

**BOARD OF EDUCATION OF THE CITY OF LOS ANGELES**  
**Governing Board of the Los Angeles Unified School District**

**REGULAR MEETING STAMPED ORDER OF BUSINESS**

333 South Beaudry Avenue, Board Room  
11 a.m., Wednesday, April 14, 2021

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

**Roll Call**

**Pledge of Allegiance**

**Board President's Reports**

Labor Partners

Student Voices

**Superintendent's Reports**

Return to Campus and Instructional Calendar Update

Strategic Priorities for Elevating and Advancing Black Student Success (Res-011-20/21) Update

**Public Speaking**

**Public Comment**

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

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

**Speakers must sign up in advance using the website.**

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

The website will be open 24 hours before the meeting, at 11 a.m., Tuesday, April 13. Each item will allow for 7 speakers.

This is a Regular Board Meeting. The Board of Education encourages public comment on the items for action on this agenda and all issues related to the school district. You may sign up to speak on line and call in during the meeting but please consider using our alternative methods. Commenters can email all Board Members at [boardmembers@lausd.net](mailto:boardmembers@lausd.net), or use the US Mail at 333 S. Beaudry Ave., Los Angeles, CA 90017, or leave a phone message at (213) 443-4472, or fax (213) 241-8953. Items received by 11 a.m. on Tuesday, April 13, 2021 will be distributed to all Board Members.

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

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

1. Call 1-669-900-6833 and enter **Meeting ID 837 9421 2856** at the beginning of the meeting.
2. Press #, and then # again when prompted for the Participant ID.
3. Remain on hold until it is your turn to speak. You can watch the meeting on the live video stream until your item comes before the Board.  
Live Video Stream: [http://lausd.granicus.com/MediaPlayer.php?publish\\_id=18](http://lausd.granicus.com/MediaPlayer.php?publish_id=18)
4. Callers will be identified based on their phone number. You will need to call in from the same phone number entered into the sign up form on the website. Callers will need to have their phone number ID displayed and may need to adjust their phone settings.
5. Callers will know to speak when receiving the signal that their phone has been removed from hold and/or unmuted. Callers will then press \*6 and be brought into the meeting.
6. You will have 3 minutes to speak.

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

## Public Notice of Bargaining Union Initial Proposals

1. Teamsters Local Union No. 572 (Unit S) Initial Bargaining Proposals for 2020 Successor (UIP-006-20/21) Initial proposals from collective bargaining representatives are made public before negotiations begin.

### 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

2. Board of Education Report No. 250 – 20/21 **ADOPTED BY CONSENT VOTE**  
Procurement Services Division  
(Procurement Actions) Recommends approval of procurement actions taken by staff for professional services, agreement amendments and purchases within the delegated authority of the Superintendent as described in Attachment A for a total amount of approximately \$22.3 million for data integration services for online learning applications, and 3,749 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 retirement plan services for no cost, 5 five year contracts for online A-G college entrance requirement courses for an aggregate \$10 million, a contract to purchase 15 natural gas truck tractors for \$2.7 million, 4 five year contracts to provide personal computers and related equipment and services for and aggregate \$205 million, a contract to purchase 90 floor sweepers for \$3.7 million, 3 contracts to purchase 26 SUV's, 13 hybrid sedans, and 25 utility vehicles for and aggregate \$2.2 million.

Also, approves the donation of 6 school buses to states in Mexico, a revenue contract with the City of Los Angeles to provide adult career education and training for \$163,680, and a revenue contract amendment with the City of Los Angeles for youth work readiness training for an additional \$319,500.

3. Board of Education Report No. 265 – 20/21 **ADOPTED BY CONSENT VOTE**  
Procurement Services Division - Facilities Contracts  
(Facilities Contract Actions) Recommends approval of actions executed within the delegated authority of the Superintendent including the approval of the award of 1 advertised construction contract for \$135,883; 6 job order contract amendments for approximately \$1.1 million; 244 change orders for approximately \$2.4 million; the completion of 43 contracts; the award of 35 informal contracts for \$907,555; the award of 2 goods and services contracts for \$36,288; and extra services and amendments for architectural and engineering contract for \$168,207.

Additionally, awards contracts and amendments not under the delegated authority, as detailed in Attachment B, for approval of architectural and engineering contracts for electrical engineering services in the amount of \$5 million and approval of a comprehensive modernization project at San Pedro High School for approximately \$172 million.

4. Board of Education Report No. 279 – 20/21 **ADOPTED BY CONSENT VOTE**  
Facilities Services Division  
(Amendment to the Facilities Services Division Strategic Execution Plan to Define and Approve Five Local District Priority and Board Member Priority Projects) Recommends approval of an amendment to the Strategic Execution Plan to define and approve 5 Local District priority and Board Member projects for a combined budget of \$198,043.
5. Board of Education Report No. 280 – 20/21 **ADOPTED BY CONSENT VOTE**  
Facilities Services Division  
(Amendment to the Facilities Services Division Strategic Execution Plan to Define and Approve Nine Projects that Address Critical School Safety and Repair Needs) Recommends approval of an amendment to the Strategic Execution Plan to define and approve 9 projects that addresses critical school repair needs at specified schools for a budget of \$55,173,233.
6. Board of Education Report No. 282 – 20/21 **ADOPTED BY CONSENT VOTE**  
Facilities Services Division  
Early Childhood Education Division  
(Amendment to the Facilities Services Division Strategic Execution Plan to Define and Approve Eight Early Education Center Outdoor Classroom and Campus Upgrade Projects and Cancel One Project) Recommends approval of an amendment to the Strategic Execution Plan to define and approve 8 early education center outdoor classroom and campus upgrade projects at specified schools and cancel 1 synthetic turf project at Glassell Park Early Education Center for a combined budget of \$28,879,403.
7. Board of Education Report No. 292 – 20/21 **ADOPTED BY CONSENT VOTE**  
Facilities Services Division  
(Amendment to the Facilities Services Division Strategic Execution Plan to Authorize Construction Activities for the South Shores Elementary Performing Arts Magnet Classroom Replacement Project) Recommends approval of an amendment to the Facilities Services Division Strategic Execution Plan to authorize and fund construction activities for the South Shores Elementary Performing Arts Magnet Classroom Replacement Project, including pre-construction and limited construction activities, and allocates an additional \$26,925,318 making the total project budget \$34,841,659.
8. Board of Education Report No. 295 – 20/21 **ADOPTED**  
Facilities Services Division  
(Piloting Models for the Delivery of Central Administrative and Operational Support Services: Phase Two of the Exploration of Opportunities to Realign Administrative and Operational Support Facilities and Services) Recommends authorization of up to \$4 million from the General Fund to explore realignment of administrative and operational support facilities and services to better support students, employees, and communities served by the District through the piloting of new teleworking models

9. Board of Education Report No. 300 – 20/21 **ADOPTED BY CONSENT VOTE**  
 Accounting and Disbursements Division  
 (Report of Cash Disbursements, Request to Reissue Expired Warrants, Donations of Money, and Donation of Money to Associated Student Body Funds) Recommends approval of warrants for things such as salary payments for a total value of \$643,843,756.24; the reissuance of 2 expired warrants totaling \$4,101.50; the acceptance of 2 donations to the District totaling \$75,383; and the acceptance of 1 donation to the Belmont High School Associated Student Body Funds in the amount of \$89,525.72.
10. Board of Education Report No. 289 – 20/21 **ADOPTED BY CONSENT VOTE**  
 Human Resources Division  
 (Routine Personnel Actions) Recommends approval of 3,152 routine personnel actions such as promotions, transfers, leaves, terminations, etc.
11. Board of Education Report No. 252 – 20/21 **ADOPTED BY CONSENT VOTE**  
 Human Resources Division  
 (Nonroutine Personnel Actions) Recommends approval of the demotion of one classified employee.
12. Board of Education Report No. 290 – 20/21 **ADOPTED**  
 Human Resources Division  
 (Provisional Internship Permits) Recommends approval of the continuing employment of 6 teachers who are employed under the Provisional Internship Permit requirements, allowing the District to continue to staff subject field shortage classrooms.
13. Board of Education Report No. 302 – 20/21 **ADOPTED AS AMENDED**  
 Personnel Commission  
 (Strike “School Safety Officers will meet the minimum qualifications for these positions and may be considered for appointment” from Policy Implications section)  
 (Restricted Status for Initial Appointments of School Climate Advocate) Recommends designation of the employment classification School Climate Advocate as “restricted” so the initial employees can be from low income groups and those residing in specific geographic areas, which will allow for more local control of the hiring process.
14. Board of Education Report No. 304 – 20/21 **ADOPTED AS AMENDED**  
 Personnel Commission  
 (Strike “including the new classification of School Climate Advocate” from Reassignments/ Displacements section)  
 (Authorization of Reduction in Force as a Result of School Police Reduction) ) Recommends authorization for notices to be sent to a specific number of classified employees in specified positions informing them that they will be released 60 days after notice in accordance with state law and collective bargaining agreements, and that the Personnel Commission be authorized to send subsequent notices as become necessary.

15. Board of Education Report No. 303 – 20/21 **ADOPTED BY CONSENT VOTE**  
 Charter Schools Division  
 (Denial of the Remanded Petition for Crenshaw Entrepreneurial Academy) Recommends denial of the remanded charter petition for Crenshaw Entrepreneurial Academy, proposed to be located in the south Los Angeles area, zip code 90043, within the Board District 1 and Local District West areas, and adoption of the attached Findings of Fact In Support of Denial of the remanded Charter Petition for Crenshaw Entrepreneurial Academy.
16. Board of Education Report No. 308 – 20/21 **ADOPTED BY CONSENT VOTE**  
 Local District West  
 (Merger of the Augustus Hawkins Critical Design and Gaming School (CDAGS), Community Health Advocate School (CHAS), and Responsible Indigenous Social Entrepreneurship (RISE) for the 2021-22 School Year) Recommends approval to merge Augustus Hawkins Critical Design and Gaming School, Community Health Advocate School, and Responsible Indigenous Social Entrepreneurship, with one CDS code, beginning the 2021-22 school year.

**Board Member Resolutions for Action**

17. Mr. Schmerelson, Mr. Melvoin, Dr. McKenna, Ms. Ortiz Franklin, Ms. Gonez - Supporting the Implementation of the State Seal of Civic Engagement (Res-016-20/21) (Noticed March 9, 2021)  
**ADOPTED**
- Whereas, A well-supported public education is the foundation for assuring a well-educated and engaged citizenry;
- Whereas, Public schools are foundational to upholding and sustaining American democracy by ensuring future generations are fully prepared to function as informed citizens who value freedom and democracy in a civil society;
- Whereas, It is the civic mission of our schools to prepare all young people to be informed, responsible and actively engaged in civic life;
- Whereas, According to the United States Census, voter turnout for 18-29 year olds was just 36 percent in the 2018 midterm elections;
- Whereas, The California education system currently insufficiently supports student civic learning and community participation;
- Whereas, High school students often believe they lack the agency to influence the political landscape and reform social injustices;
- Whereas, Youth civic engagement equips students with the necessary skills and knowledge to contribute to America’s democracy as adults;
- Whereas, Civic engagement comprises processes and practices that foster student voice, civil dialogue, mutual understanding, creativity, critical thinking, and collective problem solving, while respecting individual autonomy and difference;

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

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

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

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

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

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

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

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

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

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

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

Whereas, The adopted statewide criteria read as follows:

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

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

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

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

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

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

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



18. Ms. Gonez, Mr. Schmerelson, Mr. Melvoin, Ms. Goldberg - Declaring Support for Federal Acknowledgement of the Fernand<sup>o</sup> Tataviam Band of Mission Indians (Res-017-20/21) (Noticed March 9, 2021) **ADOPTED**

Whereas, The Los Angeles Unified School District currently serves 2,030 self-identified American Indian students and of those participating through the Title VI American Indian Education Program, four percent identify as members of the Fernand<sup>o</sup> Tataviam Band of Mission Indians (FTBMI);

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

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

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

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

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

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

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

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

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

19. Mr. Melvoin, Ms. Ortiz Franklin, Ms. Goldberg, Mr. Schmerelson, Ms. Gonez - Fully Funding Access to Immersive, Outdoor Learning Opportunities (Res-019-20/21) (Noticed March 9, 2021)

**ADOPTED AS AMENDED**

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

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

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

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

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

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

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

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

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

Resolved, That, in addition to its ongoing consideration of the expanded use of campus-based outdoor classrooms, the Superintendent and the Office of Outdoor and Environmental Education shall look for additional opportunities to pursue and fund outdoor, immersive learning environments and experiences prioritizing students that may otherwise not have access (e.g., buy or lease additional property for outdoor learning, fund space/astro camp, and fund school trips to Yosemite), explore free outdoor summer opportunities for students beginning in summer 20201, as well as more permanent outdoor learning classrooms, and report back to the Board with a detailed description of additional outdoor learning opportunities within 60 days.

20. Ms. Gonez, Ms. Goldberg, Mr. Melvoin, Mr. Schmrelson, Dr. McKenna - Charting a Path to Universal Preschool for Three and Four Year Olds in Los Angeles by 2024 (Res-021-20/21) (Noticed March 9, 2021) **ADOPTED AS AMENDED**

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

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

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

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

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

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

Whereas, The COVID-19 pandemic has exposed and exacerbated the fundamental inequities rooted in the communities the District serves, and long-term recovery necessitates investments in effective high-yielding strategies, such as universal high-quality early childhood education programs, which have been proven effective and beneficial to students, families, teachers, schools, and local economies; and

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

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

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

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

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

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

- Encouraging and supporting meaningful family engagement practices (regular communication between staff and families, opportunities for parents to visit and volunteer in the classroom, hiring staff who speak parents' home language and providing communications and resources in parents' home language, etc)
- Support schools to engage families proactively and consistently in a two-way conversation about needs, goals, and support for their students (e.g. additional time/staff support for educator/family conversations)
- Incorporating early childhood family engagement opportunities and workshops into the Parent and Community Services Branch
- Creation of a robust marketing and outreach plan to ensure families are aware of the District's expanded program offerings in collaboration with the larger Los Angeles early childhood community
- Innovative approaches, including but not limited to:
  - Leveraging underutilized/under-enrolled spaces on district sites for program expansion and growing enrollment and utilizing facilities bond dollars, to the extent feasible
  - Integrating support services to meet the needs of the whole child and promote family well-being
  - Integrating the District's eSIS system into the Whole Child Data Platform
  - Explore opportunities for moderate income families, such as sliding scale approach;

Resolved further, That the Superintendent shall prioritize expanding both Transitional Kindergarten (TK) and Early Transitional Kindergarten (ETK) programs, utilizing both Federal and State COVID-19 relief funds, to ensure program offerings are equitably distributed across District sites without ETK or TK starting in the 2021-22 school year, as well as re-opening previously closed Early Education Centers to be fully operational no later than the 2024-25 school year;

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

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

21. Ms. García, Ms. Gonez, Ms. Goldberg, Ms. Ortiz Franklin, Mr. Melvoin, Mr. Schmerelson, Dr. McKenna - Standing Against Sexual Violence and Commemorating Denim Day 2021 (Res-022-20/21) (Noticed March 9, 2021) **ADOPTED BY CONSENT VOTE**

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 28, 2021, 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, Victims neither ask for nor deserve to be raped, ever;

Whereas, Silence does not equal consent;

Whereas, Based on the Youth Risk Behavior Survey and National Intimate Partner and Sexual Violence Survey, about 1 in 8 female and 1 in 26 male high school students report having experienced sexual dating violence in the last year;

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 people understand the critical role we all play in preventing violence against others, particularly women;

Whereas, On this day, in the schools, offices and streets of Los Angeles County, and across our nation, we unite against rape of any human being. We stand in support of survivors and we break the silence to bring an end to sexual violence;

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

Whereas, The District 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 the District; now, therefore, be it

Resolved, That the Governing Board of the Los Angeles Unified School District hereby declares April 28, 2021, Denim Day and directs the Superintendent and all District staff to support activities that promote education and prevention of sexual assault.

## Resolutions Requested by the Superintendent

22. Declaration of Need for Fully Qualified Educators Senate Bill 435 (Watson) and Senate Bill 148 (Bergeson) (Sup Res 004-20/21) **ADOPTED BY CONSENT VOTE**

Resolved, That the Governing Board of the Los Angeles Unified School District declares that it is necessary to apply for emergency permits as additional authorizations for credentialed teachers under provisions of Education Code 44300. Such permits/authorizations allow teachers to earn Bilingual and/or Cross-Cultural Language and Academic Development (BCLAD and CLAD) certificates, Resource Specialist (RSP) certificate (for experienced special education teachers whose credentials do not specifically authorize RSP services), and teacher librarian certificates for credentialed teachers who are serving in librarian positions while completing their library media programs. The Board also declares that it may be necessary to apply for Limited Assignment Permits for credentialed special education teachers to authorize service to students with an Autism Spectrum Disorder, or when a credentialed general education teacher is assigned to teach a course in a subject outside of his/her credential area.

23. Reappointment of Member to the School Construction Bond Citizens' Oversight Committee (Sup Res 005-20/21) **ADOPTED BY CONSENT VOTE**

Resolved, That the Governing Board of the Los Angeles Unified School District ratifies the reappointment of Mr. Chris Hannan, representing the Los Angeles County Federation of Labor, AFL-CIO, as member to the School Construction Bond Citizens' Oversight Committee for a two-year term commencing May 20, 2021. The Board has determined that Mr. Hannan is not an employee, official, vendor, contractor, or consultant of the District.

## Miscellaneous Business

### Correspondence and Petitions

24. Report of Correspondence including Williams Settlement Uniform Complaint Quarterly Report Summary (ROC-010-20/21) **APPROVED BY CONSENT VOTE**  
**PUBLIC HEARING STATEMENT READ**

**Minutes for Board Approval (Min-006-20/21) APPROVED BY CONSENT VOTE**

25. March 11, 2021, Special Board Meeting, 10:00 a.m.

### Special Reports

26. Receipt of the 2019-20 Annual Audited Financial Report (039-20/21) **RECEIVED**



## Announcements

## Adjournment

Please note that the Board of Education may consider at this meeting any item referred from a Board Meeting 5 calendar days prior to this meeting (Education Code 54954.2(b)(3)). The Board of Education may also refer any item on this Order of Business for the consideration of a committee or meeting of the Board of Education, which meets on the Thursday immediately after this meeting.

Requests for disability related modifications or accommodations shall be made 24 hours prior to the meeting to the Board Secretariat in person or by calling (213) 241-7002.

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/04-14-21RegBd>  
Items circulated after the initial distribution of materials are available for inspection at the Security Desk.