

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, April 18, 2017

Roll Call

Pledge of Allegiance

Board President's Reports

Labor Partner Reports

Committee Reports

Superintendent's Reports

California Accountability Model and School Dashboard

National Bilingual and Multilingual Learner Advocacy Launch

Public Notice of Bargaining Union Initial Proposals

1. Service Employees International Union, Local 99 (Units B, C, F, and G) Initial Bargaining Proposals for 2017-2018 Successor Agreement (144-16/17)
Initial proposals from collective bargaining representatives are made public before negotiations begin.
2. United Teachers Los Angeles Initial Bargaining Proposals for 2017-2018 Successor Agreement (145-16/17)
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.

Old Business for Action

3. 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.

New Business for Action

4. Board of Education Report No. 396 – 16/17
(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 \$22.9 million for sex education and services programs, online staff professional development, telephone billing services, and 16,697 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 the addition of 6 contract providers for college access and readiness support services for an aggregate \$7 million, pavement cleaning services for \$1 million, software support for the Welligent system for approximately \$425,000, software support for Oracle systems for \$2 million, sports equipment and Student Body miscellaneous items for \$2.1 million, an amendment for DIEBELS reading assessments for an additional \$9.3 million, and an amendment to extend the term of a contract for language development assessments. Additionally, there are revenue contracts with the City of Los Angeles providing funding to the District for Workforce Innovation and Opportunity Act case managers for \$1 million and for Pupil Services and Attendance counselors for FamilySource centers and the Performance Partnership Pilot program for \$1.2 million; and a contract for food services at the District headquarters for \$600,000.
5. Board of Education Report No. 418 – 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 14 advertised construction contracts for approximately \$31 million; 3 job order contract and 3 job order contract amendments for \$7.3 million; 81 change orders totaling \$905,551; the completion of 29 contracts; the award of 68 informal contracts for approximately \$2.2 million; award of 9 architectural and engineering contracts for \$1.5 million; the the award of a professional and technical services amendment for \$112,500; and extra services and amendments for \$1 million.
6. Board of Education Report No. 459 – 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 \$530,342,928.57, request to reissue expired warrants in the amount of \$1,000.00 and the acceptance of 3 donations to the District totaling \$590,420.57.

7. Board of Education Report No. 446 – 16/17
Human Resources Division
(Routine Personnel Actions) Recommends approval of 3,893 routine personnel actions such as promotions, transfers, leaves, terminations, etc.
8. Board of Education Report No. 448 – 16/17
Facilities Services Division
(Amendment to the Facilities Services Division Strategic Execution 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 six projects that address critical school repair needs for a total budget of \$25,679,875.
9. Board of Education Report No. 449 – 16/17
Facilities Services Division
(Amendment to the Facilities Services Division Strategic Execution Plan to Define and Approve Three Board Member Priority and Local District Priority Projects) Recommends approval of an amendment to the Strategic Execution Plan to define and approve three Local District Priority and Board Member Priority projects for a combined budget of \$196,696.
10. Board of Education Report No. 450 – 16/17
Facilities Services Division
Student Health and Human Services
(Amendment to the Facilities Services Division Strategic Execution Plan to Define and Approve Three School-Based Clinics and Wellness Center Projects) Recommends approval of an amendment to the Strategic Execution Plan to define and approve three School-Based Clinics and Wellness Center Projects at 3 LAUSD sites for a budget of \$21,100,000.
11. Board of Education Report No. 451 – 16/17
Facilities Services Division
Procurement Services Division
(Approve the Use of the Design-Build Project Delivery Method for the Balboa Boulevard Mental Health Center Project) Recommends adoption of the attached Resolution approving the use of the design build project delivery method for the Balboa Blvd Mental Health Center Project; and authorize the Chief Procurement Officer to take all actions necessary for the delivery of project.
12. Board of Education Report No. 452 – 16/17
Facilities Services Division
Procurement Services Division
(Approve the Use of the Design-Build Project Delivery Method for the Charles Maclay Middle School Wellness Center Project) Recommends adoption of the attached Resolution approving the use of the design build project delivery method for the Charles Maclay Middle School Wellness Center Project; and authorize the Chief Procurement Officer to take all actions necessary for the delivery of project.

13. Board of Education Report No. 453 – 16/17
Procurement Services Division
Facilities Services Division
(Approve the Use of the Design-Build Project Delivery Method for the Felicitas and Gonzalo Mendez Senior High School Wellness Center Project) Recommends adoption of the attached Resolution approving the use of the design build project delivery method for the Felicitas and Gonzalo Mendez Senior High School Wellness Center Project; and authorize the Chief Procurement Officer to take all actions necessary for the delivery of project.
14. Board of Education Report No. 454 – 16/17
Facilities Services Division
Charter Schools Division
(Certification of Unhoused Pupils for Charter School Facilities Program Applications)
Recommends adoption of the attached Resolution stating that there will be no state-recognized unhoused pupils served by Charter School Facilities Program (CSFP) projects independently filed by charter schools through October 31, 2017. The state considers a charter school’s application for CSFP funding incomplete without this action.
15. Board of Education Report No. 455 – 16/17
Facilities Services Division
(Authorization to Negotiate and Execute an Agreement for a One-Year Pilot of the Community School Parks Program) Recommends the authorization for the Chief Facilities Executive to negotiate and execute an agreement with the City of Los Angeles Department of Recreation and Parks for the operation of a one year pilot program, and authorize staff to negotiate a long term agreement for the program, which will be subject to Board approval.
16. Board of Education Report No. 456 – 16/17
Facilities Services Division
(Amendment to the Facilities Services Division Strategic Execution Plan to Define and Approve Two Sustainable Environment Enhancement Developments for Schools [SEEDS] Projects)
Recommends approval of an amendment to the Strategic Execution Plan to define and approve two SEEDS Projects as specified for a combined budget of \$200,000.
17. Board of Education Report No. 481 – 16/17
Division of District Operations
(Ratification of Real Estate Leases, License, and Other Agreements or Instruments That Are Necessary or Incidental for the Use of Real Property) Recommends the ratification of leases, licenses, and other agreements or instruments entered into by Division of District Operations for the period of July 2016 through December 2016.
18. Board of Education Report No. 483 – 16/17
Local District West
(Approval of the Closure of the Incubator School) Recommends approval of the request to close the Incubator School, a pilot school located on the Westchester Enriched Sciences Magnets High School campus, due to low enrollment, financial issues and programmatic issues.

19. Board of Education Report No. 495 – 16/17
Local District South
(Closure of Banning CIS Business and Technology School) Recommends approval of the request to merge Banning Senior High Creative and Innovative Sciences (“BACIS”), and due to low enrollment, financial, and programmatic issues, at the end of the 2016-2017 school year.
20. Board of Education Report No. 496 – 16/17
Local District East
(Closure of Environmental and Social Policy) Recommends approval of the request to merge Environmental & Social Policy (ESP) Magnet High School and Lincoln High School as a magnet center, due to low enrollment, financial, and programmatic issues, at the end of the 2016-2017 school year.

Board Member Resolutions for Action continues on Tab 39

21. Ms. García, Ms. Ratliff, Mr. Zimmer - Denim Day 2017 (Res 068-16/17) Noticed March 14, 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.

22. Ms. García, Ms. Ratliff - National Library Week 2017 (Res 069-16/17) Noticed March 14, 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.

23. Ms. García - Take Our Daughters and Sons to Work Day 2017 (Res 070-16/17) Noticed March 14, 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 21st 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.

24. Ms. Ratliff, Mr. Zimmer - Recognizing Be Kind to Animals Week® 2017 (Res 072-16/17)
Noticed March 14, 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.

25. Ms. Ratliff, Mr. Schmerelson, Dr. Vladovic, Mr. Zimmer, Dr. Rodriguez, Dr. McKenna, Ms. García - Recognition of April as Commemoration of the Anniversary of the Armenian Genocide of 1915 (Res 073-16/17) Noticed March 14, 2017

Whereas, April 24, 2017, marks the 102nd Anniversary of the Armenian Genocide;

Whereas, The Armenian people were subjects of a systematic and premeditated genocidal campaign, which began at the hands of the Ottoman government, through 1919 and continued under the Kemalist government of the Republic of Turkey from 1920 through 1923, whereby 1.5 million Armenian men, women and children were slaughtered or marched to their deaths in an effort to annihilate the Armenian Nation in the first modern genocide, while thousands of

~~kidnapped children and young women were forced to change their Armenian names to Turkish names and convert to Islam 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.

26. Ms. Ratliff, Mr. Schmerelson, Dr. Rodriguez - Celebrating National Teacher and Substitute Teacher Appreciation Week 2017 (Res 074-16/17) Noticed March 14, 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.

27. Ms. Ratliff, Dr. Vladovic - Celebrating Administrative Professionals Week 2017 (Res 075-16/17) Noticed March 14, 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.

28. Dr. Ref Rodriguez, Ms. Ratliff, Ms. García - Preparing LAUSD Students For The Global Economy: Building A Dual Language Immersion Pilot In Early Childhood Education (Res 076-16/17) Noticed March 14, 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.

29. Mr. Zimmer, Dr. McKenna, Dr. Vladovic - Enforcement of Sponsorship Guidelines to Stop Marketing of Junk Food to Students (Res 077-16/17) Noticed March 14, 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 teachers, students, and school administrators about the District's Sponsorship Guidelines with implementation recommendations to avoid prohibited activities such as fundraisers potentially in conflict with District policies; and, be it finally

Resolved, That the Board directs the Superintendent to issue a letter to the McDonald's Corporation, the McDonald's Operators' Association of Southern California, and all other relevant companies and fast food chains 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.

30. Mr. Schmerelson, Dr. McKenna, Mr. Zimmer- May is Better Hearing & Speech Month (Res 078-16/17) Noticed April 18, 2017 9:00 am

Whereas, Communication disorders are among the most common conditions in adults and children, costing the United States billions annually due to lost work productivity, special education, and medical treatment;

Whereas, 25,700 Los Angeles Unified School District students receive speech and language services, 3,800 preschool students receive integrated speech and language support in their classrooms, and 430 students receive audiology services;

Whereas, Those students of the Los Angeles Unified School District who have overcome their communication disorders through the services of dedicated audiologists and speech-language pathologists should be recognized;

Whereas, The Los Angeles Unified School District also recognizes and values the efforts of all audiologists and speech-language pathologists throughout our nation who work to help these individuals with communication disorders lead independent, productive, and fulfilling lives;

Whereas, The Los Angeles Unified School District is proud and honored to have 17 audiologists and 505 speech-language pathologists who have integral roles in education and are essential members of school faculties;

Whereas, Districtwide activities are planned to increase awareness of the need for attention to better hearing and speech;

Whereas, May as Better Hearing and Speech Month is recognized statewide in school districts in cooperation with the California Speech-Language-Hearing Association; and

Whereas, May as Better Hearing and Speech Month is nationally recognized in school districts in cooperation with the American Speech-Language-Hearing Association; now, therefore, be it

Resolved, That the Board of Education of the Los Angeles Unified School District proclaims the month of May as Better Hearing and Speech Month, and we encourage all citizens to recognize the achievements of audiologists and speech-language pathologists in improving the quality of life for people with communication disorders.

31. Mr. Schmerelson, Dr. McKenna - Celebrating Los Angeles School Police During National Police Week 2017 (Res 083-16/17) Noticed April 18, 2017 9:00 am

Whereas, In 1962, the Congress and President of the United States designated May 15 as Peace Officers' Memorial Day, and the week in which May 15 falls as National Police week each year;

Whereas, There are approximately 900,000 law enforcement officers serving communities across the United States, including the nearly 400 dedicated officers of the Los Angeles School Police Department;

Whereas, Since the first recorded death in 1791, more than 20,000 law enforcement officers in the United States have made the ultimate sacrifice having been killed in the line of duty;

Whereas, A security section was created within the Los Angeles Unified School District in 1948 and two night watchmen lost their lives shortly thereafter in the protection of the District;

Whereas, The security section evolved into a fully certified police department in 1983 because local law enforcement agencies did not have the resources to handle the vast needs of the LAUSD for student and school community safety;

Whereas, Today, the Los Angeles School Police Department (LASPD) remains the largest K-12 police agency in the nation, handling nearly 135,000 calls for police services annually, utilizing sensitive, specially trained police officers to maintain safe, peaceful campuses;

Whereas, The LASPD is the signature school police agency providing training and assistance to school police departments and school resource officer agencies worldwide;

Whereas, The LASPD has been consistently recognized by "Security" magazine as the top K-12 school police department in the nation, and has been recognized by the United States Department of Education as a leader in school policing reform; and

Whereas, The men and women of the Los Angeles School Police Department risk their lives daily protecting our children and school communities; now, therefore, be it

Resolved, That the Governing Board of the Los Angeles Unified School District hereby recognizes and honors the contributions of the LAUSD peace officers who steadfastly serve our schools and our communities by declaring the week of May 14-20, 2017, as National Police Week and May 15, 2017, as National Peace Officers' Memorial Day; and, be it finally

Resolved, That the Superintendent encourages students, staff, administrators, teachers, and community members to display and wear blue ribbons during National Police Week to express gratitude and appreciation for the service and sacrifice of the members of our Los Angeles School Police organization.

Board Member Resolutions For Action Continued at Tab 39

Board Member Resolutions for Initial Announcement

32. Ms. García - Recognizing May as Mental Health Awareness Month (Res 079-16/17)

Whereas, The Los Angeles Unified School District has set a goal of reaching 100 percent graduation and must provide a learning environment that promotes social-emotional learning and support for students and adults;

Whereas, Approximately 1 in 5 children have a diagnosable mental disorder and approximately 1 in 10 children have a serious emotional or behavioral disorder that is severe enough to cause substantial impairment in functioning at home, at school, or in the community;

Whereas, It is currently estimated that about 75 percent of children with emotional and behavioral disorders do not receive specialty mental health services in the country;

Whereas, There are more than 61,500,000 Americans who experience a mental health disorder in a given year or 1 in 4 adults;

Whereas, Our nation has an estimated cost of \$100,000,000,000 in untreated mental illness;

Whereas, The passage of Measure HHH on November of 2016 was a yes vote in favor of issuing \$1.2 billion in bonds to fund housing for homeless people and people at risk of becoming homeless and to fund facilities that provide mental health care, addiction treatment, and other services;

Whereas, The District has a long history of providing prevention and intervention services for District students and the District's School Mental Health Unit is currently a Los Angeles County Department of Mental Health contracted service provider;

Whereas, The Trauma and Learning Policy Initiative (TLPI) found that neurobiological, epigenetics, and psychological studies have shown that traumatic experiences in childhood and adolescence can diminish concentration, memory, and the organizational and language abilities students need to succeed in school; thereby, negatively impacting a student's academic performance, classroom behavior, and the ability to form relationships; and

Whereas, Despite acknowledging mental health parity as a priority for healthcare provision nationwide, there remains a gap in the funding needed to meet the government's obligation to protect its most vulnerable constituents through mental health diagnosis and treatment, and such deficit in the mental health safety net for children and students often compromises students' academic and social outcomes; now, therefore, be it

Resolved, That the Governing Board of the Los Angeles Unified School District hereby declares May as Mental Health Awareness Month and directs the Superintendent and all District staff, and encourages parents and students to learn about mental wellness and activities that promote education and awareness of the different mental health needs of our students and families.

33. Ms. García , Ms. Ratliff - Celebrating Asian Pacific Islanders American Heritage Month (Res 080-16/17)

Whereas, Asian Pacific Americans have made extraordinary contributions to the cultural, intellectual, political, and economic life of the United States and the Los Angeles Unified School District;

Whereas, The U.S. Department of Labor defined Asian Pacific Islander as a person with origins in any of the original peoples of the Far East, Southeast Asia, South Asia, or the Pacific Islands. This area includes, for example, China, Japan, Korea, the Philippines and Samoa; and in South Asia, includes India, Pakistan, Bangladesh, Sri Lanka, Nepal, and Bhutan;

Whereas, The term is used in reference to Asian Pacific American Heritage Week, the first ten days of May, established in 1978 by a joint resolution in United States Congress and the commemorative week was expanded to a month Asian Pacific American Heritage Month by Congress in 1992;

Whereas, Asian Pacific Americans are an integral part of the mosaic that defines America in the 21st century;

Whereas, Asian Pacific Islanders made up 13% of the California population according to the 2010 census, the largest of any mainland state; and

Whereas, As of 2015-2016, more than 25,000 API students attend District schools; now, therefore, be it

Resolved, That the Governing Board of the Los Angeles Unified School District recognizes May as Asian Pacific American Heritage Month; and, be it finally

Resolved, That the Superintendent will work with all schools of the District to recognize and celebrate Asian Pacific heritage through culturally relevant activities and through in- depth discussions of historically relevant topics.

34. Ms. Garcia, Ms. Ratliff, - Declaring Foster and Kinship Care Awareness Month and Advocate for 100% Identification of Foster and Kinship Care Students in California (Res 081-16/17)

Whereas, The Los Angeles Unified School District provides services to over 7,204 youth in the child welfare system, formally including 5, 529 foster youth, and 1,675 kinship youth;

Whereas, Over 1,000 of the 7, 204 are “volunteer cases” which the state does not provide funding for; resulting in a net support of only about 6,200 students for the entire District;

Whereas, The District has an unaccounted for and un-quantified number of students that are in informal kinship care and/or have closed cases in its constituent base it should have more

resources for to service;

Whereas, According to the National Survey of Child and Adolescent Well-Being (NSCAW), by giving care to their relatives' children, kinship caregivers help preserve family ties and provide children with a sense of family support; their care also saves society more than \$6.5 billion each year in formal foster care costs;

Whereas, Foster and kinship youth face multiple hurdles in receiving support services and are faced with having to move to multiple locations over many years;

Whereas, In 2007, H.R. 5871 was introduced by Congress Member Karen Bass to amend the Family Educational Rights and Privacy Act to allow child welfare agencies to access student records for children in their care;

Whereas, In California, The Fostering Connections to Success and Increasing Adoptions Act (FCA) was signed into law on October 7, 2008, to support relative caregivers, improve outcomes for children in foster care and prevent some of the institutional obstacles to streamlined systems of support services;

Whereas, There is a shared interest in ensuring greater coordination between the District and child welfare agencies to assist in enrolling and serving students at our school sites; and

Whereas, Efforts like H.R. 5871 and the FCA will provide foster and kinship youth with greater continuity in education and allow schools to place them in the appropriate classes to ensure that they are given the best chance to succeed academically and are given the same educational opportunities that all children and youth should have; now, therefore, be it

Resolved, That the Governing Board of the Los Angeles Unified School District hereby declares May as Foster and Kinship Care Awareness Month and directs the Superintendent and all District staff, and encourages parents and students to learn about and participate in activities that promote education and awareness about our support for all foster and kinship students and families; and, be it finally

Resolved, That the Superintendent will advocate for a statewide census and definition of foster and kinship students that accurately counts all of our youth.

35. Ms. Ratliff , Ms. García - Classified School Employee Week 2017 (Res 082-16/17)

Whereas, The Los Angeles Unified School District wishes to recognize those persons who are dedicated in their service to public education;

Whereas, In 1986, the California State Legislature decreed the third full week of May each year as Classified School Employee Week in official recognition of classified school employees, by passage of Senate Bill 1552 (Campbell);

Whereas, the California Department of Education encourages all public schools to annually observe the contributions of classified school employees for the contributions they make to the educational community;

Whereas, the Classified School Employees Association chose “Everyday Heroes” as the 2017 theme for Classified School Employee Week, referring to the valuable daily services of hard working school employees, including clerical and technical employees, as well as bus drivers, instructional aides, special education assistants, food service providers, security officers, maintenance workers, and others, provided to the students, faculty, staff, and families of the District;

Whereas, SEIU Local 99 represents classified employees ranging from Custodians, Cafeteria Workers, Teaching Assistants, Special Education Assistants, Bus Drivers and other SEIU Local 99 members who ensure that students learn in safe, clean, and supportive campuses;

Whereas, classified employees in LAUSD safely transport over 40,000 students a day to school, provide nutrition to around 345,000 students per day, create and sustain a learning environment with clean and operational facilities and classrooms, and maintain an inviting landscape in 1,180 LAUSD schools, and additional LAUSD facilities, that students, parents, and the community can be proud of;

Whereas, classified employees play a key role in LAUSD student success by assisting over 640,000 K-12 grade students inside and outside of the classroom, assisting thousands of younger students in Early Education Centers, Primary Centers, Transitional Kindergarten, and, in addition, assist students in Adult and Career Education Center accomplishing their career goals;

Whereas, Classified school employees contribute to the establishment and promotion of a positive school climate and optimal instructional environment at each school within the District;

Whereas, Classified school employees perform vital roles in promoting the welfare and safety of the District’s students, faculty and staff; and

Whereas, Classified school employees comprise an integral part of the District community; now, therefore, be it

Resolved, That the Governing Board of the Los Angeles Unified School District hereby recognizes and appreciates the contributions and dedicated service of classified professionals to quality education in the State of California and in the District; and, be it finally

Resolved, That the Board hereby declares the week of May 21 -27, 2017, as Classified School Employee Week in the District.

36. Dr. Rodriguez - Amplifying and Recognizing the Integration of Social Emotional Learning into Instruction for College and Career Readiness (Res 085-16/17)

Whereas, Social Emotional Learning (SEL) refers to the process of integrating thinking, feeling, and behaving in order to become aware of the self and of others in an increasingly diverse world, make responsible decisions, and manage one’s own behaviors to respond appropriately to the behaviors of others (Elias et al., 1997);

Whereas, A peer-reviewed meta-analysis of 213 studies involving more than 270,000 students shows that those who participated in evidence-based SEL programs showed an 11-percentile point gain in academic achievement compared with those who did not have access to SEL programs (Durlak et al., 2011);

Whereas, The Los Angeles Unified School District's 2016-2019 Strategic Plan states that the social-emotional learning of students is part of an essential element of effective learning environments, where students are safe, welcomed, nurtured and engaged. Additionally, implementing SEL into instruction mitigates barriers to student learning by creating engaging, high-quality instruction in every classroom to help students persist through challenging tasks and curricula;

Whereas, The four competencies that are the focus of LAUSD's SEL program are growth mindset, self-efficacy, self-management, and social awareness;

Whereas, The District has already made strong investments in SEL programs, including the Harmony Project, the middle grades initiatives, SEL², trauma-informed practices, the mathematical mindsets work, restorative justice, and current collaboration with CORE waiver schools;

Whereas, LAUSD SEL Wellness Facilitators provide coaching and professional development to CORE waiver school site teams to develop year-long strategic plans that address school culture and climate needs and to build the capacity of school teams to sustain the SEL work on their own;

Whereas, Research shows that SEL programs can generate short- and long-term savings to society through enhanced educational attainment and achievement, including a reduced likelihood of involvement with the police, due to reduced aggression, crime, and drug use; and both decreased need for public housing assistance and social welfare programs and increased earnings, due to college attainment and full-time employment (Belfield et al., 2015; Karoly, 2010; Jones et al., 2015);

Whereas, The aggregate results of studies looking at six evidence-based SEL interventions show a benefit-cost ratio of 11:1, meaning that for every one dollar invested in SEL programs, there is an average return of 11 dollars (Belfield et al., 2015); and

Whereas, A 2012 national survey of over 600 pre-school through high school teachers found that 93 percent want an increased focus of SEL in their schools (Bridgeland, Bruce, and Hariharan, 2012); and, now, therefore be it

Resolved, The Los Angeles Unified Board of Education recognizes the Social Emotional Learning initiatives in the district and asks the Division of Instruction to 1) create an awareness campaign to deepen the practices in our local school communities, and 2) collaborate with LAUSD departments (e.g., Beyond the Bell, Special Education, Student Health and Human Services, Parent and Community Services) and community partners to create a hub of resources and promising practices that will amplify SEL efforts for students, teachers, parents, and community members.

37. Mr. Zimmer - In favor of Vegan Options in School Menus (Res 086-16/17)

Whereas, Los Angeles Unified School District is home to students with a vast variety of backgrounds, nationalities, races and creeds, a portion of whom are vegetarian, vegan or intolerant to animal based foods for physiological reasons;

Whereas, students deserve to have access to foods that form lasting healthy habits and do not promote disease;

Whereas, LAUSD's Food Services Division is committed to serving the needs of a diverse student body;

Whereas, LAUSD student population is 83% African American or Hispanic, and these populations face disproportionate incidence of obesity, diabetes and cardiovascular disease;

Whereas, more than 30% of American children and adolescents are overweight and 340of children 6 to 11 have elevated cholesterol levels;

Whereas, peer reviewed reports from organizations such as the World Health Organization, Harvard Medical School, the Physicians Committee for Responsible Medicine, the Academy of Nutrition and Dietetics and the Dietary Guidelines Advisory Committee have determined that consuming meat and dairy increases the risk for cancer, heart disease, obesity and diabetes;

Whereas, the Academy of Nutrition and Dietetics has found that appropriately planned plant based diets, including vegan diets are healthful, nutritionally adequate and beneficial for the prevention of heart disease, obesity, cancer and diabetes;

Whereas, increase fruit and vegetable consumption improves psychological well-being in young adults; and

Whereas, the United Nations has determined through peer reviewed scientific reports that animal agriculture accounts for 51% of the toxic load on earth's atmosphere, causing climate change as well as gross pollution in the earth's waterways and oceans; now therefore be it

Resolved, that the Governing Board of the Los Angeles Unified School District directs the Superintendent to implement a pilot meal program that ensures a daily vegan option is available and promoted at select schools beginning in August of 2017; and

Resolved, That the Superintendent direct the Food Services Division to provide a plan within 90 days for expanding vegan options and strategies for meeting the dietary needs and healthy food choices of students through our federal school lunch program.

38. Mr. Zimmer - Increasing Civic Learning Opportunities for LAUSD Students (Res 087- 16/17)

Whereas, It is the goal of the Los Angeles Unified School District (LAUSD) to prepare all of our students for college, career and community;

Whereas, Los Angeles youth should understand that they are valued members of communities and that they have a role to play in improving and contributing to their communities;

Whereas, Los Angeles youth can develop analytic skills and civic commitments by studying the strengths and challenges of their communities and developing evidence-based plans for community improvement;

Whereas, Public support for democracy has been in steady decline and tolerance for autocratic alternatives is rising in the United States and around the world;

Whereas, There has never been a better – or more crucial time – to revitalize civic learning in our schools;

Whereas, Leading national researchers have identified critical inequalities in the provision of civic learning opportunities. On average, white students, middle-class students, and students in higher-track classes experience more classroom-based, after-school and informal civic learning opportunities, and are much more likely to be engaged in extracurricular groups that support civic development;

Whereas, The education system has a major role in ensuring students have equitable access to learning to participate in our democracy. The Local Control Funding Formula (LCFF) recognizes the necessity of investing in the reduction and ultimate removal of inequitable outcomes. And civic learning goals are closely related to three of the state’s priority areas for LCFF: pupil engagement, school climate, and other pupil outcomes. Revitalizing civic learning opportunities in an equitable manner can contribute to meeting these and other goals;

Whereas, We have much to gain by revitalizing civic learning. In addition to the chief benefits of a vibrant and informed civic life and democracy, high quality civic learning also helps teach children the skills they need for the 21st century workplace, such as critical thinking, collaboration, creativity, initiative, and innovation. In addition, it can improve school climate and safety, lower schools’ dropout rates, and promote academic achievement aligned with the Common Core State Standards;

Whereas, Research shows that a variety of civic learning opportunities can foster greater and more informed civic and political engagement among all youth, and in particular among youth from low-income families, youth of color, and immigrant youth;

Whereas, We know how to improve civic outcomes for students. There are many proven practices that directly improve the quality and effectiveness of civic learning in schools, including civic action projects; digital literacy education and engagement; classroom instruction in government, history, law and democracy; discussion of current events; service-learning; extra-curricular or co-curricular activities; student voice in school governance; and simulations of democratic processes;

Whereas, Even as we understand how to deepen and expand civic learning, LAUSD, like most districts, lacks critical data on how civic learning opportunities are distributed both across and

within schools. Without such information, the district is not able to assess its overall civic learning needs or to determine how to target necessary supports to enhance civic learning and make it more equitable;

Whereas, LAUSD thus needs an indicator system that allows the district to assess the quality and distribution of civic learning opportunities and related civic outcomes; and

Whereas, Leading civic education scholars have developed a research-based indicator system for identifying and tracking high quality civic learning through the Leveraging Equity and Access in Democratic Education (LEADE) initiative; now therefore be it

Resolved, That the Governing Board of the Los Angeles Unified School District makes a commitment to expanding equity and access to high-quality civic learning for all students;

Resolved, further that the Board requests the Superintendent to direct staff to draw upon the LEADE indicator system to identify and collect relevant data on valued civic learning opportunities and outcomes in LAUSD and create a plan for increasing these opportunities for students, with special attention to students from low-income families, English Learners, and other groups that have been underserved; and be it finally

Resolved that the Board, Superintendent, staff, and community members will make Los Angeles' civic engagement program a national model that equitably prepares all students to graduate college, career, and community ready.

Board Member Resolutions for Action (continued)

39. Dr. McKenna - AB 795 Free Tax Filing and Reporting Act of 2017 (Res 088-16/17) Noticed April 18, 2017 9:00 am

Whereas, The Los Angeles Unified School District is committed to graduating 100% of its students college and 21st Century Career Ready;

Whereas, The District promotes volunteerism by requiring its seniors to complete community service hours to accompany academic eligibility for graduation;

Whereas, The District promotes civic engagement by encouraging all students of voting age to register and vote and participate in High School Voter Education Week activities;

Whereas, AB 795 would enact the "Free Tax Filing and Reporting Act" to provide additional education and training in the federal Volunteer Income Tax Assistance (VITA) program;

Whereas, AB795 allows California's taxing agencies, The Franchise Tax Board (FTB), Board of Equalization (BOE), and the Employment Development Department (EDD) to leverage the use of VITA volunteers to assist California seniors, the disabled, and other individuals and families who qualify for state and federal Earned Income Tax Credit (EITC) to file and report their California taxes and claim refunds;

Whereas, \$184 million in state EITC, \$1.8 billion in federal EITC and billions in government resources, such as college grants, low-cost insurance, and health care funding went unclaimed by qualified California taxpayers;

Whereas, Increased training for VITA volunteers would increase their knowledge capacity on California tax law and help to reduce the reduce the \$19.9 billion California Tax Gap (under-reported and unreported taxes);

Whereas, VITA volunteers would use this additional training to help more Californians file and report their taxes through the VITA program and subsequently reduce the number of persons who do not file taxes;

Whereas, AB 795 also furthers the mission of the FTB, BOE and EDD by increasing opportunities for California taxpayers to file accurate and timely returns, reducing audits and appeals, and providing a consistent source of quality tax-trained candidates for employment;

Whereas, Increased training for VITA volunteers would also include opportunities for high school, community college and university students to participate in this valuable service to low income Californians;

Whereas, AB 795 would establish an educational and outreach grant program for high schools, community colleges and universities with established VITA certification and curriculum training programs and provide academic credit for VITA training and participation; and

Whereas, High school students who are trained as VITA volunteers would elevate their potential employment skills by advancing their knowledge base acquired via their volunteer service that expands leads to increased post-secondary career pathways; now, therefore, be it

Resolved, That the Governing Board of the Los Angeles Unified School District hereby declares its support for AB 795, and calls on the California State Legislature to approve its swift passage; and, be it finally

Resolved, That the Superintendent directs the Office of Government Relations to employ its advocacy resources in support of AB 795.

40. Dr. McKenna, Mr. Schmerelson - Accountability and Transparency for Equity and Access at Charter Schools (Res 089-16/17) Noticed April 18, 2017 9:00 am

Whereas, The Los Angeles Unified School District has experienced a 287% growth in Charter Schools in the last decade;

Whereas, The current rules with regards to transparency, accountability, equity, and access are have not been sufficient to support the oversight of charter school operations;

Whereas, The District Governing Board of Education is the democratically elected body that is responsible in increasing student achievement, protecting public monies, and improving equity and access to all schools;

Whereas, AB 1360 Charter Schools: Pupil Admissions, Suspensions and Expulsions prohibit discriminatory admission practices and ensures due process in pupil discipline at charter schools;

Whereas, Any practices that serve to deny or push out certain children or families must be eliminated;

Whereas, AB 1478 Charter Schools accountability and transparency requires that charter operators be subject to the same conflict of interest laws and disclosure regulations that traditional schools follow as well as prohibits charter school board members and their immediate families from benefitting from their schools;

Whereas, SB 808 Charter Schools: Charter Authorities and Approvals requires that the local education authority (LEA) hold the sole jurisdiction to approve or reject any charter school petition;

Whereas, SB 808 maintains that local school boards are best equipped to make decisions regarding education programs within their jurisdictions; and

Whereas, Currently the County Offices of Education and the State Board of Education can summarily overrule decisions of local education authorities, thus undermining local control and democratically elected leadership; now therefore, be it

Resolved, That the Governing Board of the Los Angeles Unified School District hereby declare its support for AB 1360, AB 1478, and SB 808, and calls on the California State Legislature to approve their swift passage; and, be it finally

Resolved, That the Superintendent directs the Office of Government Relations to employ its advocacy resources in support of AB 1360, AB 1478, and S.

Motion Requested by the Superintendent

41. Declaration of Need for Fully Qualified Educators Senate Bill 435 (Watson) and Senate Bill 148 (Bergeson) (Sup Res 006-16/17)

That the Board of Education 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 of Education 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.

Miscellaneous Business

42. Receipt of 2015-2016 Debt Report (140-16/17)

Correspondence and Petitions

43. Report of Correspondence (142-16/17)

Minutes for Board Approval (143-16/17)

44. January 12, 2016, Regular Board Meeting
February 9, 2016, Regular Board Meeting
May 10, 2016, Regular Board Meeting
June 14, 2016, Regular Board Meeting
June 21, 2016, Regular Board Meeting
March 14, 2017, Special Board Meeting

Announcements

45. Motion to reschedule the Annual Board Meeting to July 6, 2017 from July 11, 2017. (Res 090-16/17)

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/04-18-17RegBd>

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