

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, May 21, 2019

Roll Call

Pledge of Allegiance

Student Voices

A Journey to College and Career

Superintendent's Reports

Classified Employee of the Year

Public Speaking

Individuals wishing to speak at a Board meeting must sign up at the meeting. Speakers to items for action on this agenda should plan to arrive early as items with no speakers may be acted on at the beginning of the meeting. Speakers to items not on the agenda for action will be heard at the conclusion of the item begun before 4 p.m.

Each speaker is allowed a maximum of three minutes for his or her presentation. Accommodations are made for translation and for those needing assistance. Each speaker may only make a single appearance at each Board Meeting, but exceptions are made for items labeled "Public Hearing".

Each person who addresses the Board shall not make personal, impertinent, slanderous, or profane remarks to any Board Member, staff, or general public.

Any person who makes such remarks, or who utters loud, threatening, personal or abusive language or engages in any other disorderly conduct which disrupts, disturbs, or otherwise impedes the orderly conduct of any Board meeting shall, at the discretion of the presiding officer or majority of the Board, be barred from further audience before the Board during that meeting.

Consent Items

Items for action below assigned by the Board at the meeting to be adopted by a single vote. Any item may be pulled off of consent for further discussion by any Board Member at any time before action is taken.

New Business for Action

1. Board of Education Report No. 319 – 18/19
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 \$35.2 million for college tours for GEAR Up students, student career and college readiness reports, an educational program for STEM students at one school, communications and advisory services for local revenue measure, filed operations and civic engagement services for local revenue measure, and 18,934 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 13 five year contracts for apprenticeship training programs for \$23.3 million, increasing the capacity of 3 existing contracts for athletic uniforms ending in 2021 by \$5 million, a contract for one year for language development assessments for Standard English Learners for \$800,000, increasing the capacity of 52 existing contracts for arts programs ending in 2021 by \$4.5 million, contract term amendments with Union Bank for student run bank branch programs at two high schools for no additional cost, a contract amendment with Toshiba Business Solutions to exercise renewal option for 3 years for no additional costs, contract amendments with 6 vendors for apprenticeship training programs for an additional \$656,517, contract amendments with 11 vendors for apprenticeship training programs for an additional \$896,050, a contract amendment for the operation of the Office of Independent Monitor for the Chanda Smith Consent Decree to extend term and for an additional \$375,000, a five year contract for the purchase of liquified natural gas for trucks for \$1.6 million, a five year capacity contract for permanent and portable wheelchair lifts for \$3.9 million, a contract for the purchase of musical instruments for \$1.2 million, a contract amendment for 1 year for pupil transportation services for \$643,000, a contract amendment for 1 year for pupil transportation services for \$3.5 million, a contract amendment to increase capacity for band uniforms for \$350,000, a piggyback contract to purchase liquid chromatography mass spectrometers for two schools for \$285,000, and a piggyback contract to purchase gas chromatography mass spectrometers for two schools for \$430,000. Also approves revenue contract with City of Los Angeles Department of Recreation and Parks to provide children meals during summer recess for \$825,000, and contract renewal with California Department of Rehabilitation to prepare students with disabilities with post school options for \$4.3 million, a contract renewal with the City of Los Angeles for District staff to provide services at 16 FamilySource Centers for \$1.3 million, and a contract renewal with the City of Los Angeles for District staff to provide services at 14 YouthSource Centers for \$1.3 million.

2. Board of Education Report No. 332 – 18/19
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 9 advertised construction contracts for approximately \$15.2 million; 4 job order contract amendments for \$12.3 million; 344 change orders for approximately \$4.1 million; the completion of 16 contracts; the award of 35 informal contracts for \$902,169; the award of 2 architectural and engineering contracts for \$449,413; the award of 1 professional and technical services contract for \$180,000; extra services and amendments for architectural and engineering contracts for approximately \$2.4 million; and the award of 3 goods and general services contracts for approximately \$2.4 million.

3. Board of Education Report No. 296 – 18/19
Procurement Services Division – Facilities Contracts
(Contract for the Design-Build of Ulysses S. Grant High School Comprehensive Modernization Project) Recommends authorization for the Chief Procurement Officer to enter into a contract on behalf of the District with Pinner Construction Co., Inc., which will partner with the architecture firm CannonDesign, for the design and construction of the Grant High School Comprehensive Modernization Project for \$144,634,722.

4. Board of Education Report No. 329 – 18/19
Facilities Services Division
(Update to the Energy Efficient Lighting Upgrades Program) Recommends approval of an amendment to the Facilities Services Division Strategic Execution Plan to add \$6 million to the energy efficient lighting upgrades program to replace outdated, inefficient, and deteriorated light fixtures at school sites throughout the District.

5. **WITHDRAWN PRIOR TO MEETING**

6. Board of Education Report No. 342 – 18/19
Facilities Services Division
(Amendment to the Facilities Services Division Strategic Execution Plan to Define and Approve Eight Projects that Address Critical School Repair Needs) Recommends approval of an amendment to the Strategic Execution Plan to define and approve 8 projects that address critical school repair needs at specified schools for a budget of \$32,393,112.

7. Board of Education Report No. 343 – 18/19
Facilities Services Division
Division of Instruction
(Amendment to the Facilities Services Division Strategic Execution Plan to Define and Approve the 2019-2020 Education Code Section 47614 (Proposition 39) Facilities Renovation Effort) Recommends approval of an amendment to the Facilities Services Division Strategic Execution Plan to define and approve Proposition 39 renovation projects at up to 79 specified schools at a not to exceed cost of \$15,920,300.

8. Board of Education Report No. 344 – 18/19
Facilities Services Division
(Amendment to the Facilities Services Division Strategic Executive Plan to Define and Approve Three Board Member Priority Projects) Recommends approval of an amendment to the Strategic Execution Plan to define and approve 3 Board Member priority projects for a combined budget of \$145,424.
9. Board of Education Report No. 345 – 18/19
Facilities Services Division
(Memorandum of Understanding with the Housing Authority of the City of Los Angeles)
Recommends authorization to enter into a MOU with the Housing Authority of the City of Los Angeles to provide approximately \$1.1 million for campus greening projects at up to 6 District schools located in the Watts community through the California’s Transformative Climate Communities grant.
10. Board of Education Report No. 346 – 18/19
Facilities Services Division
Charter Schools Division
(Amendment to the Facilities Services Division Strategic Execution Plan to Approve a Charter Augmentation Grant for the Libertas College Preparatory Charter School Project) Recommends approval of an amendment to the Strategic Execution Plan to approve a charter augmentation grant for the Libertas College Preparatory Charter School Project in the amount of \$21.2 million.
11. Board of Education Report No. 347 – 18/19
Facilities Services Division
Charter Schools Division
(Amendment to the Facilities Services Division Strategic Execution Plan to Approve a Charter Augmentation Grant for the Vaughn Next Century Learning Center Two-Story Addition Project)
Recommends approval of an amendment to the Strategic Execution Plan to approve a charter augmentation grant for the Vaughn Next Century Learning Center Two-Story Addition Project in the amount of \$9.7 million.
12. Board of Education Report No. 379 – 18/19
Facilities Services Division
Charter Schools Division
(Amendment to the Facilities Services Division Strategic Execution Plan to Approve a Charter Augmentation Grant for the Rise Kohyang High School Project) Recommends approval of an amendment to the Strategic Execution Plan to approve a charter augmentation grant for the Rise Kohyang High School Project in the amount of \$41.1 million.
13. Board of Education Report No. 349 – 18/19
Accounting and Disbursements Division
(Report of Cash Disbursements and Donations of Money) Recommends approval of warrants for things such as salary payments for a total value of \$596,409,074.89; and the acceptance of 43 donations to the District totaling \$6,154,051.33.

14. Board of Education Report No. 381 – 18/19 **NOT ON CONSENT**
Office of the Chief Financial Officer
(CalPERS Resolution for Amendment to Safety Member Contract) Recommends approval of a resolution of intention to approve an amendment with the California Public Employees’ Retirement System in accordance with the adopted memorandum of understandings with Unit A School Police and Unit H School Police Management related to survivor benefits with a budget implication of \$258,000 for the 2019-20 school year.
15. Board of Education Report No. 350 – 18/19
Human Resources Division
(Routine Personnel Actions) Recommends approval of 2,899 routine personnel actions such as promotions, transfers, leaves, terminations, etc.
16. Board of Education Report No. 351 – 18/19 **NOT ON CONSENT**
Human Resources Division
(Provisional Internship Permits) Recommends approval of the continuing employment of 5 teachers who are employed under the Provisional Internship Permit requirements, allowing the District to continue to staff subject field shortage classrooms.
17. Board of Education Report No. 380 – 18/19
Division of Instruction
(Work Experience Education Program Secondary District Plan and Work Permit Authorization Letter Renewal) Recommends approval of the Work Experience Education Program Secondary District Plan and Work Permit Authorization Letter.

Board Member Resolutions for Action

18. Mr. Okeke—Supporting A Universal Dress Code Policy for all Middle and High Schools in the Los Angeles Unified School District (Res-032-18/19) (Postponed from April 23, 2019)

Whereas, The Los Angeles Unified School District aims to support gender equality among its students and staff;

Whereas, The District leaves the establishment of school dress codes up to individual school sites and therefore lacks a universal, gender-neutral dress code policy;

Whereas, The District must intervene where necessary to ensure that every student is treated equally and with respect to their race, gender, sexual orientation, religion, class, opinions, size, income, and immigration status;

Whereas, The lack of a universal dress code leaves room for transgender gender nonconforming, and non-binary students to be marginalized;

Whereas, Many students, usually female and of color, are faced with discriminatory dress code enforcement policies that perpetuate shaming and the objectification of these students;

Whereas, Many school dress code policies promote Eurocentric notions of acceptable attire, punishing clothing and hair styles that stray from those notions—particularly styles embraced by black and brown students;

Whereas, Discriminatory dress code policies have an adverse effect on learning and communicate that young women's bodies are inherently sexual, provocative, dangerous, and that harassment is inevitable;

Whereas, We must not burden female students with the sexual impulses of their male counterparts;

Whereas, Evanston Township High School in Evanston, Illinois has created and adopted a dress code that supports equitable educational access and does not reinforce gender or sexuality stereotypes, embodying restorative enforcement practices as well as creating a safe, inclusive academic environment;

Whereas, Students demand greater agency over their bodies and what they decide to wear; and

Whereas, Students desire a progressive dress code that is empowering and mindful of their rights; now, therefore, be it

Resolved, That the Los Angeles Unified School District establish a committee of students, teachers, school site administrators, and District staff from the Offices of Operations, Human Relations, Diversity and Equity, and the General Counsel to create a universal, gender-neutral, progressive dress code policy for middle and high schools based on the framework of the Evanston Township High School Student Dress Code and formally adopt the code no later than August of the 2020-2021 school year;

Resolved further, That the Evanston Township High School Student Dress Code is to serve only as a model and the committee be charged to produce a dress code policy that is acclimated to the unique characteristics of the District;

Resolved further, That the committee will define in clear, specific terms the philosophical values and goals of the dress code, what students must wear (i.e. shoes), what students may wear, what students may not wear, and how the dress code is to be enforced including restorative ways to address dress code violations;

Resolved further, That the new dress code will not promote culturally specific attire, but prioritize student safety, well-being, egalitarianism, and inclusivity;

Resolved further, That the committee established by the District will represent persons that identify as: male, female and members of the LGBTQ+ community, with specific attention to the latter two;

Resolved further, That the District's Office of Human Relations, Diversity and Equity will instruct teachers and school-site administrators on how to enforce the new dress code policy using restorative practices that do not objectify, demean, or degrade students;

Resolved further, That school sites may submit further restriction to their Local District Superintendent or their designee for approval; however, these restrictions may only pertain to safety as it relates to gangs;

Resolved further; That additional restrictions submitted by school sites to ensure safety must be outlined in clear, detailed terms and must be implemented in the same restorative manner as the universal code;

Resolved further, That the school sites' added restrictions will not seek to restrict the wearing of urban outfits and styles but only restrict students from wearing clothing styles, symbols, or article that pose a threat to the safety of the school site at-large;

Resolved further, That the Superintendent further direct the Office of Human Relations, Diversity and Equity to be fully accessible to students and parents to address dress code policy concerns and conflict that may arise after implementation;

Resolved further, That the District will continue to honor every student and their families' right to opt out of a school site's established uniform policy without retaliation by actively informing parents and students of the aforementioned right; and, be it finally

Resolved, That the Governing Board of the Los Angeles Unified School District will be provided an update with a framework for implementation on June 18, 2019.

19. Mr. Schmerelson, Dr. McKenna - Providing Quality Elementary School Libraries (Res-040-08/19) (Noticed April 23, 2019)

Whereas, Research indicates the availability of books and library programs positively influence the development of students' reading interests;

Whereas, Research indicates that where libraries "are better staffed, better stocked, and better funded academic achievement tends to be higher";

Whereas, Elementary school libraries are an important early component of every student's educational development to establish a foundation for life-long learning, college preparedness, and career readiness;

Whereas, Lack of access to elementary school libraries is most detrimental to vulnerable student populations with additional need for school support;

Whereas, Library Aides cultivate and curate information resources, collaborate with teachers and principals, and provide foundational skills on which middle and high schools scaffold;

Whereas, Library Aides maintain the inventory and collection of elementary school libraries and reduce loss of valuable resources for future students; and

Whereas, Library Aides are a key component in the offering of elementary school library services by the Los Angeles Unified School District; now, therefore, be it

Resolved, That the Governing Board of the Los Angeles Unified School District hereby directs the Superintendent to provide a library aide to every elementary school with a library;

Resolved further, That each library aide position be six-hours split between two schools;

Resolved further, That elementary schools may have the flexibility to purchase an additional three-hours to obtain a full six-hours of service from their library aide;

Resolved further, That the District shall centrally fund the salary and benefits for the library aide as a separate line item in elementary schools' budgets;

Resolved further, That the District shall make such funds restricted and non-flexible; and, be it finally

Resolved, That elementary school libraries will be protected from conversion to other uses on a permanent basis.

20. Dr. Vladovic – Reinstitution of Required Cursive/Handwritten Requirement for Elementary School Students (Res-043-18/19) (Noticed April 23, 2019)

Whereas, The Los Angeles Unified School District has listed in current Division of Instruction requirements for Third Grade students to “write legibly in cursive or joined italics” and Fourth Grade students to “write fluidly and legibly in cursive or joined italics”;

Whereas, Studies cited by New York Times, The Economist, and the National Education Agency identify benefits associated with handwriting as follows but not limited to: “Cursive handwriting stimulates brain synapses and synchronicity between the left and right hemispheres, something absent from printing and typing... The College Board found that students who wrote in cursive for the essay portion of the SAT scored slightly higher than those who printed.”;

Whereas, Additional studies performed across the last decade, including a 2012 study performed by Karin James, a psychologist at Indiana University, found that “handwriting is important for the early recruitment in letter processing of brain regions known to underlie successful reading. Handwriting therefore may facilitate reading acquisition in young children.” These findings on the benefits of cursive handwriting were reaffirmed and expanded upon by a 2019 study performed by the University of Padova, Italy; and

Whereas, The District has an obligation to give students every opportunity possible to be successful in life, and if learning handwriting, which is already part of established standards in place by the District, can be a mechanism to help ensure successful student outcomes; now, therefore, be it

Resolved, That the Superintendent of the Los Angeles Unified School District, within 90 days, report back to the Governing Board the Los Angeles Unified School District a plan to reintegrate cursive handwriting lessons back into the specified age curriculum as noted by Division of Instruction; and, be it finally

Resolved, That the study consider policy recommendations impacting students that might have physical, linguistic, or mental impairments that might have an impact on their successful achievement of legible handwriting standards and work according to map pathways of success, as well as any potential budgetary or time management impacts upon the classroom.

21. Ms. Gonez – Realizing the Continued Promise of Los Angeles Unified School District’s Foster Youth (Res-045-18/19) (Waiver of Board Rule 72)

Whereas, During the 2018-19 school year the Los Angeles Unified School District served over 7,000 students in foster care as of norm day and serves the highest number of foster youth than any other school district in California (Dataquest 2017-18);

Whereas, The Local Control Funding Formula (LCFF) requires the District to address the unique and substantial challenges faced by youth in foster care within the Local Control Accountability Plan (LCAP);

Whereas, Foster youth are less likely to complete high school, enroll in college within a year of high school graduation, or persist in community college for a second year than other disadvantaged youth (e.g. economically disadvantaged students, English learners, first-generation college students) (The Stuart Foundation, “At Greater Risk”, 2013) (California College Pathways, “Charting the Course”, 2015);

Whereas, At age seventeen, 89 percent of foster youth in California indicate a desire to go to college; however, by age twenty-six just 8 percent of foster youth held an Associate or Bachelor’s degree as compared to 46 percent of their non-foster youth peers (California College Pathways, “Progress Update”, 2018);

Whereas, Including the impressive growth of 4.8 percent in one school year, the 2017-18 four-year adjusted cohort graduation rate for foster youth in the District is 52.3 percent, significantly lower than the District’s overall four-year cohort graduation rate of 76.6 percent;

Whereas, The District’s Foster Youth Achievement Program (FYAP) is working diligently to meet the needs of all youth in foster care by providing comprehensive services to improve attendance, educational achievement, and socio-emotional well-being, resulting in the largest increase of graduation rates amongst all student subgroups for the 2017-18 school year;

Whereas, The State of California has reaffirmed its commitment to foster youth through the California Fostering Connections to Success Act (AB 12) and expanding access to Cal Grants through modified eligibility requirements (AB 1809);

Whereas, Provisions of the Federal Every Student Succeeds Act of 2015 (ESSA) make clear that the educational stability of children in foster care is a joint responsibility of both educational and child welfare agencies. Furthermore, ESSA calls for both agencies to “consider other ways to support better outcomes for these students, including by providing supports to youth to facilitate a successful transition from the elementary and secondary education to college and careers”;

Whereas, The District family is committed to providing foster youth opportunities to explore different career paths through an annual Foster Youth Shadow Day (Establishing Foster Youth Shadow Day in the Los Angeles Unified School District (Res-004-16/17));

Whereas, The Governing Board of the Los Angeles Unified School District unanimously passed the resolution Foster Youth College and Career Success Tracking (Res-099-16/17), resulting in annual reporting of the high school graduation rates, college and career trajectories of foster youth;

Whereas, The Board has formally recognized May as National Foster Youth Month; and

Whereas, The Board has an obligation to ensure foster youth are experiencing the same level of academic success, social-emotional health and school stability as their non-foster youth peers; now, therefore, be it

Resolved, That the Superintendent is directed to report on the academic outcomes, social-emotional indicators and mobility trends of all foster youth students served within the Los Angeles Unified School District within 120 days of the close of each school year which will be used to better inform and refine continued targeted supports and interventions, which shall include:

- Population data for foster youth
 - Total number enrolled on norm day, spring census day, and the total number of unique foster youth enrolled throughout the entirety of the school year
 - Mobility rate, including the median number of schools a student is enrolled in throughout the school year and the median duration of enrollment at an individual school site
 - Number of students who exercise their legal rights to stay in their original school via Best Interest Determinations (BIDs)
 - Enrollment of students by school type - early education centers, elementary, middle school, high school, options schools and community day schools
 - Number of students who are simultaneously experiencing homelessness or who are involved in the juvenile justice system
- Academic data for foster youth
 - Number of students receiving special education services disaggregated by eligibility criteria and placement type
 - California Assessment of Student Performance and Progress (CAASPP) proficiency rates in both English Language Arts and Math, disaggregated by school type
 - Dynamic Indicators of Basic Early Literacy Skills (DIBELS) Benchmark indicators showing growth from Beginning of Year (BOY) to End of Year (EOY)
 - Desired Results Developmental Profile (DRDP) data for students enrolled in Early Childhood Education programs aggregated by domain and level of mastery
 - Rate of middle school culmination of foster youth
 - Four-year cohort adjusted high school graduation rates including A-G completion
 - Number of high school students utilizing AB167 to receive high school diplomas
 - Count of students in high school who have received partial credit for courses
 - Percentage of eligible foster youth who are accessing Advanced Placement (AP) coursework including the passing rates of AP exams
 - Number of students enrolled in Career Technical Education (CTE) courses and their completion rate
- Social-Emotional data for foster youth
 - Percentage who are chronically absent during the course of the school year
 - Rate of suspension, expulsion and non-public school referrals as compared to the District overall

- Duplicated and unduplicated counts of i-STAR reports involving foster youth as ‘victim’ or ‘witness’ for each of the following criteria: Missing/Runaway, Shooting, Sex Crime, Suicidal Behavior, Bullying, Discrimination/Harassment, Trauma/Violence Exposure as well as total counts for all students;

Resolved further, That all reporting of population, social emotional, and academic data for foster youth be in compliance with all confidentiality laws and District policy, including the Family Educational Rights and Privacy Act (FERPA);

Resolved further, That the Superintendent is directed to establish formal partnerships with higher education institutions (such as Los Angeles Community College District, University of California and California State University) to develop bridge programs for District foster youth to successfully transition to institutions of higher education. These partnerships should facilitate access to existing resources meant specifically for foster youth including financial aid, housing, supplemental assistance, Transition Independent Living Plans (TILP) and Independent Living Programs (ILP) as well as information on the legal rights of foster youth;

Resolved further, That the Superintendent shall, in coordination with Student Health and Human Services, develop a ‘Know Your Rights’ toolkit containing materials differentiated for secondary students, their caretakers, and education rights holders. The materials should include information about BIDs, AB167, TILP, ILP, and financial aid meant specifically for foster students. These materials shall be distributed on an annual basis and made available to schools;

Resolved further, That the Superintendent shall explore and report upon the feasibility of expanding partnerships with Los Angeles County Department of Mental Health and Department of Children and Family Services (DCFS) to ensure that mental health providers and clinicians provide regular mental health services at school sites with high numbers of foster youth, with priority for schools that serve as the residential school for DCFS contracted group homes; and, be it finally

Resolved, That the Superintendent shall work with the Office of Government Relations and other appropriate District staff to advocate that the State develop a dedicated source of funds via the Local Control Funding Formula for a duplicated count of foster youth and their unique academic and social-emotional needs.

Board Member Resolutions for Initial Announcement

22. Ms. Garcia, Mr. Melvoin - Everyone Counts: Increasing Equity for All of Our AANHPI AMEMSA Students and Employees (Res-044-18/19) (For Action May 28, 2019)

Whereas, The Los Angeles Unified School District embraces the diversity of all students in pursuing the goals of reaching 100% graduation, closing opportunity gaps, and preparing all students for college and career readiness;

Whereas, Los Angeles is situated in the Pacific Rim region of countries and the District is a noted Pacific Rim leader in P-12 education, spreading values of diversity, equity, and inclusion to school systems both in the United States and abroad;

Whereas, AANHPI AMEMSA (Asian American Native Hawaiian Pacific Islander and Arab Middle Eastern Muslim South Asian) is an inclusive term that represents and fosters collective identity amongst individuals, communities, and ethnic minority groups of Central Asian, East Asian, Middle Eastern, Native Hawaiian, North African, Pacific Islander, South Asian, Southeast Asian and Southwest Asian descent. With highly diverse geographic, cultural, and ethnic identities, AANHPI AMEMSA communities are not a cultural monolith, but unite in political alliance for shared activism and advocacy;

Whereas, According to U.S. Census 2016 estimates, Los Angeles County has the largest AANHPI AMEMSA population of any county in the United States with over 1.59 million persons of AANHPI AMEMSA descent, including over 130,000 AANHPI AMEMSA undocumented immigrants;

Whereas, According to the District's MiSiS system, over 85,000 students of AANHPI AMEMSA background are enrolled in and attend our schools, comprising nearly 18% of the District's total student population. This number excludes large numbers of Middle Eastern, Southwest Asian, and North African students currently recorded as white students in compliance with California Education Code;

Whereas, The diverse experiences of AANHPI AMEMSA students in the District include both tremendous success and unmet need. The aggregation of AANHPI AMEMSA data masks disparities within AANHPI AMEMSA populations, not allowing for identification and differentiation among higher and lower need student groups;

Whereas, By disaggregating data for AANHPI AMEMSA students, the District can become a national leader in advocating for AANHPI AMEMSA educational equity, highlighting and delivering services to specific communities of need and providing meaningful outreach in eliminating barriers to parent and community involvement;

Whereas, The District has on multiple occasions reaffirmed its commitment to declaring all schools "safe zones" and that no student data including country of origin or immigration status will be shared with federal Immigration and Customs Enforcement agents absent exigent circumstances, as outlined by the Reaffirmation of Los Angeles Unified School District Schools as Safe Zone for Families Threatened by Immigration Enforcement (Res-093-16/17) resolution and reaffirmed on multiple occasions, including most recently by the Demanding Action on DREAMs Deferred: Finding a Permanent Resolution for Undocumented Youth and TPS Beneficiaries resolution in March, 2019;

Whereas, The Governing Board of the Los Angeles Unified School District has a history of celebrating the legacy of AANHPI communities in the past during Asian Pacific American Heritage Month through many resolutions, including the Celebrating Asian American and Pacific Islander Heritage Month (May 2010), Celebrating Asian/Pacific American Heritage Month (May 2012 and Res 082-13/14, May 2014), Celebrating Asian Pacific American Heritage Month (April 2013), Celebrating Asian and Pacific American Heritage Month (Res 068-14/15, May 2015), Celebrating Asian Pacific Islanders American Heritage Month (Res 048-15/16, May 2016 and Res 080-17/17, May 2017); and

Whereas, Actions of the District, as the second-largest school district in the country and largest school district in California, hold great precedence for other districts and make impactful statements about the values of our nation's public education system; now, therefore, be it

Resolved, That the Governing Board of the Los Angeles Unified School District formally embraces, respects, and celebrates the unique and important needs of all students, including Asian American Native Hawaiian Pacific Islander (AANHPI) and Arab Middle Eastern Muslim South Asian (AMEMSA) students;

Resolved further, That the Board celebrates May as AANHPI AMEMSA Heritage Month and recognizes Friday, May 31st as Day of AANHPI AMEMSA Activism in honor of Vincent Chin, a Chinese-American activist who suffered death as a hate crime victim, and all AANHPI AMEMSA individuals and communities who have fought for civil rights;

Resolved further, That the Board directs the Superintendent to institute data disaggregation policies for all students and employees of color, including AANHPI AMEMSA students and employees, by achieving, in partnership with community organizations, the following goals:

- Direct appropriate District departments to update Strategic Plans reflecting resolution goals by creating project plans reflecting accurate scope, schedule, and budget estimates
- Establish a comprehensive list of race/ethnicity disaggregated categories respective of all diverse subpopulations of all students and employees
- Support system-wide readiness and implementation of data disaggregation in all student and employee information and record systems
- Ensure that every department, every school, and every office will update policies and forms allowing all students and employees to indicate their diverse ethnic/racial and multi-ethnic backgrounds
- Communicate with all District staff, parents, guardians, students, and community members in their preferred languages about data disaggregation efforts
- Ensure that all future reports of student and employee information include disaggregated data
- Continue to update and add categories for data disaggregation, as needed, on forms and information systems
- Enact goals of resolution through existing, uncommitted funds that could be considered for reallocation to support implementation
- Comply with all confidentiality laws and District policy, including the Family Educational Rights and Privacy Act (FERPA)
- Within 120 days, develop a comprehensive plan to accomplish these objectives, and deliver that plan to the Board and community stakeholders

Resolved further, That the Superintendent shall establish an AANHPI AMEMSA Steering Committee for Educational Equity which will issue specific recommendations to the Board in May of 2020 and continue to meet through successful implementation of the resolution. The Committee will issue recommendations on, at minimum, the following:

- Identifying low-performing AANHPI AMEMSA student groups and necessary supports for these students

- Identifying groups of race and ethnicity, reflective of the demographics of Los Angeles County, that should be included in data disaggregation efforts
- Investigating necessary translation services for AANHPI AMEMSA students and families and improving partnership with community organizations who can provide culturally-responsive services
- Updating culturally-responsive mental health and bullying prevention practices and training for teachers and administrators regarding AANHPI AMEMSA students, especially sexual orientation, gender identity and expression (SOGIE)-diverse students, female students, and religious minorities
- Identifying interest in potential expansion of dual language immersion programs
- Developing a bank of AANHPI AMEMSA culturally-affirming resources which teachers and staff can use in schools
- Developing existing or new ethnic studies curriculum that includes meaningful AANHPI AMEMSA-focused units;

Resolved further, That on an annual basis during the month of May, the Superintendent shall provide an update on the state of AANHPI AMEMSA students and employees in the District, including, but not limited to:

- Rates of student achievement and wellness (graduation, proficiency in English and Math, suspension)
- Rates of equity and participation (choice program applications and matriculation, college and career readiness, enrollment)
- Changes in policies promoting or advancing equity for AANHPI AMEMSA students and employees
- Current and new community partnerships with local organizations;

Resolved further, That the Superintendent will promote data disaggregation policies by:

- Sharing copies of this resolution with the Governor, State Superintendent of Public Instruction, California State Board of Education, Members of the California Senate and Assembly Education Committees, County Offices of Education, District Superintendents, and School Board Chairs in California
- Publicize passage of this resolution with national, state, and local news media
- Advocate on a state level for amendments to the Education Code and state law requiring disaggregation of student data for all students of color, including AANHPI AMEMSA students; and, be it finally

Resolved, That the Board commits to working toward conditions where all students and employees, including AANHPI AMEMSA students and employees, feel safe in fully expressing their unique racial, ethnic, cultural, and religious identities in District schools.

23. Mr. Schmerelson, Dr. McKenna, Mr. Melvoin - Protecting Our Children from Preventable Gun Violence (Res-046-18/19) (For Action June 18, 2019)

Whereas, The Los Angeles Unified School District is the second largest school district in the nation, enrolling approximately 625,000 Pre-K – 12 students at approximately 1,100 school sites;

Whereas, District schools continue to be safe havens for our students and school safety continues to be one of the Governing Board of the Los Angeles Unified School District's highest priorities;

Whereas, School shootings have become an all-too-frequent occurrence in modern America. From 2012 and the shooting at Sandy Hook Elementary School which claimed the lives of 20 first graders, through 2017, the Gun Violence Archive counted 251 shootings at K-12 schools in the United States. In that time, over 350 people were shot and 120 died;

Whereas, Unsecured guns pose a special risk to children - kids as young as three years old are strong enough to pull a trigger. Data from the Centers for Disease Control and Prevention indicates that from 1999 through 2017 (the most recent year available), an average of 65 children less than 15 years of age were unintentionally shot and killed each year in the U.S.;

Whereas, In California, from 1999 through 2017, each year an average of 27 children under the age of 18 have died by suicide with a gun. Most often the gun used in youth suicide belongs to a parent or family member;

Whereas, The Children's Firearm Safety Alliance, which tracks incidents of children under the age of 18 who have unintentionally shot themselves or others, found that in 2017 in the U.S., 364 children under the age of 18 unintentionally pulled the trigger of a gun, injuring themselves or someone else; 132 children died as a result of their injury and 16 of those shot were adults. Year to-date (as of April 22, 2019), children under the age of 18 unintentionally injured or killed 70 people with a gun;

Whereas, Nearly 70 percent of student shooters gained access to a lawfully purchased gun from their residence or the residence of a relative; 87 percent of kids know where their parents' guns are kept and 60 percent have handled them; over 80 percent of teens who commit suicide with a gun used one that belonged to someone in their home; and guns are the third leading cause of death for kids;

Whereas, District schools are required to comply with California Education Code Section 32280-9, which mandates the preparation of school safety plans;

Whereas, These plans address violence prevention, emergency preparedness, traffic safety and crisis intervention;

Whereas, The District has committed to maximizing school safety by Integrated Safe School Plans at every school, creating the School-Wide Positive Behavior Intervention and Support (SWPBIS) Task Force and integrating emergency, crisis and threat assessment teams to ensure a safe school environment at every school site;

Whereas, Keeping students, teachers and staff safe from the threat of gun violence should be the responsibility of all adult stakeholders at each of our school sites;

Whereas, In light of the mass shootings at Marjory Stoneman Douglas High School in Parkland, Florida, Los Angeles City Attorney Mike Feuer assembled a Blue Ribbon Panel on School Safety that was charged with examining, evaluating, and recommending ways to enhance the significant efforts by the District to keep students safe from violence, particularly gun violence;

Whereas, The Blue Ribbon Panel, composed of experts and leaders from a wide array of fields, discussed access to firearms, student mental health on and off campus, the reporting and investigation of threats, safety in the neighborhoods surrounding schools, school security procedures and the design of safe schools among other issues;

Whereas, Approximately 20 percent of adults in California possess a firearm, and state and local law criminalizes unsafe storage of firearms where minors may be present, and gun stores are required to post flyers that set forth safe storage requirements, there are no dedicated resources for educating adults about safe storage of firearms;

Whereas, A major recommendation of the Blue Ribbon Panel is for the District to establish policies and practices to better educate parents and guardians about gun storage requirements and the enforcement of gun storage laws; and

Whereas, In order to continue with preventative measures to increase school safety we must act now; now therefore, be it

Resolved, That the Governing Board of the Los Angeles Unified School District directs the Superintendent and staff to assist school administrators in updating their Integrated Safe School Plan to include materials and training videos on detection and prevention of gun violence and safe gun storage;

Resolved further, That the Board directs the Superintendent and staff to update the Student Handbook to include information about parents' legal duties to safely store firearms;

Resolved further, That the Board directs the Superintendent to create an appropriate letter, in English and Spanish, to parents and guardians that explains the importance of safe gun storage and the legal obligations to protect minors from negligent gun storage, to be included in annual registration materials at each school site, and requiring a signature acknowledging awareness of safe gun storage responsibilities; and, be it finally

Resolved, That the Board and the Superintendent will continue to work with local law enforcement agencies, health agencies and non-profits to collaborate and increase efforts to inform District parents of their duty to safely store firearms in their homes.

Resolutions Requested by the Superintendent

24. Pre-July 1 Notice (Sup Res 009-18/19)

Resolved, That the Board of Education of the City of Los Angeles, pursuant to the current Agreements between the Los Angeles Unified School District (District) and United Teachers Los Angeles (UTLA); and the Los Angeles Unified School District (District) and Associated Administrators Los Angeles (AALA); and in accordance with the individual employment contracts of these and other District employees, hereby declares salaries and benefits for the 2019-2020 school year for District employees to be indefinite and subject to change or reduction on or after July 1, 2019, as may appropriately result consistent with the collective bargaining process as applicable. The District shall act to implement such changes or reductions, as the District deems necessary, to address operational, financial or budgetary conditions or needs, including but not limited to balancing the District's budget and otherwise responding to causes such as state funding limitations, legislation, grant funding, legal requirements or actions, and declining enrollment, rising District operating costs and increased expenses.

Possible changes or reductions in salaries or benefits, which may be implemented in 2019-20 for UTLA-represented employees, AALA-represented employees, management, confidential, supervisory, and other District-represented employees include, but are not limited to, adjustments to salary rates, tables and differentials; revisions to work year (number of paid days); adjustments to health and welfare plan benefit and contribution levels; and other compensation and employment matters.

All such changes or reductions are to be consistent with the collective bargaining process, where appropriate, and all Board Rules, policies and practices are subject to revision to carry out any of the changes or reductions described above. The above actions are listed by way of example, not limitation, and may be supplemented or revised in the discretion of the Board of Education.

25. Motion Declaring Salaries Indefinite and Suspending Board Rules, Policies and Practices (Sup Res 010-18/19)

Resolved, That the Board of Education of the City of Los Angeles: (1) hereby declares that all management, confidential, and other unrepresented certificated, classified and unclassified employees' salaries, benefits, and other compensation and other terms and conditions of employment are declared indefinite for the 2019-20 school year and subject to change or reduction on or after July 1, 2019 in the discretion of the Board of Education, as a result of uncertainties, negotiations, legislation, and other factors deemed sufficient by the Board of Education; and (2) suspends or amends all Board Rules, policies, and practices, as applicable, that may be in conflict with actions taken, or which may be taken, to balance the District's budget or otherwise carry out the Board of Education's policy judgments.

Possible changes or reductions in salaries, benefits and other compensation matters which may be implemented for unrepresented employees include, but are not limited to, adjustments in salary rates, tables and differentials; revisions to work year (number of paid days); and adjustments to health and welfare plan benefit and contribution levels. The above actions are listed by way of example, not limitation, and may be supplemented or revised in the discretion of the Board of Education.

Correspondence and Petitions

26. Report of Correspondence, including Williams Settlement Uniform Complaint Quarterly Report Summary (ROC-011-18/19)

Minutes for Board Approval (Min-010-18/19)

27. October 2, 2018, Regular Closed Session, 10:00 a.m.
October 23, 2018, Regular Closed Session, 10:00 a.m.
October 23, 2018, Special Board Meeting, 1:00 p.m.
November 13, 2018, Regular Closed Session, 10:00 a.m.
April 2, 2019, Special Closed Session, 10:00 a.m.
April 9, 2018, Special Board Meeting, 2:30 p.m.
April 23, 2019, Regular Closed Session, 10:00 a.m.

Announcements

Public Comment – Speakers to items not on the Order of Business for action will be heard no earlier than 4 p.m.

Adjournment

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

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

Individuals wishing to speak at a Board meeting must sign up at the meeting. There will be no sign ups in advance of the meeting. Speakers must sign up prior to the item being acted upon by the Board. Speakers should plan to arrive early as items with no speakers may be acted on at the beginning of the meeting.

If you or your organization is seeking to influence an agreement, policy, site selection or any other LAUSD decision, registration may be required under the District's Lobbying Disclosure Code. Please visit <http://ethics.lausd.net/> to determine if you need to register or call (213) 241-3330.

Materials related to an item on this Order of Business distributed to the Board of Education are available for public inspection at the Security Desk on the first floor of the Administrative Headquarters, and at:
<http://laschoolboard.org/05-21-19RegBd>

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