

**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 14, 2017

**Roll Call**

**Pledge of Allegiance**

**Board President's Reports**

Labor Partner Reports

Committee Reports

**Superintendent's Reports**

Recognition of Megan Reilly, Chief Financial Officer

Highlighting Best Practices: Our Focus on Mathematics – Arleta High School

**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. 283 – 16/17  
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 \$19.7 million for student restorative justice training, music instruction and professional development, and a contract amendment for project management training for Maintenance and Operations staff; and 14,462 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 \$836,682 for test data management tools to support MiSiS, 4 contracts to provide antibiotic and hormone free chicken for student meal programs for 5 years for \$50 million; a revenue contract to provide District credit cards for an anticipated \$2.5 million, and a revenue contract for District sponsorship commitments and fundraising for an anticipated \$500,000.

2. Board of Education Report No. 375 – 16/17  
Procurement Services Division  
(Facilities Contract Actions) Recommends approval of actions that have been executed within the delegated authority of the Superintendent including the approval of the award of 5 advertised construction contracts totaling approximately \$23 million; the award of 2 job order contract amendments totaling \$1 million; 50 change orders for \$713,362; completion of 33 contracts; award of 56 informal contracts totaling approximately \$1.3 million; the rejection of 2 bids; the award of 4 architectural and engineering contracts for \$641,574. Additionally, awards contracts not under the delegated authority, as detailed in Attachment B for award of 21 contracts for California Environmental Quality Act professional services for \$10 million; and 39 contracts for environmental site assessment professional services for \$50 million.
3. Board of Education Report No. 409 – 16/17  
Office of Accounting and Disbursements  
(Report of Cash Disbursements, Request to Reissue Expired Warrants and Donations of Money) Recommends approval of warrants for things such as salary payments for a total value of \$474,559,920.07, request to reissue expired warrants in the amount of \$1,004.54, and the acceptance of 3 donations to the District totaling \$351,616.
4. Board of Education Report No. 404 – 16/17  
Human Resources Division  
(Routine Personnel Actions) Recommends approval of 3,369 routine personnel actions such as promotions, transfers, leaves, terminations, etc.
5. Board of Education Report No. 405 – 16/17  
Human Resources Division  
(Provisional Internship Permits) Recommends approval of the continuing employment of 15 teachers who are employed under the Provisional Internship Permit requirements, allowing the District to continue to staff subject field shortage classrooms.
6. Board of Education Report No. 410 – 16/17  
Office of Labor Relations  
(Los Angeles/Orange Counties Building and Construction Trades Council [Unit E] Memorandum of Understanding for 2016-17 Reopener Agreement) Recommends adoption of the MOU for the 2016-2017 reopener agreement with the Los Angeles/Orange Counties Building and Construction Trades Council for Unit E Trades Council.
7. Board of Education Report No. 253 – 16/17  
Facilities Services Division  
(Amendment to the Facilities Services Division Strategic Execution Plan to Cancel Projects) Recommends approval of an amendment to the Strategic Execution Plan cancel projects that are currently active but for which the scope as defined is no longer needed or will be addressed through other bond-funded projects.

8. Board of Education Report No. 360 – 16/17  
Facilities Services Division  
(Amendment to the Facilities Services Division Strategic Execution Plan to Update the Food Services Kitchen Equipment Modernization and Upgrade Program) Recommends approval of an amendment to the Strategic Execution Plan to update the Food Services kitchen equipment modernization and upgrade program to add 487 school sites and additional scope at school sites, and add \$40 million to the program budget. The amendment would increase the program budget to \$41.85 million.
9. Board of Education Report No. 402 – 16/17  
Facilities Services Division  
(Amendment to the Facilities Services Division Strategic Executive Plan to Define and Approve Six Projects that Address Critical School Repair Needs) Recommends approval of an amendment to the Strategic Execution Plan to define and approve 6 projects that address critical school needs for a combined budget of \$21,020,656.
10. Board of Education Report No. 403 – 16/17  
Facilities Services Division  
(Amendment to the Facilities Services Division Strategic Executive Plan to Define and Approve Six Board Member Priority and Local District Priority Projects) Recommends approval of an amendment to the Strategic Execution Plan to define and approve 6 Board Member priority and Local District priority projects for a combined budget of \$176,487.
11. Board of Education Report No. 406 – 16/17  
Facilities Services Division  
(Amendment to the Facilities Services Division Strategic Executive Plan to Define and Approve the John C. Fremont Senior High School Wellness Center Expansion Project) Recommends approval of an amendment to the Strategic Execution Plan to define and approve the John C. Fremont Senior High School Wellness Center Expansion Project for a budget of \$3.3 million.
12. Board of Education Report No. 407 – 16/17  
Procurement Services Division  
Facilities Services Division  
(Approve the Use of the Design-Build Project Delivery Method for the John C. Fremont Senior High School Wellness Center Expansion Project) Recommends adoption of the resolution approving the use of the design-build project delivery method for the John C. Fremont Senior High School Wellness Center Expansion Project, and authorize the Chief Procurement Officer to take all necessary actions in connection with the delivery of project.
13. Board of Education Report No. 408 – 16/17  
Facilities Services Division  
(Amendment to the Facilities Services Division Strategic Executive Plan to Approve a Program to Install Wall-Mounted Changing Tables) Recommends approval of an amendment to the Strategic Execution Plan to approve a program to install 141 wall-mounted changing tables at 119 school sites for a total budget of \$907,740.

14. Board of Education Report No. 374 – 16/17  
Charter Schools Division  
(Renewal Petition for Watts Learning Center) Recommends the approval of the renewal of the charter for Watts Learning Center for 5 years to serve up to 400 students in grades TK-5 at the school located at 310 W. 95<sup>th</sup> Street in Los Angeles.
15. Board of Education Report No. 419 – 16/17  
Charter Schools Division  
(Renewal Petition for PUENTE Charter School) Recommends the approval of the renewal of the charter for PUENTE Charter School for 5 years to serve up to 100 students in grade Kindergarten at the sites located at 501 S. Boyle Avenue in Boyle Heights and at 10000 S. Western in Los Angeles.
16. Board of Education Report No. 420 – 16/17  
Office of the Chief Financial Officer  
(Adoption of a Revised Memorandum of Understanding with the School Construction Bond Citizens' Oversight Committee) Recommends adoption of the revised Charter and Memorandum of Understanding with the School Construction Bond Citizens' Oversight Committee.
17. Board of Education Report No. 422 – 16/17  
Office of the Chief Financial Officer  
(2016-17 Second Interim Report and Fiscal Stabilization Plan) Recommends approval of submission of Second Interim Financial Report to the Los Angeles County Office of Education with qualified certification based on current projections that the District may not be able to meet its financial obligations for the current fiscal year and for the two subsequent years.
18. Board of Education Report No. 421 – 16/17  
Division of Adult & Career Education  
(Authorization to Apply for a County-District-School Code for the Richard N. Slawson Southeast Occupational Center) Recommends authorization for the School Information Office to apply for a County-District-School Code for the Richard N. Slawson Southeast Occupational Center.
19. Board of Education Report No. 424 – 16/17  
Division of Instruction  
(Participation in Pilot Program with California Collaborative for Educational Excellence)  
Recommends authorization for the Superintendent to participate in the pilot program with the California Collaborative for Educational Excellence and adoption of the Pilot Program Administered by the California Collaborative for Educational Excellence Agreement.

## Board Member Resolutions for Action

20. Dr. Rodriguez, Mr. Schmerelson - Increasing Trust and Strengthening Relationships Between Schools and Parents (Res-054-16/17) ~~Using Restorative Justice Practices to Build Trust and Mend Relationships Between Schools and Parents~~

Noticed January 10, 2017, Postponed from February 14, 2017 Regular Board Meeting  
(*See Tab 20 of Board Meeting Material for Resolution without Strikethroughs or Underlines*)

Whereas, Every student, preschooler through adult, has the right to be educated in a safe, respectful, and welcoming environment; every educator has the right to teach in a safe, respectful, and welcoming environment has the right to teach in an atmosphere free from obstacles that impede learning; and parents and school personnel have the right to be treated with respect;

Whereas, Research is consistent, positive, and convincing: families have a major influence in their children's achievement. When schools and families work together to support learning, children tend to do better in school, stay in school longer, and enjoy school more;

Whereas, Research states that ~~the most accurate one of the strongest~~ predictors of a student's achievement in school, along with is not income and or social status but, is the extent to which the student's family is able to: 1) create a home environment that encourages learning; 2) express high expectations for the child's achievement and future career; and 3) become involved in the child's education at school and in the community;

Whereas, The Parents as Equal Partners in the Education of their Children Resolution, (the "PAEP" Resolution), adopted by the LAUSD Board of Education in 2010, calls for collaboration with families as a strategy to improve academic and social success for students;

Whereas, The PAEP Resolution led to the creation of the first ever Parents' Bill of Rights and Responsibilities to assist parents and schools in forming stronger partnerships to support student achievement, and states that parents are entitled to a welcoming environment in which parents can develop productive and personal relationships with educators and staff to support their child's education, and that the District is responsible for overcoming obstacles that may prevent parent involvement at home and at school;

Whereas, The District's 2016-19 Strategic Plan identifies parent engagement as a key objective to reach the District's goal of 100% graduation, by: creating welcoming and engaging environments; inviting families as equal partners; and increasing opportunities for parents to partner with their schools and the District to lead and make decisions;

Whereas, ~~The Testimony and public comment from Regular Board Meetings and the Early Childhood Education & Parent Engagement Committee show that the~~ District must continue working towards creating welcoming and engaging environments, treating families as equal partners, and overcoming obstacles that may prevent parent involvement at school;

Whereas, The issuance of Disruptive Person Letters to parents exposes a need to ~~restore~~ build stronger relationships between schools and parents in order to maintain and increase parent engagement;

Whereas, The School Discipline Policy and School Climate Bill of Rights Resolution, adopted by the LAUSD Board of Education in 2013, implements Restorative Justice Practices in order to promote trust and respect in relationships, setting the foundation for teaching, learning, and engagement;

Whereas, Restorative Justice is founded on the notion that two parties voluntarily come together in order to participate in Restorative Justice Practices which acknowledge that relationships are essential to building a successful school community; ensure equity of voice amongst all members of the community where everyone is valued and everyone is heard; sets high expectations while offering supports; and build systems that address misconduct and harm in a way that strengthens relationships and focuses on the harm done rather than only rule breaking;

Whereas, Parent leaders of central committees provided a recommendation to the District at the April 2016 Early Childhood Education & Parent Engagement Committee to use Restorative Justice to repair relationships when harm occurs when conflict arises between schools and parents;

Whereas, The District has set a goal that by the end of the 2018-19 school year, all LAUSD schools will have received training and have begun implementing Restorative Justice practices to foster a positive school climate in which every voice is valued and heard; and

Whereas, School-site procedures and practices of resolving conflicts, must be consistent with the practices and philosophy of restorative Justice, as well as District policy, state and federal laws; now, therefore be it

Resolved, That the Superintendent, in collaboration with interested community groups, parents, labor partners, and non-profit organizations or outside organizations, will develop a ~~plan to implement a pilot program~~ pilot plan, that will be brought back to the Board, ~~create a plan to train Local District staff, s and the Parent and Community and Student Services Branch parent administrators, and community representatives in using Restorative Justice practices (i.e. community building and repairing harm circles and maintaining positive school climates) and act as mediators in order to mend relationships between schools and parents~~ restore and strengthen school and parent relationships and school communities when conflict arises. (for example, after a parent receives a Disruptive Person Letter and/or voices tension with school staff) and allocate resources as available and necessary. This plan should be presented to the Board at the June 20, 2017 Board Meeting, to be implemented at some time during the 2017-18 school year; ~~Resolved, that such plan explicitly provide the right of all parents and schools to access Restorative Justice practices if they desire should a parent receive a Disruptive Person Letter as part of the appeal process, and that the Disruptive Person Letter policy be amended to reflect such a right;~~

Resolved further, that the Superintendent will revise the Parent, Community and Student Services Strategic Plan and the Parent Bill of Rights to include implementing Restorative Justices Practices between schools and parents in order to foster a positive school climate in

~~which every parent voice is valued and heard, to be implemented during the 2017-18 school year.~~

21. Ms. García, Ms. Ratliff, Dr. McKenna, Dr. Rodriguez - Honoring the Life and Legacy of Cesar E. Chavez (Res 058-16/17) Noticed February 14, 2017

Whereas, Cesar E. Chavez was a true American hero, and the anniversary of his birth on March 31, 2017 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 31<sup>st</sup> as Cesar E. Chavez 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 Navel 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, President Barack Obama proclaimed March 31<sup>st</sup> 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 31<sup>st</sup> as Cesar E. Chavez Day to honor his legacy; 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.

22. Ms. García, Mr. Zimmer, Ms. Ratliff, Dr. Rodriguez - Celebrating March as School Social Worker Month (Res 059-16/17) Noticed February 14, 2017

Whereas, For more than 80 years the Los Angeles Unified School District has been a national leader in investing in school mental health services in order to achieve its goals of 100% graduation, proficiency for all, 100% attendance, parent/community engagement and school safety school;

Whereas, Social Workers embody this year’s Social Work Month Theme, “Social Workers Stand Up!,” by serving, advocating for, and empowering millions of individuals each day;

Whereas, March is National School Social Work Month, which aims to honor the work of school social workers who have been providing a critical link between school, home, and community for over a hundred years;

Whereas, The school social work profession has consistently focused on coordinating the efforts of schools, families, and communities toward helping students improve their academic achievement and social, emotional, and behavioral competence by using its unique perspective of viewing the person in his or her environment;

Whereas, Within the District and beyond, an overwhelming number of students come to school every day with a myriad of adversities and mental health problems that compromise their ability to learn and achieve academically;

Whereas, In California, three out of four children with mental health needs do not receive treatment, despite having healthcare coverage;

Whereas, More than 25% of American youth experience a serious traumatic event by their 16<sup>th</sup> birthday, and many children suffer multiple and repeated traumas including abuse, maltreatment and neglect, traumatic loss, serious accidental injury, experiencing or witnessing violence in neighborhoods, schools and homes, treatment for life threatening illness; accidents and fire disasters, and terrorism;

Whereas, School social workers understand the interconnection between family, cultural, and community factors as social issues such as poverty, trauma, community and interpersonal violence, and substance abuse impact the safety and academic achievement of students;



Whereas, School social work practice is essential to the schools' mission and includes activities such as assessment, crisis intervention, home visits, conflict resolution, individual, group, and family counseling, parent education, staff consultation and training, program development, and coordination and linking of school and community services; and

Whereas, There are 330 full time employee school social workers employed by the District's School Mental Health Unit and other programs to support the academic mission by providing services which strengthen home/school/community partnerships and are an integral education team member as they prevent, screen and treat; now, therefore, be it

Resolved, That the Governing Board of the Los Angeles Unified School District declares March as School Social Worker Month and expresses appreciation to each social work professional for their service and leadership.

23. Dr. McKenna, Ms. Ratliff, Ms. García, Dr. Rodriguez - Celebrating Women's History Month and International Women's Day (Res 060-16/17) Noticed February 14, 2017

Whereas, The advocacy efforts of the National Women's History Project 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 since 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 20<sup>th</sup> 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 National Women's History Project theme for 2017 is "Honoring Trailblazing Women in Labor and Business;"

Whereas, The International Women's Day theme for 2017 is “#BeBoldForChange”;

Whereas, The 2017 theme for National Women's History Month honors women of diverse backgrounds whose work and influence spans three centuries of America's history while successfully challenging the role of women in both business and the paid labor force;

Whereas, The labor shortage during World War II led to the creation of opportunities for women like Katherine Johnson, Mary Jackson, and Dorothy Vaughn to obtain career opportunities at the National Aeronautics and Space Administration (NASA) and other professional roles within high level Science, Technology Engineering & Math (STEM) careers is a story that would have remained untold were it not for the biography and subsequent film “Hidden Figures;”

Whereas, The courage of women like Katherine Johnson, Mary Jackson, Dorothy Vaughn, and Christine Darden stand as living testaments and trailblazers that are visible examples to young girls today who aspire to become the future faces of Science, Technology Engineering & Math (STEM) careers;

Whereas, The Los Angeles Unified School District has taken bold and trailblazing steps toward developing pathways for girls to pursue STEM careers via the creation of the Girls Academic Leadership Academy (GALA) and countless other specialized academic programs;

Whereas, The need for academic programs like the Girls Academic Leadership Academy (GALA) is critical to address the substantial gender gap that still remains in engineering and computer occupations, which contributes to an overall underrepresentation of women in Science, Technology Engineering & Math (STEM) careers according to the 2016 Catalyst Quick Take study on Women in Science, Technology Engineering & Math (STEM); 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 Governing Board of the Los Angeles Unified School District observe Wednesday, March 8<sup>th</sup> as International Women's Day and encourage all students to “#BeBoldForChange;” 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.”

24. Dr. Rodriguez, Ms. Ratliff, Mr. Zimmer – Recognizing March as Multiple Sclerosis Awareness Month (Res 061-16/17) Noticed February 14, 2017

Whereas, March is recognized by the National Multiple Sclerosis Society and The Multiple Sclerosis Association of America as Multiple Sclerosis Awareness Month;

Whereas, Multiple Sclerosis (MS) is a disease of the central nervous system that disrupts the

flow of information within the brain, and between the brain and body;

Whereas, Every week, approximately 200 people are diagnosed with MS;

Whereas, It is estimated that approximately 2.5 million people around the world live with MS;

Whereas, Approximately 8,000 - 10,000 children up to the age of 18 years old suffer from MS nationwide;

Whereas, Studies suggest that 10% of all people with MS have a history of symptom onset before the age of 18;

Whereas, MS affects approximately 11,000 people in Los Angeles County alone;

Whereas, According to the Bureau of Labor Statistics, close to 1.1 million educators, from preschool teachers to post-secondary professors and instructors in the United States are affected by disabilities and conditions like MS; and

Whereas, Students, teachers, parents, administrators and staff within our community overcome MS everyday; now, therefore, be it

Resolved, That the Governing Board of Los Angeles Unified School District recognizes the month of March as Multiple Sclerosis Awareness Month;

Resolved further, That the Board recognizes all of those who live with MS and the challenges they face participating in our community; and, be it finally

Resolved, That the Superintendent, educators, administrators and all members of our community unite to raise awareness and spread information about MS.

25. Ms. Ratliff, Ms. García, Dr. Rodriguez - Recognizing Financial Literacy Month 2017 (Res 062-16/17) Noticed February 14, 2017

Whereas, Understanding money matters like creating and managing a budget, paying down debt while saving for emergencies and creating achievable financial goals, is an important step for anyone making and spending money;

Whereas, A greater understanding and familiarity with financial markets and institutions will lead to increased economic activity and growth;

Whereas, Financial education has been linked to lower delinquency rates for mortgage borrowers, higher participation and contribution rates in retirement plans, improved spending and saving habits, and higher net worth;

Whereas, Financial literacy empowers individuals to make wise financial decisions and reduces the confusion of an increasingly complex economy;

Whereas, Personal financial education is essential to ensure that individuals are prepared to manage money, credit, and debt, and become responsible workers, investors, entrepreneurs, business leaders, and citizens;

Whereas, In 2016, the Board of Governors of the Federal Reserve reported that U.S. consumer debt – including student loans, auto loans, and revolving credit – rose to \$3.71 trillion;

Whereas, A 2016 survey by the National Endowment for Financial Education found that 48% of respondents are living paycheck to paycheck due to credit card debt, employment struggles, and mortgage/rent payments;

Whereas, According to the Financial Awareness Foundation, only 26% of 13-21 year olds reported that their parents actively taught them how to manage money;

Whereas, According to the Council for Economic Education, students who have taken a class in personal finance are more likely to engage in financially responsible behaviors such as saving, budgeting, and investing;

Whereas, California does not have statewide standards for personal finance education;

Whereas, The Los Angeles Unified School District is developing financial mathematics courses;

Whereas, In 2004, the United States Senate designated April as Financial Literacy Month to raise public awareness about the importance of financial education and the serious consequences that may be associated with a lack of understanding about personal finances; now, therefore, be it

Resolved, That the Governing Board of the Los Angeles Unified School District hereby proclaims April 2017 as Financial Literacy Month;

Resolved further, That the Board hereby directs the Superintendent to encourage all schools in the District to integrate opportunities for teaching financial literacy during the month of April; and, be it finally

Resolved, That the Board encourages all students, families, faculty and staff to make year-round efforts to access the tools and information that will empower them to take ownership of their financial future.

26. Ms. Ratliff, Mr. Zimmer - Recognizing April 2017 as Parkinson's Awareness Month (Res 063-16/17) Noticed February 14, 2017

Whereas, Parkinson's disease is a chronic, progressive, neurological disease and is the second most common neurodegenerative disease in the United States according to the National Institutes of Health;

Whereas, There is inadequate data on the incidence and prevalence of Parkinson's disease, but it is estimated to affect 500,000 to 1,500,000 people in the United States;

Whereas, Parkinson's disease is the 14th leading cause of death in the United States according to the Centers for Disease Control and Prevention;

Whereas, It is estimated that the economic burden of Parkinson's disease is at least \$14.4 billion annually, including indirect costs to patients and family members of \$6.3 billion;

Whereas, Research suggests the cause of Parkinson's disease is a combination of genetic and environmental factors, but the exact cause and progression of the disease is still unknown;

Whereas, There is no objective test or biomarker for Parkinson's disease, and there is no cure or drug to slow or halt the progression of the disease;

Whereas, Volunteers, researchers, caregivers, and medical professionals are working to improve the quality of life of persons living with Parkinson's disease and their families;

Whereas, Research, education, and community support services are needed to find more effective treatments and to provide access to quality care to those living with the disease today; and

Whereas, Parkinson's organizations around the country recognize April as Parkinson's Awareness Month; now, therefore, be it

Resolved, That the Governing Board of the Los Angeles Unified School District hereby proclaims April 2017 as Parkinson's Awareness Month.

27. Ms. Ratliff, Dr. McKenna, Mr. Zimmer, Dr. Rodriguez - Recognizing and Celebrating April as National Bilingual/Multilingual Learner Advocacy Month (Res 064-16/17) Noticed February 14, 2017

Whereas, The National Association for Bilingual Education has made efforts to advance educational equity and excellence for bilingual/multilingual students at the national level, and as part of this effort has initiated the recognition of April as National Bilingual/Multilingual Learner Advocacy Month;

Whereas, National Bilingual/Multilingual Learner Advocacy Month recognizes that bilingual/multilingual learners are part of rapidly growing student populations in schools across the country and bring multiple assets and rich diversity to schools;

Whereas, National Bilingual/Multilingual Learner Advocacy Month is an opportunity to draw attention to the need to address the achievement gap between bilingual/multilingual learners and native English-speaking students;

Whereas, National Bilingual/Multilingual Learner Advocacy Month calls on stakeholders at all levels to examine the diverse needs of bilingual/multilingual learners in order to better meet these needs and build school cultures based on inclusivity and respect;

Whereas, National Bilingual/Multilingual Learner Advocacy Month highlights a commitment to ensure educational equity and access for these learners so they may thrive academically and

become productive biliterate/multiliterate global citizens;

Whereas, National Bilingual/Multilingual Learner Advocacy Month encourages institutions to adopt policies and practices such as dual language instructional programs that value and use students' languages and cultural assets to learn high academic content, promote long-term academic achievement, and increase graduation rates;

Whereas, National Bilingual/Multilingual Learner Advocacy Month calls for the need to prepare highly qualified bilingual teachers in all disciplines to address the unique needs of bilingual/multilingual learners in diverse settings;

Whereas, National Bilingual/Multilingual Learner Advocacy Month calls for the need to engage parents and guardians of bilingual/multilingual learners in their student's educational journey;

Whereas, Numerous research findings state that the development of skills in two or more languages enhances brain-functioning with long-term cognitive benefits such as cognitive flexibility and stronger awareness and mastery of literacy;

Whereas, 49% of students enrolled in the Los Angeles Unified School District are speakers of languages other than English;

Whereas, The development of strong bilingual skills that include home language and English enhances students' self-esteem and cultural identity, and provides a connection to family heritage and culture;

Whereas, Bilingualism/multilingualism offers students the opportunity to develop an appreciation for other cultures;

Whereas, The District currently offers four types of bilingual/multilingual programs: Transitional Bilingual Education, Maintenance Bilingual Education, Foreign Language Immersion, and Dual Language Immersion;

Whereas, The Multilingual and Multicultural Education Department has created dual language programs in Spanish, Korean, Mandarin, French, Arabic, and Armenian, and has established 31 Elementary to Middle School Pathways throughout the District;

Whereas, The District has more than 1,500 teachers with Bilingual authorization making them uniquely qualified to provide high quality instruction in at least one language other than English;

Whereas, Currently, 45 Bilingual Teaching Assistants are participating in the District Career Ladder Program to work towards their goals of becoming Bilingual Teachers;

Whereas, Many classified and certificated employees in the District speak a language other than English and are an asset to our families and students; and

Whereas, Over 1,600 Seals of Biliteracy were awarded in 2016 recognizing students graduating with exceptional achievement in world languages and cultures; now, therefore, be it

Resolved, That the Governing Board of the Los Angeles Unified School District hereby proclaims April 2017 as National Bilingual/Multilingual Learner Advocacy Month; and, be it finally

Resolved, That the Superintendent encourage schools to hold activities during the month of April in honor of National Bilingual/Multilingual Learner Advocacy Month including, but not limited to:

- School-wide celebrations of language appreciation recognizing bilingual leaders today and in history (e.g. U. S. President Franklin D. Roosevelt, NASA Astronaut José Hernandez, Supreme Court Justice Sonia Sotomayor);
- School contests on number of bilingual books read;
- School projects including interviews of bilingual family members, essays or class books on the importance of bilingualism/multilingualism;
- School assemblies celebrating “Reclassification” to recognize the mastery of English as an additional language;
- School assemblies recognizing students who have demonstrated excellence in English and a language other than English by earning District Biliteracy Awards and/or the CDE and LAUSD Seals of Biliteracy;
- School displays celebrating bilingual and multilingual staff members and the languages they speak;
- Dual language/bilingual program parent education opportunities at school sites, local districts, and central offices;
- Dual language/bilingual program open houses hosted by school staff, families, and students; and
- Dual language/bilingual program local district fairs supported by the Multilingual and Multicultural Education Department.

28. Mr. Zimmer – After School Program Support - Senate Bill 78 (Res 065-16/17)  
Noticed February 14, 2017

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

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

Whereas, The California Afterschool Advocacy Alliance (CA3) has reported that the Program provides funding for over 4,000 elementary and middle schools throughout the State and serves more than 400,000 students daily; of the 400,000 participants, 110,000 are in the Los Angeles Unified School District (LAUSD);

Whereas, Participants enrolled in the Program are 20% less likely than non-participants to drop out of school and 30% less likely than non-participants to commit a juvenile crime;

Whereas, Participants in the Program in elementary school demonstrate improved attendance and higher GPAs in middle school; in addition, participants who attended the Program experience a statistically significant higher growth rate in California Standards Test (CST) scores in English/Language Arts and Math;

Whereas, Insufficient funding levels have hindered the ability of the Program to operate, which has resulted in reduced staffing hours, reduced professional development, the abandonment of specialized instruction, and fewer spaces for children in the Program;

Whereas, Working parents rely on safe and effective after-school programs to enable them to work additional hours to support their families, while children depend on these programs to obtain valuable skills and stay safe after school;

Whereas, The Legislature is currently considering SB 78 (Leyva), which would appropriate additional funds for the Program and would require the State to increase grant amounts in alignment with minimum wage increases; and

Whereas, SB 78 would ensure that children statewide will have an opportunity to enroll in the Program, and will also increase educational outcomes for students in the LAUSD; now, therefore be it

Resolved, That the Governing Board of the Los Angeles Unified School District strongly supports Senate Bill 78, introduced by Senator Connie Leyva; and be it finally

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

29. Mr. Zimmer, Dr. McKenna, Dr. Rodriguez - Securing a Pathway for the Next Generation of Multilingual Teachers (Res 066-16/17) Noticed February 14, 2017

Whereas, Extensive research has shown that students who choose to participate in multilingual programs attain high levels of academic achievement, including English and other language proficiency, and they repeatedly demonstrate higher achievement and higher scores than English-only students;

Whereas, The Governing Board of Education expressed strong support for Proposition 58: LEARN (Language Education, Acquisition and Readiness Now) which emphasized preparing all students for college and careers in a multilingual 21st century economy;

Whereas, Given the implementation of Proposition 58 it will be essential to study programs that can help districts respond to the shortages in bilingual teachers for the increasing demands for dual language programs in the nation;



Whereas, Between 2014 and 2024, employment of teachers is projected to grow 6 percent according the Bureau of Labor Statistics, yet in a recent survey of college-bound students only 5 percent were interested in pursuing a career in education, a decrease of 16 percent since 2010;

Whereas, Enrollment in teacher preparation programs across California has been declining steadily, from a high of 77,700 just over a dozen years ago, to fewer than 20,000 in 2012-13;

Whereas, This decrease in enrollment in teacher preparation programs is compounded by similarly declining numbers of teacher credentials issued in high need areas and recruitment and retention challenges are typically greatest in underserved urban and rural communities;

Whereas, Recruitment and retention challenges are typically greatest in underserved communities;

Whereas, By explicitly, strategically and directly addressing access and resources for teacher preparation programs that target the recruitment, training and retention of bilingual/bicultural Latino teachers, we have an opportunity to redress critical shortages;

Whereas, In 2012, the Task Force on Educator Excellence issued the “Greatness by Design” report which recommended the creation of new pathways into teaching that align the resources of community colleges and state universities with supports for candidates willing to commit to working in high need schools,

Whereas, Many of the 15,000 paraeducators who assist teachers in classrooms throughout the District have experience in the communities they serve and many have both the desire and ability to become teachers;

Whereas, Results of the District Career Ladder have been impressive, since July 1995, over 3,000 program participants have been hired as K-12 teachers. These new teachers are 89% minority and 60% bilingual. Reports from the field indicate that they are generally having success and come to the profession with skills that few other new teachers possess. In addition, the five-year retention rate as District teachers has been a steady 86 percent;

Whereas, Currently, the District has teacher academies at Harbor Teacher Preparation Academy, Sylmar High School, Bell High School, Jefferson High School, Kennedy High School and Hollywood High School, enrolling approximately 2000 students District-wide;

Whereas, The Harvard University Strategic Data Project (SDP) found that teachers in the District’s Career Ladder programs have higher effects on student achievement in math than other novices in their first year, equivalent to more than one month of additional learning for students;

Whereas, In the Governing Board of the Los Angeles Unified School District directed the Superintendent to develop an investment plan to expand the capacity of the existing Career Ladder Program, to update the rates for tuition reimbursement, assure financial support to prepare for and take exams required by teacher preparation programs, and provide funding for a staff to recruit and support participants selected from current paraprofessionals, high school teaching academy graduates and beyond, and to assure the success of the Career Ladder and to give salary preference to career ladder teachers; and

Whereas, Future Teacher Academies starting in middle or high school can begin by recruiting students working towards the Seal of Biliteracy. Transitions can be facilitated from either community college teacher preparation-articulated programs and or 4-year university blended teacher education and master degree programs that encourage and support future Latino and bilingual teachers; now, therefore be it

Resolved, That the Superintendent will create a Task Force to address the issues and opportunities surrounding the creation of the next generation of outstanding teachers who will help all students, fulfill their American dreams through public education. Members shall include but not necessarily be limited to:

- Division of Instruction
- Multilingual and Multicultural Education Department
- Human Resources
- Labor partners
- Non-profit and Advocacy Organizations
- University Partners

Resolved, That the Task Force will report back to the Superintendent and the Board with recommendations for strategies, investments and partnerships related to the following significant issues:

- Recruitment training support of teachers who have or are willing to develop A level bilingual fluency;
- Expansion of our existing Career Ladder program;
- Expansion of our high school teacher training academy programs and magnets;
- The creation of comprehensive recruitment and retention plans for teachers that addresses ongoing training and professional development support and implementing goals of Proposition 58 and innovative programs, working conditions, housing costs, and professional advancement;
- A plan for ongoing collaboration for improved professional development, comprehensive support that solidifies the relationship between our partners;
- Ensure that we are applying all grant funding to support these initiatives with the most limited impact possible on the General fund;
- Collaborative initiatives with our Adult Education Division, our university partners and immigrant rights advocates for a plan to both expand high quality early education options, and offer programs for domestic workers to earn their

early education certification and become the cadre of early education teachers for our expanding dual language and early education programs; and, be it finally

Resolved, That the Superintendent update the Board on both the progress of the Task Force and other potential key initiatives around the implementation of Proposition 58, and strategies to and a timeline for piloting these efforts to address our ongoing areas of teacher shortage before or in coordination with the release of the Governor's May Revise and the Board's vote on the final Budget for 2017-18.

30. Dr. Vladovic, Dr. Rodriguez, Mr. Schmerelson - Autism Awareness Month Resolution (Res 067-16/17) To Be Noticed March 14, 2017 9a.m. For Action March 14, 2017, 1 p.m.

Whereas, National Autism Awareness month in April started in the United States in the 1970s to draw attention to the challenges faced by the autistic community of individuals with autism;

Whereas, April 2<sup>nd</sup> is also observed internationally as World Autism Awareness Day;

Whereas, There is no cure for autism, and one in every 110 children in America are diagnosed on the autism spectrum;

Whereas, Participation and observance in National Autism Awareness Month helps to promote awareness through education on the needs of this community;

Whereas, The Los Angeles Unified School District (LAUSD), Division of Special Education, through its services and transition programs, provides support to all students with disabilities, and assists students with the help they need to transition from high school to post-secondary life; and

Whereas, LAUSD celebrates the autistic community of individuals with autism and their unique characteristics and contributions to the makeup of the District; now, therefore, be it

Resolved, That the Governing Board of the Los Angeles Unified School District hereby declares April 2017 as National Autism Awareness Month and directs the Superintendent of Schools to make the necessary directives to ensure all proper activities are undertaken to promote autism awareness and education in the Los Angeles Unified School District.

31. Ms. Ratliff - Support of Assembly Bill 273 (Aguiar-Curry) - Child Care Services Eligibility (Res 071-16/17) (**Waiver of Board Rule 72**)

Whereas, On February 1, 2017, Assemblymember Cecilia Aguiar-Curry introduced Assembly Bill 273 (AB 273), expanding the eligibility requirements for families to receive child care services under the Child Care and Development Services Act;

Whereas, AB 273 would allow parents engaged in the following educational programs to be eligible for child care and development programs:

- English as a second language;
- High school diploma; or
- General educational development certificate;

Whereas, The Los Angeles Unified School District strongly supports parents enrolling in educational programs like the aforementioned; now, therefore, be it

Resolved, That the Governing Board of the Los Angeles Unified School District supports Assembly Bill 273 to expand eligibility for child care services for parents engaged in educational programs; and, be it finally

Resolved, That the Superintendent direct the Office of Government Relations to communicate the District's support of AB 273 by Wednesday, March 15, 2017, to the appropriate committees of the State Legislature and the Los Angeles County State Delegation.

### **Board Member Resolutions for Initial Announcement**

32. Ms. García, Ms. Ratliff - Denim Day 2017 (Res 068-16/17) For Action April 18, 2017

Whereas, In 1998, an Italian Supreme Court decision overturned a rape conviction because the victim wore jeans. People all over the world were outraged. Wearing jeans became an international symbol of protest against erroneous and destructive attitudes about sexual assault;

Whereas, Peace Over Violence (formerly known as the Los Angeles Commission on Assaults Against Women) organizes Denim Day in Los Angeles every April during National Sexual Awareness month;

Whereas, Denim Day seeks to highlight and eliminate attitudes that blame victims and prevent them from seeking assistance;

Whereas, This year, Denim Day will take place on Wednesday, April 26, 2017 and on that day, people throughout Los Angeles and around the world will wear their jeans as a visible sign of protest against sexual assault;

Whereas, approximately every two minutes, somewhere in America, someone is sexually assaulted;

Whereas, Women neither ask for nor deserve to be raped, ever;

Whereas, Silence does not equal consent;

Whereas, By participating in Denim Day activities, we promote prevention through education; make it possible for more survivors of sexual assault to reach out and find help; and help men and boys to understand the critical role they play in preventing violence against women;

Whereas, On this day, in the schools, offices and streets of Los Angeles County, and across our nation we unite against rape of girls, women, boys and men. We stand in support of survivors and we break the silence to end sexual violence;

Whereas, The Los Angeles Unified School District (LAUSD) is committed to maintaining a safe learning environment that is free from sexual abuse of children; and

Whereas, LAUSD has called upon itself and on the community in Los Angeles and in the State of California for changes to better protect the students in LAUSD; now, therefore, be it

Resolved, That the Governing Board of the Los Angeles Unified School District hereby declares April 26, 2017, Denim Day and directs the Superintendent and all district staff to support activities that promote education and prevention of sexual assault.

33. Ms. García, Ms. Ratliff - National Library Week 2017 (Res 069-16/17) For Action April 18, 2017

Whereas, National Library Week is a national observance, first sponsored in 1958 by the American Library Association (ALA), in libraries across the country each April;

Whereas, The Nation's school, academic, and public libraries make a difference in the lives of millions of people in the United States;

Whereas, More than 21 million people use California's public libraries each year;

Whereas, Los Angeles Unified School District (LAUSD) libraries are important community educational resources, providing books and innovative programs for students and community;

Whereas, Librarians are trained professionals, helping people of all ages and backgrounds find and interpret the information they need to read, learn, and work;

Whereas, Librarians advance learning and the overall mission of LAUSD by helping students, faculty, and first time researchers obtain the best, most accurate, and complete information;

Whereas, Libraries represent American values by being places for opportunity, education, self-help, and lifelong learning;

Whereas, Libraries are a key player in the national discourse on intellectual freedom and access to equity;

Whereas, Libraries are partners in narrowing the "digital divide" by providing no-fee public internet access to accommodate low income communities to meet the growing need for access to online information, including e-government, continuing education, and employment opportunities; and

Whereas, Libraries remain safe-havens for free-access to knowledge, technology, entertainment and history in under-resource communities where many students lack access to the world-wide-web in their homes; now, therefore, be it

Resolved, That the Governing Board of the Los Angeles Unified School District supports the goals and ideals of National Library Week and declares the week of April 9-15, 2017, as LAUSD Library Week;

Resolved further, That it encourages all students, faculty and staff to visit a library to take advantage of the wonderful library resources available and thank their librarians and library employees; and, be it finally

Resolved, That the Governing Board of the Los Angeles Unified School District supports librarians' efforts to ensure that all Americans can continue to access 21st century library services despite their social economic and citizen status.

34. Ms. García - Take Our Daughters and Sons to Work Day 2017 (Res 070-16/17) For Action April 18, 2017

Whereas, Take Our Daughters to Work Day was established in 1993 to empower young girls to realize their full potential in the work environment and build the confidence necessary to obtain the skills and capabilities to enter and compete in today's workplace;

Whereas, In 2003, the name of the program was officially changed to Take Our Daughters and Sons To Work Day to include boys and empower all youth to overcome societal barriers and reach their full potential;

Whereas, This day is an opportunity for adults, parents and mentors to share in the responsibility to model leadership and to cultivate and inspire the passions and talents of all our youth and model leadership;

Whereas, By connecting young people to diverse professional paths, we are able to broaden their horizons, instilling in them the belief in hard work, determination and self-efficacy and ensure a strong and prepared 21<sup>st</sup> century workforce;

Whereas, On take Our Daughters and Sons To Work Day, Thursday, April 27, 2017, millions of young girls and boys will participate and accompany their parents to the workplace where they will learn and be inspired; and

Whereas, As stated in the Los Angeles Unified School District Parent-Student Handbook students who participate are required to notify the school of attendance by returning a School Notification of Participation and Parent Responsibility Form; now, therefore, be it

Resolved, That the Governing Board of the Los Angeles Unified School District designates April 27, 2017 as Take Our Daughters and Sons to Work Day; and, be it finally

Resolved further, That LAUSD students and employees will be encouraged to commemorate, participate in and support Take Our Daughters and Sons to Work Day.

35. Ms. Ratliff - Recognizing Be Kind to Animals Week® 2017 (Res 072-16/17) For Action April 18, 2017

Whereas, The Los Angeles Unified School District is committed to providing a safe and civil learning and working environment for all students and staff;

Whereas, Animal abuse and interpersonal violence toward humans share common characteristics;

Whereas, Research shows that animal abuse is a predictor of domestic violence and an indicator of distress in the household;

Whereas, The National School Safety Council, the U.S. Department of Education, the American Psychological Association, and the National Crime Prevention Council agree that animal cruelty is a warning sign for at-risk youth;

Whereas, A study by the U.S. Department of Justice on animal abuse and youth violence suggests that “addressing cruelty to animals...may add one more piece to the puzzle on understanding and preventing youth violence”;

Whereas, The household dog and cat population in Los Angeles County is estimated to be between 2.4 million and 4.8 million; and

Whereas, American Humane, an advocacy organization for the protection of children and animals, established the first full week of May starting on a Sunday as the annual celebration of the philosophy of kindness to animals; now, therefore, be it

Resolved, That the Governing Board of the Los Angeles Unified School District hereby reaffirms its commitment to promoting attitudes of kindness, consideration, and respect for all living things; and, be it finally

Resolved, That the Board hereby declares the week of May 7-13, 2017, as Be Kind to Animals Week® and encourages all students, families, and staff to celebrate Be Kind to Animals Week® and treat all animals humanely this week and throughout the year.

36. Ms. Ratliff - Recognition of April as Commemoration of the Anniversary of the Armenian Genocide of 1915 (Res 073-16/17) For Action April 18, 2017

Whereas, April 24, 2017, marks the 102<sup>nd</sup> 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 surviving Armenian women and children were forcibly converted and Islamized, 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 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, The 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; and

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 designates April as the month of "Commemoration of the Anniversary of the Armenian Genocide of 1915", and in doing so will ensure that the Armenian Genocide is properly taught to students, staff, and the community at large; 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.

37. Ms. Ratliff - Celebrating National Teacher and Substitute Teacher Appreciation Week 2017 (Res 074-16/17) For Action April 18, 2017

Whereas, Instruction and teachers are at the very heart of the Los Angeles Unified School District's mission to provide our students with an education that prepares them to be college-prepared and career-ready;

Whereas, Teachers are the drivers of educational high achievement towards the goal of 100% graduation rate;

Whereas, Teachers are more than purveyors of knowledge in the classroom, they also serve our students as role models and mentors;

Whereas, Substitute teachers must continually adjust to different working conditions in order to provide continuity in the learning process for students;

Whereas, Teachers positively impact the lives of students well beyond the classroom;

Whereas, The National Education Association and the National Parent Teacher Association have designated the week of May 7-13, 2017, as National Teacher Appreciation Week and May 9, 2017, as National Teacher Day; and

Whereas, It has also become customary for school districts to recognize the first full week in May as National Substitute Teacher Appreciation Week; now, therefore, be it

Resolved, That the Governing Board of the Los Angeles Unified School District hereby recognizes and honors the contributions of teachers to quality education across the Los Angeles Unified School District and extends its gratitude and appreciation for their year-long efforts;

Resolved further, That the Board hereby declares the week of May 7-13, 2017, as National Teacher and Substitute Teacher Appreciation Week; and, be it finally

Resolved, That the Board hereby declares May 9, 2017, as National Teacher Day.

38. Ms. Ratliff - Celebrating Administrative Professionals Week 2017 (Res 075-16/17) For Action April 18, 2017

Whereas, Administrative educational office professionals play an essential role in coordinating the office operations of schools and offices, often working alongside their administrators;

Whereas, Classified educational office professionals are the front lines of our schools and offices, often serving as the first contact that parents, students, and others have with the school in the office, on the phone, and in the virtual world;

Whereas, The work of educational office professionals today requires advanced knowledge and expertise in communications, computer software, office technology, project management, organization, customer service, and other vital office management responsibilities;

Whereas, Educational office professionals are masters of data and have remained the steady center of our schools and offices by helping ensure requests and concerns are handled correctly, promptly, and at minimal cost; and

Whereas, Administrative Professionals Week is observed annually in workplaces around the world to recognize the important contributions of administrative support staff and is sponsored by the International Association of Administrative Professionals; now, therefore, be it

Resolved, That the Governing Board of the Los Angeles Unified School District hereby proclaims the week of April 23-29, 2017, as Administrative Professionals Week, and Wednesday, April 26, 2017, as Administrative Professionals Day, saluting the valuable contributions of administrative professionals and all educational office professionals in the workplace for their dedicated service and leadership.

39. Dr. Ref Rodriguez - Preparing LAUSD Students For The Global Economy: Building A Dual Language Immersion Pilot In Early Childhood Education (Res 076-16/17) For Action April 18, 2017

Whereas, Building a solid foundation for early learners is a specific objective in LAUSD's 2016-19 Strategic Plan in order to meet the District's goal of 100% graduation;

Whereas, Participation in high-quality early childhood education programs enhances school readiness and minimizes the need for costlier interventions later in life, and has been shown to make the biggest impacts on historically underserved student populations such as English Learners and low-income students;

Whereas, Dual Language Immersion programs expose both English Learners and native English speakers to English and another language (e.g., Spanish, French, Mandarin, Arabic, Armenian etc.) with the goal of both English Learners and native English speakers becoming bilingual and biliterate in both languages;

Whereas, Children who begin learning language in early childhood are more likely to develop native fluency;

Whereas, Neuroscience research shows that young children are capable of successfully learning multiple languages, that the brain is most receptive to language learning in the earliest years of life, and that home language is central to socio-emotional development, an evolving sense of self, and overall academic achievement;

Whereas, Language growth in bilingual children is connected to the quality and quantity of language exposure they experience in each language;

Whereas, Research shows that because bilingual children switch between multiple languages, their brains are active and flexible, which helps them learn more easily, helps them focus, and strengthens their memory, problem solving and thinking skills;

Whereas, English Learners enter LAUSD with intellectual, social and personal assets – their home language and culture – that can help them compete in today’s global context and contribute to our national economy and security;

Whereas, In 2016-2017, 124,000 English Learners and an additional 136,000 Reclassified Fluent English Proficient students are enrolled in LAUSD, making the District home to the largest English Learner population in California;

Whereas, 50% of the children in the Los Angeles Unified School District’s Early Education Centers & State Preschool programs are English Learner students;

Whereas, Dual Language Immersion programs treat a child’s home language and culture as an asset, encouraging strong family-child bonds and bridging the gap between home and school;

Whereas, Regardless of the instructional program, teachers are encouraged to use primary language support for English learners in early childhood education because home language is central to developing proficiency in English and other languages;

Whereas, Research shows that English Learners in Dual Language programs have higher rates of reclassification, English proficiency, and academic pass rates by the end of high school, and native speakers of English also achieve higher academic success when enrolled in Dual Language programs;

Whereas, The passage of Proposition 58, which was unanimously supported by the LAUSD Board of Education, and passed by 73% of votes, exhibits a high demand for opportunities and pathways that develop student language fluency in multiple languages;

Whereas, In its 2016-19 Strategic Plan, the District committed to increasing personalized learning experiences through the expansion of school pathways, including dual language immersion programs; and

Whereas, In today’s global economy, the ability to communicate in another language has become a significant advantage in the workforce, opens up new career opportunities, and increases income potential; now, therefore, be it

Resolved, That the Superintendent create a plan to pilot Dual Immersion programs in Early Childhood Education offerings (such as Expanded Transitional Kindergarten, Early Education Centers, and State Preschools) to be implemented during the 2017-2018 school year and that such pilot inform the potential expansion of Early Childhood Education Dual Immersion programs throughout the District;

Resolved further, That the Superintendent commission a study from the District’s Chief Data and Accountability Officer to assess the impact of the Dual Immersion Early Childhood Education Pilot on student outcomes in the short and long term; and, be it finally

Resolved, That the Superintendent showcase the District’s leadership in ensuring that students receive the educational and economic benefits of being bilingual and biliterate starting at an early age by connecting with local media and national education media outlets.

40. Mr. Zimmer - Enforcement of Sponsorship Guidelines to Stop Marketing of Junk Food to Students (Res 077-16/17) For Action April 18, 2017

Whereas, Los Angeles Unified School District (“District”) has a strong interest in and obligation to promote the health of children, which leads to better attendance, improved behavior, lower incidence of illness, and increased attention, creativity, and academic achievement;

Whereas, The District is committed to being a national leader in quality education, thereby providing an environment that fosters and promotes health to its students, demonstrated by the access to community health clinics, physical education programs, nutrition education from the Network for Healthy California-LAUSD, and the District’s meal programs which meet or exceed national nutrition standards as outlined in the 2010 Healthy Hunger-Free Kids Act;

Whereas, Despite the progress made in nutrition practices for addressing childhood obesity in Los Angeles County, an epidemic of diet-related disease continues to threaten the health of our students;

Whereas, The marketing of unhealthy foods and beverages and their associated brands has been established to contribute to the epidemic of childhood obesity by increasing children’s consumption of unhealthy foods and beverages;

Whereas, The epidemic of diet-related diseases disproportionately impacts communities of color, wherein black girls are 20.5% more likely to suffer from obesity and black boys are 19.9% to suffer from obesity according, and studies have shown these children are also disproportionately targeted in marketing by the food and beverage industry;

Whereas, The United States Department of Agriculture has issued its Local School Wellness Policy rule that requires local education agencies, including the District, to adopt wellness policies that restrict the marketing of unhealthy foods and beverages on school campuses;

Whereas, The District Sponsorship Guidelines state that “The District will not seek sponsorship from corporations that market, sell or produce products that may be harmful to children including, but not limited to, tobacco, alcohol, firearms, gambling, or high fat and calorie foods and drinks”; and

Whereas, Despite the Sponsorship Guidelines, sponsorship by corporations that market and sell high fat and calorie foods and drinks remains prevalent, including McTeacher’s Nights events hosted and promoted by McDonald’s restaurants, which have occurred in Los Angeles schools more than 120 times since 2013; now, therefore, be it

Resolved, That the Governing Board of the Los Angeles Unified School District directs the Superintendent to report back to the Board in six months on adherence to the Sponsorship Guidelines to ensure that all District departments and school sites are in compliance with the provision which states “The District will not seek sponsorship from corporations that market, sell or produce products that may be harmful to children including, but not limited to, tobacco, alcohol, firearms, gambling, or high fat and calorie foods and drinks;

Resolved further, That the Board directs the Superintendent to submit a plan with specific action steps to ensure compliance including a training and awareness campaign among all teachers and school administrators about the District’s Sponsorship Guidelines with implementation recommendations to avoid prohibited activities such as junk food fundraisers and develop a monitoring system in partnership with the LAUSD Director of Health and Human Services to ensure compliance; and, be it finally

Resolved, That the Board directs the Superintendent to issue a letter to the McDonald’s Corporation and the McDonald’s Operators’ Association of Southern California to inform them of the passage of this resolution and other relevant sponsors of activities that may be affected by a change in or enforcement of existing policies.

## **Miscellaneous Business**

### **Correspondence and Petitions**

41. Report of Correspondence (125-16/17)

### **Public Hearings**

42. Resolution of Intention to Dedicate an Easement at 7<sup>th</sup> Street Elementary School (123-16/17)
43. Resolution of Intention to Dedicate an Easement at Emerson Community Charter School (124-16/17)
44. New Charter Petitions for Public Hearing (122-16/17)

Alfred B. Nobel Charter Middle School

Consideration of the level of support for a conversion affiliated charter petition requesting a 5-year term to serve 2678 students in grades 6-8 with a proposed location in Northridge.

Citizens of the World Eastside

Consideration of the level of support for a start-up independent charter petition requesting a 5-year term to serve 1572 students in grades TK-8 with proposed locations in Los Angeles.

Dearborn Elementary Charter Academy

Consideration of the level of support for a conversion affiliated charter petition requesting a 5-year term to serve 541 students in grades TK-5 with a proposed location in Northridge.

Dixie Canyon Community Charter

Consideration of the level of support for a conversion affiliated charter petition requesting a 5-year term to serve 752 students in grades TK-5 with a proposed location in Sherman Oaks.

El Oro Way Charter for Enriched Studies

Consideration of the level of support for a conversion affiliated charter petition requesting a 5-year term to serve 500 students in grades TK-5 with a proposed location in Granada Hills.

Enadia Way Technology Charter Elementary School

Consideration of the level of support for a conversion affiliated charter petition requesting a 5-year term to serve 283 students in grades TK-5 with a proposed location in West Hills.

Encino Charter Elementary

Consideration of the level of support for a conversion affiliated charter petition requesting a 5-year term to serve 584 students in grades K-5 with a proposed location in Encino.

Hamlin Charter Academy

Consideration of the level of support for a conversion affiliated charter petition requesting a 5-year term to serve 407 students in grades TK-5 with a proposed location in West Hills.

Hesby Oaks Leadership Charter

Consideration of the level of support for a conversion affiliated charter petition requesting a 5-year term to serve 555 students in grades TK-8 with a proposed location in Encino.

Knollwood Preparatory Academy

Consideration of the level of support for a conversion affiliated charter petition requesting a 5-year term to serve 513 students in grades TK-5 with a proposed location in Granada Hills.

Plainview Academic Charter Academy

Consideration of the level of support for a conversion affiliated charter petition requesting a 5-year term to serve 400 students in grades TK-5 with a proposed location in Tujunga.

Robert A. Millikan Affiliated Charter and Performing Arts Magnet Middle School

Consideration of the level of support for a conversion affiliated charter petition requesting a 5-year term to serve 2033 students in grades 6-8 with a proposed location in Sherman Oaks.

Van Gogh Charter Elementary

Consideration of the level of support for a conversion affiliated charter petition requesting a 5-year term to serve 504 students in grades TK-5 with a proposed location in Granada Hills.

**Minutes for Board Approval (121-16/17)**

45. February 7, 2017, Special Board Meeting  
February 14, 2017, Special Board Meeting

## **Announcements**

## **Public Comment**

## **Adjournment**

Please note that the Board of Education may consider at this meeting any item referred from a Board Meeting five 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/03-14-17RegBd>

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