E. Chavez (Res-036-19/20) Noticed February 4, 2020

Whereas, Cesar E. Chavez was a true American hero, and the anniversary of his birth on March 31, 2020 provides a fitting opportunity to remember and honor his many contributions to social justice and equity;

Whereas, In 1962 Cesar E. Chavez cofounded the United Farm Workers Union to contest poor treatment of workers in the fields, and sought to empower those workers by organizing the first union to acquire labor contracts for farm workers in the grape fields;

Whereas, Cesar E. Chavez changed the attitudes of workers in the fields, and the nation far beyond, by leading them to live the La Causa slogan, “Si Se Puede”, by empowering all to fight for civil rights and to strive for justice for all minorities;

Whereas, For more than three decades, Cesar E. Chavez led this groundbreaking organization by effecting social change through peaceful tactics such as fasts, boycotts, strikes, and pilgrimages; his union’s efforts influenced and inspired millions of Americans, forging a diverse national coalition of students, middle-class consumers, religious groups, and minorities in a hard-won struggle to achieve fair wages, medical coverage, pension benefits, humane living conditions, and perhaps most important, dignity and respect for the hundreds of thousands of farmworkers across the country;

Whereas, Cesar E. Chavez believed that it is not enough to teach our young people to be successful, to seek achievement, and to make progress as individuals while forgetting about progress and prosperity for their community and while leaving friends and neighbors behind; he believed that our ambitions must be broad enough to include the aspirations and needs of others;

Whereas, In 2000, the California Senate established March 31st as Cesar E. Chavez Day, a statewide holiday in recognition of the life of this outstanding Mexican-American labor leader and the contributions he has made;

Whereas, The Cesar E. Chavez Day of Service and Learning was created for public school children to promote service to the communities of California in honor of the life and work of Cesar E. Chavez;

Whereas, An array of American streets, schools and even a national monument are named after Cesar E. Chavez, including the United States Naval Ship Cesar E. Chavez which debuted in 2011;

Whereas, Even after his death in 1993, his message of non-violence, unity, and justice of all people continues on today; and

Whereas, In 2014 President Barack Obama proclaimed March 31st as Cesar E. Chavez Day in the United States, with Americans being urged to “observe this day with appropriate service, community, and educational programs to honor Cesar E. Chavez’s enduring legacy”; now, therefore, be it

Resolved, That the Governing Board of the Los Angeles Unified School District celebrates March 31st as Cesar E. Chavez Day to honor his legacy and will observe it on April 3, 2020; and, be it finally

Resolved, That the Superintendent encourages students, staff, school administrators, teachers, and community members to implement service-learning projects based on his life, work, and values, and realize the full intent of the State-established Cesar Chavez Day of Service and Learning.

Board Member Resolutions for Initial Announcement

24. Mr. Schmerelson - Remembering and Honoring the Armenian Genocide of 1915 (Res-037-19/20)

Whereas, April 24, 2020 marks the 105th Anniversary of the Armenian Genocide;

Whereas, The Armenian people were subjects of a systematic and premeditated genocidal campaign, which began at the hands of the Ottoman government, through 1919 and continued under the Kemalist government of the Republic of Turkey from 1920 through 1923, whereby 1.5 million Armenian men, women and children were slaughtered or marched to their deaths in an effort to annihilate the Armenian Nation in the first modern genocide, while thousands of kidnapped children and young women were forced to change their Armenian names to Turkish names and convert to Islam, and hundreds of thousands more were subjected to ethnic cleansing during the period of the modern Republic of Turkey from 1924 through 1937;

Whereas, These crimes against humanity also had the consequence of permanently removing all traces of the Armenians and other targeted people from their historic homelands, and enriching the perpetrators with the lands and other property of the victims of these crimes, including the usurpation of several thousand churches;

Whereas, In response to the Genocide, the Near East Relief organization, the first Congressionally sanctioned American philanthropic effort created exclusively to rescue the Armenian Nation and other Christian minorities, was founded and provided unprecedented relief, delivering more than \$117 million of humanitarian assistance between 1915 and 1930, and saving approximately one million refugees, including 130,000 orphans of the Genocide;

Whereas, The Republic of Turkey has inexplicably and adamantly denied the occurrence of the crimes against humanity committed by the Ottoman and Young Turk rulers for many years, and continues to do so a full century since the first crimes constituting genocide occurred, despite the Turkish government's earlier admissions and the overwhelming proof of genocidal intent;

Whereas, The State of California has been at the forefront of encouraging and promoting a curriculum relating to human rights and genocide in order to empower future generations to prevent recurrence of genocide;

Whereas, The Governor of California, in accordance with Assembly Concurrent Resolution 51, proclaimed April 24 of each year as a State Day of Remembrance in recognition of the anniversary of the Armenian Genocide;

Whereas, The concern for human rights is a major element in the History-Social Science framework for California public schools, Kindergarten through 12th grade;

Whereas, The Los Angeles Unified School District has been at the forefront of mandating that the Armenian Genocide not only be taught, but discussed and made a focal teaching point for universal religious and ethnic tolerance;

Whereas, Despite the significance of the Armenian Genocide both to the country and people of Armenia and to the history of the 20th century, teaching the history of the genocide with fidelity and cultural sensitivity often requires our educators to go deeper than our existing curricula provides;

Whereas, The District has a significant Armenian student population, many of whom have family members who experienced first-hand the horror and evil of the Armenian Genocide and the ongoing denial of the Armenian Genocide;

Whereas, As a result of participation in commemorative activities such annual marches, student absences on April 24 are more than double the typical school day attendance in areas of the District with large Armenian communities; and

Whereas, The District has interpreted California Education Code Section 48205 to include the observance of a secular historical remembrances, cultural holidays or ceremonies as “justifiable personal reasons” for allowable absences from school but even this exemption causes some families to have to choose between important instructional time and the importance of secular and cultural commemorations they believe are important for their children to attend;

Whereas, Absences generated under California Education Code Section 48205 still impact Average Daily Attendance which determines District funding;

Whereas, Every student and person, regardless of ethnicity or national origin, should be made aware of and educated about the Armenian Genocide so that it and other state-sanctioned forms of ethnic cleansing may never happen again; now, therefore, be it

Resolved, That the Governing Board of the Los Angeles Unified School District hereby commemorates April as the month of “Commemoration of the Anniversary of the Armenian Genocide of 1915” and April 24 as “Armenian Genocide Remembrance Day”;

Resolved further, That the LAUSD Board, the Superintendent and the Division of Instruction will, during the month of April, urge teachers and school leaders to present to their students age appropriate recognition of the Armenian Genocide from a variety of educational resources including, but not limited to, speakers, films, extra credit for book reports, and group discussions;

Resolved further, That beginning in the 2022 - 2023 school year, and every year thereafter when April 24 falls on a weekday, LAUSD school calendars shall designate Armenian Genocide Remembrance Day as an unassigned day; and, be it finally

Resolved, That the Los Angeles Unified School District reaffirms its commitment to working with legislators, nonprofit organizations, and school personnel to ensure that genocide studies remain an important part of the high school social studies curriculum.

25. Dr. McKenna - Recognition of the Small Business Advisory Council, Establishment of the Micro-Business and Veteran Business Participation Goals and Preferences (Res 038-19/20)

Whereas, The Los Angeles Unified School District (District) adopted a Small Business Enterprise Program designed to maximize the participation of Small Businesses, and or Disabled Veteran Businesses (SBE/DVBE) in the District’s contracting process for construction, commodities, goods, and professional services;

Whereas, The Small Business Advisory Council (SBAC) was founded to assist the District in achieving its Small Business participation goal of twenty-five percent (25%), and Disabled Veteran Business participation goal of five percent (5%) for the District's Small Business Enterprise Program;

Whereas, SBAC members represent and assist organizations whose firms are certified as Small Businesses, and Disabled Veteran Businesses by positioning them for greater business opportunities, providing access to resources;

Whereas, The SBAC provides the District access to its organizational members to promote and market its SBE/DVBE opportunities, such as Boot Camp, We Build and other outreach programs and events;

Whereas, The SBAC has developed functional operating committees and Council monthly meetings in order to increase efficiencies and maximize the exposure of certified SBE/DVBE through the District's Small Business Enterprise Program;

Whereas, The SBAC continues to abide by its governing rules contained in the SBAC Bylaws and its membership requirements contained therein;

Whereas, While the SBAC is not a policy-making body, the District works with its external advisory committees to develop critical solutions for SBE/DVBE and other procurement concerns, disseminate information regarding specific District projects and programs, and provide a forum for interactive discussions with interested parties;

Whereas, The SBAC advises the District on SBE/DVBE matters in order to create a broader base and assist in meeting the SBE/DVBE participation goals, developing policies, and increasing transparency in contracting and procurement practices;

Whereas, Micro-businesses, a sector of the SBE community, faces challenges when competing with Small Businesses, and the District seeks to broaden the entire SBE pool of participants;

Whereas, The Micro-SBE Program has been considered in collaboration with the SBAC with whom the District's Facilities and Procurement staff have worked to define Micro-SBE benefits;

Whereas, The District established a Disabled Veteran Enterprise Program to recognize the sacrifices of Californians disabled during military services, and implemented a participation goal of not less than five percent (5%) for disabled veterans business enterprises; and

Whereas, The District would like to increase the Disabled Veteran participation by including all Veterans; now, therefore, be it

Resolved, That the Governing Board of the Los Angeles Unified School District (District) hereby acknowledge the Small Business Advisory Council as an advisory body that provides a forum for small business affiliate organizations and small business trade associations to comment and provide feedback to District's Facilities Services Division and Procurement Services Division on policies and practices that affect or impact small business utilization and participation;

Resolved further, The SBAC will continue to abide by its governing rules contained in the SBAC bylaws and its members requirements contained therein;

Resolved further, That the District will establish a Micro-Business Program with a bid preference of ten percent (10%) when bidding for procurement goods, or delivery of services in response to the invitations for bids for only amounts under the annually adjusted bid threshold amount set for contracts pursuant to Public Contract Code Section 20111;

Resolved further, That the District will establish a Micro-Business Program of five percent (5%) bid preference when bidding on Formal Construction Contracts, valued up to \$1 Million;

Resolved further, That the District will establish a 15% qualifications evaluation scoring points when providing an Outreach Plan for Micro-Business on Facilities Professional Services, Best Value Construction, and Design Build Construction;

Resolved further, That in order to enable Small Business participation, Small Businesses be provided an eight percent (8%) bid preference when bidding for procurement goods, or delivery of services in response to the invitations for bids for only amounts under the annually adjusted bid threshold amount set for contracts pursuant to Public Contract Code Section 20111;

Resolved further, That the District will establish a three percent (3%) bid preference for Small Businesses on formal construction contracts subject to Public Contract Code Section 2002, valued up to \$1 Million;

Resolved further, That the District will establish a 13% of the qualifications evaluation scoring points to Small Businesses on Facilities Professional Services, Best Value Construction, and Design Build Construction;

Resolved further, That the District will expand its DVBE Program to include ALL Veteran Businesses with an inclusive participation goal of five percent (5%) for all contracts and procurement activities including those opportunities in school construction and modernization;

Resolved further, That the District will establish a VBE Program with a ten percent (10%) bid preference on Informal Contracts (Maintenance and Repair of Non-Facilities Goods and Services);

Resolved further, That the District will establish a 15% of the qualifications evaluation scoring points to Small Businesses on Facilities Professional Services, Best Value Construction, and Design Build Construction; and, be it finally

Resolved, That the District will continue to seek and execute outreach initiatives utilizing the SBAC to increase the pool of small businesses that desire to contract with the District.

26. Ms. Goldberg - Affirming the District's Commitment to Adult Education by Supporting Our Adult Education Teachers (Res 039-19/20)

Whereas, The Los Angeles Unified School District (the "District")'s Division of Adult and Career Education ("DACE") is both a national and state leader in adult education, serving over 68,000 students annually in programs such as English as a second language, academic and high school studies, and career and technical education;

Whereas, DACE provides access to high quality pre- and post-secondary education and training opportunities in local communities throughout LAUSD, specializing in serving adults with high barriers to employment and higher education;

Whereas, DACE also administers the largest apprenticeship training program in the country with 61 trades and 41 individual program sponsors, serving over 10,000 registered apprentices during the 2018-19 school year alone;

Whereas, There are 11 primary DACE centers and over 140 satellite locations throughout the District, employing approximately 800 active teachers;

Whereas, The District recognizes the great contributions that DACE teachers make to our District and to the lives of their students;

Whereas, More than half of DACE teachers are currently employed as "non-tenure earning probationary" employees who are denied a pathway to earn the benefits of permanent status enjoyed by their peers in DACE and in the District more broadly; and

Whereas, The District affirms the rights of DACE teachers to some of the basic job security enjoyed by their peers throughout the District; now, therefore, be it

Resolved, That Division of Adult and Career Education (DACE) certificated employees whose position or positions require them to serve for at least 75 percent of the number of days the regular schools of the District are maintained shall be classified as "Probationary 1" probationary employees, irrespective of whether their position or positions are categorically funded;

Resolved further, That DACE certificated employees who have been employed by the District for a complete school year as "Probationary 1" probationary employees and received a satisfactory evaluation, if reelected for the next succeeding school year to a position or positions requiring them to serve for at least 75 percent of the number of days the regular schools of the District are maintained, shall be classified as "Probationary 2" probationary employees, irrespective of whether their position or positions are categorically funded;

Resolved further, That DACE certificated employees, after having been employed by the District for two complete consecutive school years as probationary employees (i.e., "Probationary 1" and "Probationary 2"), if reelected for the next succeeding school year to a position requiring certification qualifications, shall, at the commencement of the succeeding school year, be classified as and become a "Permanent" employee of the District, irrespective of whether their position or positions are categorically funded;

Resolved further, That the District's Office of General Counsel is directed to immediately engage in settlement negotiations in any litigation concerning the issue of DACE teacher tenure consistent with the intent of this Resolution; and, be it finally

Resolved, That the Governing Board of the Los Angeles Unified School District reaffirms the District's commitment to maintaining the most robust adult education program in the Country and commends the service of our DACE teachers to our District and to our adult education students.

27. Ms. Gonez - Safety First: Leveraging Partnerships and Advocacy to Create Safe Routes and Passages to School for All Los Angeles Unified Students (Res 040-19/20)

Whereas, Schools are the heart of the neighborhoods they serve, and, as such, should be places where students and families can commute to and from safely without fear of being exposed to violence or injured in a traffic collision;

Whereas, In our most under-resourced communities, students are more likely to rely on public transportation, walking, and biking, and are most affected by sidewalks in disrepair, traffic collisions, and exposure to violence;

Whereas, The Los Angeles Unified School District (District) is responsible for the safety and security of students while on campus, but must rely on the City of Los Angeles, neighboring cities with the District's boundaries, and Los Angeles County to ensure student safety in their neighborhoods and along their routes to and from school;

Whereas, According to the 2018-2019 School Experience Survey, fewer than two thirds of students across grade levels said felt safe in the neighborhood around their school, indicating a need for increased safety measures outside our schools;

Whereas, Thousands of District students and families walk to and from school on a daily basis, and many of them must travel through areas identified by the Los Angeles Department of Transportation (LADOT) as High Injury Networks, where nearly two thirds of all deaths and severe injuries involving pedestrians occur;

Whereas, Vehicle collisions are the leading cause of death for children aged 5 to 14 years (Vision Zero Action Plan, 11/2019). Approximately 2,940 students are transported by the District because the pedestrian route they take from home to school and back is potentially hazardous. This ranges from students who must cross freeway off ramps, railroad tracks, or other potentially hazardous conditions as determined by the Board of Education;

Whereas, The City of Los Angeles currently allows for 100 LADOT infrastructure improvements (including sidewalk repairs, traffic signals, etc.) on behalf of District schools, which does not adequately meet the route-related safety needs of our more than one thousand school sites;

Whereas, These route-related safety issues heighten and compound the level of trauma our students already endure as a result of other exposures (including violence, intimidation, harassment, human trafficking, drugs, and gang activity) on their commute to and from school;

Whereas, Thirteen campuses in the District, many of them located in low-income neighborhoods, saw at least 50 homicides within a one-mile radius over the last year (Los Angeles Times, 2/27/2019);

Whereas, Many District students have reported being accosted, threatened or harassed by strangers on their commute to school and in parks or public areas near their schools. This is particularly true for female students, who are most often the victims of sexual harassment;

Whereas, Decades of research suggest that the effects of exposure to violence on students are wide-ranging, and can result in anxiety, depression, anger, absences and an inability to concentrate in class (Chronic School Absenteeism and the Role of Adverse Childhood Experiences, Academic Pediatrics, 2017). As such, efforts to provide safer routes for our students has been supported and endorsed by City of Los Angeles through initiatives such as National Walk to School Day, Vision Zero, City of Los Angeles Mayor's Office of Gang Reduction & Youth Development (GRYD), and Safe Passages; and

Whereas, No student should fear for their life or well-being as they make their way to school. Schools are the heart of our communities, all students and families should feel safe as they travel to and from school; now, therefore, be it

Resolved, That the Governing Board of the Los Angeles Unified School District calls on the City of Los Angeles to strengthen its commitment and devote additional funding to Safe Routes and Safe Passages, and that it work in partnership with the Office of the Superintendent and its relevant departments to:

- Increase the number of LAUSD's allotted LADOT infrastructure improvements to more adequately reflect the over 1000 school sites our students attend and meet the community's safety, traffic, stormwater, and infrastructure needs;
- Prioritize areas near schools for increased services such as street sweeping, sidewalk repairs, street light maintenance, bulky item pickup, and to address illegal dumping;
- Increase the number of crossing guards to reflect the high number of students and families who walk to school;
- Prioritize outreach and services to homeless encampments in areas directly surrounding school sites and designated Safe Routes to School so students aren't forced to take longer, potentially more hazardous routes to school;
- Continue collaboration with the relevant District staff regarding Vision Zero Efforts, Safe Routes, and Metro transit planning around schools in order to account for the District's feedback on school needs;

Resolved further, That the Superintendent work with the Office of Governmental Relations to advocate with the City of Los Angeles (and other municipalities that fall within District boundaries) to invest more in gang reduction programs and to adequately address the safety and infrastructure issues students encounter on their daily commute to schools;

Resolved further, That the Superintendent work in partnership with the relevant departments of The City of Los Angeles, The City Attorney's Neighborhood School Safety Program, community-based organizations at schools with a high-rate of student trauma to explore the feasibility of a pilot program that would:

- Effectively coordinate safety efforts between the City, the City Attorney's Office, community organizations, and schools in order to create a strong community presence on designated streets or areas as students commute to and from school;
- Address the neighborhood violence and trauma that students encounter as they travel to and from school by committing more City resources and funding to Safe Passages programs in coordination with the Mayor of Los Angeles' Gang Reduction and Youth Development (GRYD) office;
- Strengthen youth programming and safety measures outside school hours at local parks near schools, where students report incidents of violence or harassment;
- Expand gang-prevention programs funded by our municipal partners and create more opportunities for District schools to partner with community organizations for gang-prevention programs;
- Expand the City Attorney's Neighborhood School Safety Program's agreement with The Los Angeles Department of Water and Power for the continued installation and/or upgrades of street lights and exterior lighting on and around District campuses; and be it finally,

Resolved, That the Superintendent report back to the Board in 90 days with the feasibility of a Safe Passages pilot program and the plans for advocacy with the City around safety for students near our schools.

28. Ms. Goldberg - Celebrating March 2020 as School Social Worker Month (Res 041-19/20)

Whereas, In 2017, the Los Angeles Unified School District (District) demonstrated commitment in honoring the essential role and labor of School Social Workers with the Board Resolution "Celebrating March as School Social Worker Month" (Res 059-16/17);

Whereas, District schools are currently reporting an increase in mental health trauma, stress, anxiety, depression, and suicidal tendencies from elementary to high school levels. As a result, school psychiatric social workers (PSWs) are experiencing increases in student case workload in the last years;

Whereas, The national recommended ratio for PSWs is 1 to 250. Most District school-based PSWs are expected to serve 3 to 9 times this recommended ratio. Staffing at a higher ratio than the maximum recommended compromises the quality of services provided to students and affects the potential for positive academic outcomes for all students;

Whereas, Suicidal ideations and behaviors continue to rise in the District, as per iSTAR, with 10,633 reports of suicidal behavior in 2017-2018 up to 10,840 for 2018-2019. While there were also 2,344 self-injury, 922 bullying, and 830 threat of violence incidents reported in i-STAR in 2018-2019, actual cases continue to grow. Tragically, four District students died by suicide last year, as have many others in past years, and continues to increase to this day;

Whereas, Students experiencing traumatic stress are two and a half times more likely to fail a grade, score lower on standardized tests, and have more frequent absences. One-third of District students screened for traumatic stress scored in the moderate to high range;

Whereas, PSWs provide prevention, early intervention, and intervention for suicide, self-injury, threat of violence, and child abuse/neglect through risk assessments, safety planning, and linkages to mental health and emergency resources. PSWs offer students with mental health services to ensure their holistic well-being to maximize learning, academic achievement, and school success;

Whereas, PSWs are social justice advocates protecting the dignity and fundamental rights of students, address their socio-emotional needs, assure access to services, reduce barriers to receiving services, and if necessary, ensure that protocols and policies are fully enforced;

Whereas, Currently, District has only 223 full time school-based funded PSWs and provide mental health services to 311 schools from 1 to 5 days per week depending on schools' budget allowance.

Whereas, The District budgets \$28.43 million for school-based PSW positions, which is close to 0.3% of the District's overall budget funds. Approximately, 446 schools (59%) lack a PSW to provide any mental health services to thousands of students. Having a centrally-district funded PSW at every school site would cost District a little over 1.5% of the overall budget (\$143 million) to benefit 100% of the students; now, therefore, be it

Resolved, That the Governing Board of the Los Angeles Unified School District re-affirms March 2020 as School Social Worker Month and express appreciation to all social work professionals for their service, labor, leadership and advocacy in the arena of student mental health;

Resolved further, That Los Angeles Unified School District promote a District-wide School Social Worker Month awareness campaign highlighting the work of PSWs to students their families, and District employees through district-wide communication and events;

Resolved further, That LAUSD have the preliminary goal of providing one centrally-funded full-time school based PSW at every LAUSD school for at least one day a week. For those schools with more than 500 students, the goal would be to provide these PSWs at a 1 to 500 ratio at all schools; and be it finally

Resolved, That the Superintendent have a working goal to expand the number of PSWs in all LAUSD schools.

29. Ms. Goldberg - Creating New School Gardens and Campus and Community-Shared Green Spaces to Provide Outdoor Learning Opportunities and Create Sustainable and Healthy Environments (Res 042-19/20)

Whereas, The 2019 Collective Bargaining Agreement between the District and the United Teachers Los Angeles (UTLA) included the creation of a Green Space Task Force consisting of UTLA, the Los Angeles Unified School District (the District) and the City of Los Angeles (City);

Whereas, Approximately four out of ten Angelenos do not live within walking distance of a park or open space and residents in low income communities generally have less access to open space and suffer from poorer health outcomes;

Whereas, Green space has been demonstrated to enrich student health and enhance school curriculum;

Whereas, The District is committed to sustainability by placing a high priority on creating campus green spaces that enhance students' learning environment, combat the negative effects of climate change, lessen the urban heat island, reduce stormwater run-off and capture rainwater, and improve air quality;

Whereas, Projects at Eagle Rock Elementary School, Victory Elementary School, Saturn Elementary School, Walnut Park Elementary School and Fremont High School, are examples of projects that were made possible through partnerships with nonprofit organizations and local public agencies;

Whereas, The District is investing in campus greening through various Bond Program initiatives, including the Sustainable Environment Enhancement Developments for Schools (SEEDS) program, the Early Education Center Outdoor Classroom Projects, Portable Removal projects, Paving Replacement projects, and Campus Major Modernization projects, with numerous projects in planning, construction, and completed;

Whereas, The District is currently working with more than 20 partnership organizations to fund and provide community access to the District's green spaces in an effort to leverage City, State and Federal funding programs, or leverage our partnerships to maximize funding;

Whereas, The City has a goal to increase the number of residents who have access to a park within a half of mile of their residence, and has partnered with the District in creating Community School Parks ("CSPs"), where the outdoor play areas at schools are open to the community during non-school hours for periods of recreational use;

Whereas, The City, in partnership with the District, initiated the Community School Parks program in 2018 at 75th Street Elementary School, Cahuenga Elementary School, Harvard Elementary School, and Leo Politi Elementary School;

Whereas, The City has a goal of expanding its CSP Program from four schools to thirty schools in three years, and is working with the District to identify potential school sites that are in 1) park deficient areas; 2) located in disadvantaged communities, and 3) lack green space and tree canopy coverage on/and around school play yard;

Whereas, The Portable Removal Program (PRP) is a bond funded program to remove used and unneeded portable buildings and restore outdoor play areas and or parking;

Whereas, District staff has proposed to consolidate current Bond Program funding associated with portable building programs, to make available \$8.2 Million to support future projects related to portable relocation and removal; and

Whereas, New green spaces can be created through the removal of portables as part a PRP project which may include all or some of the following: disconnecting associated site utilities, demolition/removing the portable building, restoring the areas under removed portable building, new asphalt, cool coating, decomposed granite, and concrete curb to make area “garden ready”, greening and or installation of sustainable features; now, therefore, be it

Resolved, That the Governing Board of the Los Angeles Unified School District, in collaboration with the Green Space Task Force and school site staff, maximize to the extent feasible the creation of new green spaces, through the execution of portable removal and site restoration projects funded by the proposed \$8.2 million Portable Building programs;

Resolved further, That Leverage bond funded programs and projects, such as Sustainable Environment Enhancement Developments for Schools (SEEDS), Early Education Center Outdoor Classroom, Portable Removal and Paving Replacement, and Campus Major Modernization projects as potential sites for Community School Parks and or other joint-ventures with public agencies to broaden community access to green spaces;

Resolved further, That the District work with the City of Los Angeles, the County of Los Angeles and other municipalities that comprise the District to identify school sites for Community School Parks and other joint-use initiatives; and, be it finally

Resolved, That the Green Space Task Force continue to collaborate to identify funding opportunities, including grant funding programs to support playground improvements and greening initiatives, and partnerships that share maintenance costs and responsibilities in addition to external funding sources to pay for long-term maintenance.

Board Member Resolutions Referred for Discussion

30. Ms. Goldberg - SENI 2020: Refining the Student Equity Needs Index Based on Multiple Measures; Providing Increased Funding for Concentrations of Qualifying Students with an Index and Funding Formula that Prioritize Equity, Transparency, and Stability (Res-025-19/20) (Noticed January 14, 2020) **REFERRED TO COMMITTEE OF THE WHOLE**

Whereas, The Local Control Funding Formula (LCFF) mechanism permits school districts to determine locally how to distribute the LCFF Supplemental/Concentration (S/C) grants to increase or improve services for the Targeted Student Population (TSP) enrollments (Lower Income, English Learner, and Foster Youth students) who qualify each district to receive these funds, and whereas the Los Angeles Unified School District, since the advent of LCFF, has distributed a portion of the S/C grants as Discretionary TSP funds to individual school sites based on the enrollment of TSP students at each school;

Whereas, Advocacy to concentrate S/C grant moneys at “higher needs” schools led to the approval of the resolution Equity is Justice 2.0: Moving Toward a New Direction (Res-037-17/18), now known as SENI 2.0, on April 10, 2018, which ranked schools according to an index that included additional factors internal and external to schools, and resulted in the distribution of TSP discretionary school site funds under District codes 10552 and 10553 via an iteration of the Index known as SENI 2019;

Whereas, The SENI 2019 factors have decoupled funding rates from actual enrollment of qualifying students on campuses and will cause volatile swings in funding rates year-to-year at individual school sites once “hold harmless” funding ends;

Whereas, SENI 2019 relied on hold harmless funds under code 10553 to prevent immediate cuts to TSP funding at schools with significant TSP enrollments, including, even, schools with over 90 percent enrollments of Lower Income students, and TSP students risk harm to their educational programs without a plan to focus funding at the schools they attend;

Whereas, The application of SENI 2019 caused schools with significant concentrations of qualifying students to receive reduced amounts of TSP discretionary school site funds under code 10552, forcing those schools to face reduced services and resources for their students;

Whereas, The Great Recession of 2007-2009 led to a significant reduction in state funding for public education;

Whereas, The District, in response to this funding reduction, instituted in 2012-13 a set of budget cuts known as the Base Program;

Whereas, The Base Program was determined by:

- Education Code “floors”,
- Court Orders/Decrees/Settlements,
- Minimal operational recommendations, and
- Bargaining Agreements;

Whereas, Implementation of this Base Program led to significant reductions in on-school site personnel such that schools were reduced to having a nurse on site only one day per week, only one building and grounds worker, the front office clerical staff at each school was reduced to two positions, high school counselors became responsible for a minimum of 1,205 students, etc.;

Whereas, Sending discretionary TSP funding to the schools based on the enrollment of qualifying TSP students permits sustainable and efficacious programming and staffing to support these students’ learning based on transparent measures;

Whereas, Increasing the number of duplicated categories of students counted in SENI where those categories are related to the essential mandate of LCFE acknowledges the challenges for schools with high concentrations of students who are facing multiple stressors in their lives; and

Whereas, A fundamental issue with school budgets that prevents equitable funding from having more appreciable effects on closing the opportunity gap is the inadequacy of school funding in California, which ranks 41st in the nation in per pupil spending despite being the 5th largest economy in the world; and this inadequacy derives from the wealth gap that creates the conditions in which our schools struggle to remove hurdles to our students’ reaching their full academic potential; now, therefore, be it

Resolved, That the Governing Board of the Los Angeles Unified School District directs the Superintendent and District staff to construct SENI 2020, consisting of a ranking of schools' levels of need calculated from the duplicated percentage of a school's population of students who are:

- Lower Income,
- English Learners (including Standard English Learners),
- Foster Youth; and
- TSP Special Education Students (defined for the purposes of the SENI as students with IEPs, and who are also English Learners, Foster Youth or Lower Income students); and

Rolling 3-year averages of:

- Homeless Students;
- Newcomer/Immigrant Youth (as defined in Federal Title III regulations); and
- Re-entry Youth (students enrolling or re-enrolling in District schools after juvenile court detention or camp placement);

Resolved further, That sufficient funds shall be allocated to the SENI 2020 program such that the per capita allocation to every campus beginning with, and subsequent to, the 2020-21 school year shall be higher than the per capita allocation to the same campus during 2018-19 and the total amount will be deposited in the school's TSP-Student Equity Needs Index program (program code 10552);

Resolved further, That the total cost of positions necessary to the basic operation of a school, whether from Base or S/C funds, shall continue to be centrally funded, and not deducted from school-site discretionary allocations currently distributed under codes 10552 and 10553; and, be it finally

Resolved, That the Superintendent and District staff will report back within 30 days on the three-year enterprise plan to increase revenue to support the educational needs of students in all District schools, as called for in Strategic Planning for Adequate Funding of Public Education in Los Angeles (Res-014-18/19).

31. Mr. Melvoin - It's Elementary—Attracting, Retaining, and Supporting Students and Families by Extending Program Offerings for Younger Learners (Res-034-19/20)

REFERRED TO CURRICULUM AND INSTRUCTION COMMITTEE

Whereas, The Los Angeles Unified School District is deeply committed to the success of its youngest learners, as demonstrated by its ambitious resolution Creating a Birth to Eight Roadmap for Success in Los Angeles (Res-020-17/18), and to welcoming new families and students into the District, most of whom look to begin their education journey in the pre-Kindergarten or Kindergarten years;

Whereas, The District was also an early adopter of universal full-day Kindergarten, and has led the way in offering transitional Kindergarten (TK) and, in many schools, expanded transitional Kindergarten (ETK), all taught by fully credentialed teachers;

Whereas, Research shows that strong early education opportunities have a dramatic positive impact on later learning and overall well-being, and that school stability is associated with stronger academic outcomes;

Whereas, The District offers various specialized elementary school programs, including magnet schools and centers and dual-language immersion programs, that have increased in number and popularity in recent years. Such programs are designed to meet the diverse needs and interests of students, attract and retain families to the District, and, in the case of magnets, integrate schools and decrease the harms of racial isolation;

Whereas, Some programs do not start until Kindergarten or first grade, after a student may already have begun their elementary school career. Inconsistency in starting grade exists both between and within programs. Additionally, some schools offer distinct ETK or TK classroom settings, while others incorporate ETK and TK into a traditional Kindergarten setting, in which students remain for two years. The resulting system is, at a minimum, complicated. Additionally, it creates circumstances where families may opt out of the District entirely in pursuit of a more stable or certain elementary school experience, and where students shuffle between schools after the first or second year, creating instability for both children and school staff. The system also benefits high-information parents, who can research, track, and navigate different entrance points for elementary school, undermining equitable access to specialized programs for higher need populations; and

Whereas, The reasons for programs starting at different grade levels vary, some being historical (e.g., some magnets that continue to start in first grade were created before the District started offering universal Kindergarten) and some being intentional or operational (e.g., some gifted programs start later consistent with best practices for identifying giftedness at a slightly older age); now, therefore be it

Resolved, That by the 2021-22 school year, each elementary magnet school or magnet center will start in Kindergarten, with the exception of gifted magnet programs that may continue to start later consistent with evidence-based best practices for identifying giftedness and as recommended in the evaluation described below. It is expected that ample classroom space exists to implement any changes, but exceptions due to facilities capacity may also be considered by the Superintendent;

Resolved further, That the Superintendent shall additionally conduct an evaluation of elementary school programs, including, but not limited to, magnet and dual-language offerings, to identify the earliest developmentally, instructionally, and operationally appropriate starting point (ETK, TK, Kindergarten, 1st grade, or other) for such programs. The evaluation shall assess options based on the following goals:

- 1) Improved social emotional and academic outcomes;
- 2) Increased District enrollment;
- 3) Stability for families and school sites;
- 4) Equity in access; and
- 5) Promoting a streamlined, coherent process for families entering the District.

The evaluation shall also review current models for the delivery of ETK/TK programs and curriculum across the District (i.e., separate or mixed classrooms);

Resolved further, That within 90 days, the Superintendent shall complete this evaluation and share a report with the Governing Board of the Los Angeles Unified School District that:

- Analyzes and sets forth a path to offer each District program at the youngest appropriate level;
- Outlines changes, if any, to the ETK/TK delivery model or curriculum;
- Describes how changes align with other District initiatives, including, but not limited to, the Birth to Eight Roadmap, Primary Promise, the Local Control and Accountability Plan, any current or future strategic plan, and the research collaborative stemming from Access and Opportunity for All: Analyzing Enrollment Patterns to Support School Integration Efforts (Res 002-19/20);
- Identifies robust strategies for ensuring equitable access to programs, including for students with disabilities, foster youth, and English Learners. Strategies considered should include:
 - 1) Robust outreach campaigns about school availability and enrollment processes;
 - 2) Movement of the timeline for application to choice options for TK and Kindergarten later in the school year to align with expectations of families for when they should enroll in elementary school;
 - 3) The possibility of reserving ETK,TK, or Kindergarten seats or classes for neighborhood or other students who miss early enrollment deadlines;
 - 4) The development of partnerships with early education partners such as Head Start providers and First 5 LA to ensure awareness of programs and smooth matriculation to ETK, TK, and Kindergarten; and
 - 5) Developmentally appropriate expansion of transportation policies;
- Describes how changes will be incorporated into and transparently explained by all online platforms and print materials through which the District describes its schools, including the Explore LAUSD website, eChoices brochures, resident school identifier platform, and school finder tools;
- Outlines a plan for how the District will track, analyze, and report demographically disaggregated data regarding the impact of any proposed changes to enrollment patterns and on student learning;
- Identifies the sources of funding for proposed changes, as well as anticipated increased revenues; and
- Describes the process whereby feedback from stakeholders was incorporated in the development of the plan; and, be it finally

Resolved, That the Superintendent shall provide bi-annual reports to the Board outlining progress towards implementation of the plan until full implementation is achieved.

Resolutions Requested by the Superintendent

32. Appointment of Member to the School Construction Bond Citizens' Oversight Committee (Sup Res 009-19/20)

Resolved, That the Governing Board of the Los Angeles Unified School District ratifies the nomination of Mr. Alvin T. Trotter, Jr., representing the Los Angeles Chamber of Commerce, as member to the School Construction Bond Citizens' Oversight Committee for a two-year term commencing March 14, 2020. The Board has determined that Mr. Trotter is not an employee, official, vendor, contractor, or consultant of the District.

Correspondence and Petitions

33. Report of Correspondence (ROC-007-19/20)
34. Report of Correspondence including Williams Settlement Uniform Complaint Quarterly Report Summary (ROC-008-19/20) **PUBLIC HEARING**

Minutes for Board Approval (Min-007-19/20)

35. March 19, 2019, Regular Board Meeting, 1:00 p.m.
April 2, 2019, Special Board Meeting, 1:00 p.m.
November 19, 2019, Special Board Meeting, 10:00 a.m.
January 14, 2020, Regular Board Meeting, 10:00 a.m.
January 21, 2020, Special Board Meeting, 10:00 a.m.
January 21, 2020, Special Board Meeting, 1:00 p.m.
February 4, 2020, Regular Board Meeting, 10:00 a.m.

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/03-10-20RegBd>

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