

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

REGULAR MEETING REVISED ORDER OF BUSINESS

333 South Beaudry Avenue, Board Room

1 p.m., Tuesday, October 6, 2020

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

Roll Call

Pledge of Allegiance

Administration of Oath of Office to Student Board Member

Name

Administered By

Kamarie Brown

Jefferson Crain, Executive Officer of the Board

Board President's Reports

Labor Partners

Board Committee Discussion

Superintendent's Reports

Distance Learning Data Review

Civic Engagement for November 2020 Election

Update on Primary Promise Initiative

Public Speaking

The Board of Education encourages public comment on any of the items for action on this agenda. Commenters can email all Board Members at boardmembers@lausd.net, or use the US Mail at the address above, or leave a phone message at (213) 443-4472, or fax (213) 241- 8953. Items received by Monday, 6 p.m., October 5th, will be distributed to all Board Members.

Individuals wishing to address the Board at the beginning of this meeting on items to be voted on should call 1-669-900-6833 and enter Meeting ID 851 2286 3554 from their telephone keypad. Then press #, and then # again when prompted for the Participant ID. Callers will be placed on hold until it is their turn to speak.

For 35 minutes, callers will be selected randomly to speak from the callers on hold. All callers may not be heard by the conclusion of the 35 minutes time period. There will be no advantage to calling early. Each caller will be limited to 3 minutes.

Callers will know to speak when receiving the signal that their phone has been removed from hold and/or unmuted. Callers will then press #6 and be brought into the meeting.

Please know that social distancing practices will be followed. You will need to wear a mask whenever you are in District facilities. **For the safety and well-being of others you will be required to wear a mask when addressing the Board at the podium.**

New Business for Action

1. Board of Education Report No. 044 – 20/21
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 \$77.3 million for Mandarin and Spanish language tutors for two schools, makerspace labs and workshops support at one high school, legal services for the School Construction Bond Oversight Committee, advisory support for senior District staff, and 5,546 procurement transactions and low value contracts for August. Also, approval of revenue contract to provide online auctioneering services for the District’s Transportation division for \$250,000.
2. Board of Education Report No. 017 – 20/21
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 4 advertised construction contracts for approximately \$12.5 million; 6 job order contract awards in the amount of \$6 million; 394 change orders for approximately \$5.2 million; the completion of 37 contracts; the award of 18 informal contracts for \$567,756; and extra services and amendments for architectural and engineering contracts for \$215,342. Additionally, awards contracts and amendments not under the delegated authority, as detailed in Attachment B, for a professional services contract for a not-to-exceed amount of \$500,000 for materials tree services.
3. Board of Education Report No. 025 – 20/21
Facilities Services Division
(Amendment to the Facilities Services Division Strategic Executive Plan to Define and Approve Six Local District Priority and Board Member Priority Projects) Recommends approval of an amendment to the Strategic Execution Plan to define and approve 6 Local District priority and Board Member projects for a combined budget of \$273,994.

4. Board of Education Report No. 061 – 20/21 **Requires 2/3 Vote**
Facilities Services Division
(Resolution of Intention to Dedicate Easements, Required for the Construction of the South Region High School No 8 Project, at Maywood Center for Enriched Studies Magnet and Execute a Parcel Map) Recommends adoption of a resolution of intention to dedicate easements to the City of Maywood for public street and sidewalk purposes at Maywood Center for Enriched Studies Magnet located at 5800 King Avenue in Maywood. Also authorizes the Chief Facilities Executive to execute any related instruments for the project, including a parcel map which details all related real property matters.
5. Board of Education Report No. 062-20/21
Office of Environmental Health and Safety
(Adoption of the Mitigated Negative Declaration and Mitigation Monitoring and Reporting Plan for the Taft High School Comprehensive Modernization Project) Recommends adoption of the Mitigated Negative Declaration and adoption of the Mitigation Monitoring and Reporting Program pursuant to the California Environmental Quality Act for the Taft High School Comprehensive Modernization Project.
6. Board of Education Report No. 063-20/21
Facilities Services Division
(Project Approval for the Taft High School Comprehensive Modernization Project)
Recommends approval of authorization for the Taft High School Comprehensive Modernization Project to proceed with construction of the school to be located at 5461 Winnetka Avenue in the Woodland Hills neighborhood of Los Angeles with an anticipated cost of \$132,152,164.
7. Board of Education Report No. 072 – 20/21
Facilities Services Division
Office of the Chief Financial Officer
(Authorization to Enter into a Joint Community Facilities Agreement and Other Related Agreements Relative to the Proposed Establishment of Community Facilities District No. 10, Ponte Vista Development in the San Pedro Community) Recommends authorization for District staff to execute a Joint Community Facilities Agreement with the City of Los Angeles to establish Community Facilities District No. 10 entitling a residential project called Ponte Vista to be located near the intersection of Western Avenue and Palos Verdes Drive in San Pedro to fund infrastructure and improvements under the Mello- Roos Community Facilities Act of 1982. Additionally, authorizes District staff to execute all necessary instruments to support the Joint Community Facilities Agreement, including, but not limited to, a School Facilities Mitigation Agreement with the property developer.
8. Board of Education Report No. 070 – 20/21
Accounting and Disbursements Division
(Report of Cash Disbursements, Request to Reissue an Expired Warrant, Donations of Money and Materials/Equipment/Food/Service) Recommends approval of warrants for things such as salary payments for a total value of \$619,299,784.49; the reissuance of an expired warrant in the amount of \$988.48; and the acceptance of 7 cash donations to the District totaling \$4,169,213.50 and material donations in support of the District’s Student/Community Feeding Program valued at \$16,052,288.67.

9. Board of Education Report No. 026 – 20/21
Human Resources Division
(Routine Personnel Actions) Recommends approval of 2,157 routine personnel actions such as promotions, transfers, leaves, terminations, etc.
10. Board of Education Report No. 068 – 20/21
Human Resources Division
(Provisional Internship Permits) Recommends approval of the continuing employment of 7 teachers who are employed under the Provisional Internship Permit requirements, allowing the District to continue to staff subject field shortage classrooms.
11. Board of Education Report No. 049 – 20/21
Beyond the Bell Branch
(Tobacco Use Prevention Education (TUPE) Tier 2 from the California Department of Education) Recommends acceptance of the Use Prevention Education (TUPE) Tier 2 Grant from the California Department of Education, to address student use of tobacco products at 101 school sites, in the amount of \$2,326,066.90 for the 2020-21 school year.
12. Board of Education Report No. 052 – 20/21
Division of District Operations
(Naming of Jordan High School) Recommends approval of the renaming of the school currently known as David Starr Jordan High School to Jordan High School.
13. Board of Education Report No. 057 – 20/21
Office of the Chief Strategy Officer
(District Learning Continuity and Attendance Plan) Recommends adoption of the District’s Learning Continuity and Attendance Plan to memorialize the District’s response to address gaps in learning; conduct meaningful stakeholder engagement; maintain transparency; address the needs of pupils, including students with unique needs and student experiencing homelessness; provide access to necessary devices and connectivity for distance learning; provide resources and supports to address student and staff mental health and social emotional well-being; and continue providing school meals for students during the Covid-19 declared emergency.
14. Board of Education Report No. 058 – 20/21
Local Districts Northwest, Northeast, Central, West
(Learning Continuity and Attendance Plans for 51 Affiliated Charter Schools) Recommends adoption of the District’s Learning Continuity and Attendance Plan for 51 affiliated charter schools to memorialize their response to address gaps in learning; conduct meaningful stakeholder engagement; maintain transparency; address the needs of pupils, including students with unique needs and student experiencing homelessness; provide access to necessary devices and connectivity for distance learning; provide resources and supports to address student and staff mental health and social emotional well-being; and continue providing school meals for students during the Covid-19 declared emergency.

15. Board of Education Report No. 081 – 20/21 **PUBLIC HEARING**
Integrated Library and Textbook Support Services **(No Earlier Than 4 p.m.)**
Division of Instruction
(Textbooks and Instructional Materials Certification Resolution) Recommends approval of the resolution certifying that all schools have sufficient textbooks and instructional materials for all students in the core and required curriculum areas.

Individuals who wish to address the Board on the Textbook Certification should call 1-669-900-6833 at 4 p.m. and enter Meeting ID **837 9485 9176** from their telephone keypad. Then press #, and then # again when prompted for the Participant ID. Callers will be placed on hold until it is their turn to speak. The Board will hear from up to 12 speakers. Each caller will be limited to 3 minutes.

Callers will know to speak when receiving the signal that their phone has been removed from hold and/or unmuted. Callers will then press #6 and be brought into the meeting.

Board Member Resolutions for Action

16. Mr. Melvoin - It's Elementary—Attracting, Retaining, and Supporting Students and Families by Extending Program Offerings for Younger Learners (Res-034-19/20) (Noticed February 4, 2020)

Substitute Resolution

Whereas, The Los Angeles Unified School District is a leader in its commitment to providing a quality early education experience;

Whereas, Strong early education opportunities have a dramatic positive impact on later learning, attendance rates, test scores, and overall well-being. A report published by the Los Angeles County Office of Education finds that early access and successful transition to kindergarten is associated with stronger academic outcomes and grade retention;

Whereas, Enrolling in early education programs, including expanded transitional kindergarten (ETK) and transitional kindergarten (TK) encourage students and families to enter the District early and stay over time, helping to combat declining enrollment;

Whereas, The availability, daily schedule, and programming for ETK, TK, and kindergarten classrooms vary by school and program across the District and from year-to-year. Fifty District programs do not begin in kindergarten. Some schools that offer kindergarten have dedicated ETK and TK classrooms, while others do not; and

Whereas, Information regarding available ETK, TK, and kindergarten classrooms is challenging for parents to locate, understand, and navigate; now, therefore, be it

Resolved, That the Governing Board of the Los Angeles Unified School District commits to streamlining and expanding equitable access, where feasible and appropriate, to ETK, TK, and kindergarten opportunities to attract, retain, and promote stability for students; and, be it finally

Resolved, That the Superintendent shall report back to the Board within 90 days in a comprehensive, written informative and subsequent Board presentation detailing:

- An inventory of all currently available ETK, TK, and kindergarten classrooms, including the earliest grade that each school and program within a school (i.e., dual language or magnet program) begins, that is made publicly available via the Open Data portal. For any school or program that does not offer ETK, TK and/or kindergarten, provide an explanation of why that program does not begin at or below kindergarten, and whether that remains appropriate; and
- A plan for strengthening pathways to elementary school including:
 - A proposal for whether ETK and/or TK students should be placed in kindergarten classrooms across several schools or clustered in distinct classrooms at certain schools within a Community of Schools network;
 - A description of how the District will ensure that ETK and TK programs are not repetitive with a second year of kindergarten;
 - Detailed strategies to expand programs, as feasible, to ensure that students in all schools have the opportunity to enroll as early as possible; and
 - An explanation of how the District will improve efforts to ensure that parents of eligible students will be made aware of available ETK, TK, and kindergarten options.

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

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

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

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

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

for elementary school, undermining equitable access to specialized programs for higher need populations; and

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

~~Resolved, That by the 2021-2022 school year, each elementary magnet school or magnet center will start in kindergarten, with the exception of gifted magnet programs that may continue to start later consistent with evidence-based best practices for identifying giftedness and as recommended in the evaluation described below. It is expected that ample classroom space exists to implement any changes, but exceptions due to facilities capacity may also be considered by the Superintendent;~~

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

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

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

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

- ~~• Analyzes and sets forth a path to offer each District program at the youngest appropriate level;~~
- ~~• Outlines changes, if any, to the ETK/TK delivery model or curriculum;~~
- ~~• Describes how changes align with other District initiatives, including, but not limited to, the Birth to Eight Roadmap, Primary Promise, the Local Control and Accountability Plan, any current or future strategic plan, and the research collaborative stemming from Access and Opportunity for All: Analyzing Enrollment Patterns to Support School Integration Efforts (Res 002-19/20);~~
- ~~• Identifies robust strategies for ensuring equitable access to programs, including for students with disabilities, foster youth, and English Learners. Strategies considered should include:
 - ~~1) Robust outreach campaigns about school availability and enrollment processes;~~
 - ~~2) Movement of the timeline for application to choice options for TK and kindergarten later in the school year to align with expectations of families for when they should enroll in elementary school;~~
 - ~~3) The possibility of reserving ETK, TK, or kindergarten seats or classes for neighborhood or other students who miss early enrollment deadlines;~~~~

- 4) ~~The development of partnerships with early education partners such as Head Start providers and First 5 LA to ensure awareness of programs and smooth matriculation to ETK, TK, and kindergarten; and~~
- 5) ~~Developmentally appropriate expansion of transportation policies;~~
 - ~~Describes how changes will be incorporated into and transparently explained by all online platforms and print materials through which the District describes its schools, including the Explore LAUSD website, eChoices brochures, resident school identifier platform, and school finder tools;~~
 - ~~Outlines a plan for how the District will track, analyze, and report demographically disaggregated data regarding the impact of any proposed changes to enrollment patterns and on student learning;~~
 - ~~Identifies the sources of funding for proposed changes, as well as anticipated increased revenues; and~~
 - ~~Describes the process whereby feedback from stakeholders was incorporated in the development of the plan; and, finally be it~~

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

17. Dr. McKenna - Recognition of the Small Business Advisory Council, Establishment of the Micro-Business and Veteran Business Participation Goals and Preferences (Res 038-19/20) (Noticed March 10, 2020)

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Resolved further, That the District will establish a Veteran Business Enterprise (VBE) Program with a ten percent (10%) bid preference when bidding on the procurement of: (1) equipment, materials, or supplies; (2) construction services; or (3) repairs, including maintenance, as set forth in the Public Contract Code section 20111(a) provided that all such bids are in response to the invitations for bids for amounts under the annually adjusted bid threshold set pursuant to section 20111;

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

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

18. Ms. Gonez, Mr. Melvoin - Safety First: Leveraging Partnerships and Advocacy to Create Safe Routes and Passages to School for All Los Angeles Unified Students (Res 040-19/20) (Noticed March 10, 2020)

Whereas, Political protests in the wake of George Floyd's murder have pushed Los Angeles to reimagine its long-term, systemic approach to public safety and commit to transformative change in the name of racial equity, justice, and fairness for every Angeleno;

Whereas, Residents have mobilized en masse to push for greater investments in communities in need and a proactive, equitable, and community-based approach to public safety;

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

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

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

Whereas, Thousands of District students and families rely on public transportation, walking, and biking to and from school where they are at risk of violence or traffic injury, and many of them must travel through areas identified by the Los Angeles Department of Transportation (LADOT) as High Injury Networks, where nearly two thirds of all deaths and severe injuries involving pedestrians occur;

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

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

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

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

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

Whereas, The City of Los Angeles has expanded gang reduction and youth development programs by more than 50 percent and established the Community Safety Partnership (CSP) Bureau to better address these issues in our communities;

Whereas The City of Los Angeles has redirected funds from the Los Angeles Police Department, committing \$250 million towards youth jobs, health initiatives, and peace centers to heal trauma experienced in these communities;

Whereas, The Los Angeles County Board of Supervisors placed its Reimagine LA County measure on the November ballot that would require 10 percent of locally generated, unrestricted county money — about \$400 million — be spent on housing, mental health programs, jail diversion, employment opportunities, and social services; and

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

Resolved, That the Governing Board of the Los Angeles Unified School District calls on the County and City of Los Angeles, as they reimagine public safety, to include and prioritize efforts to ensure the safety of our students and families in the areas surrounding schools;

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

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

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

Resolved further, That the Board calls on the City of Los Angeles to strengthen its commitment to ensuring Safe Routes to school, and that it work in partnership with the Office of the Superintendent and its relevant departments to:

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

Resolved, That the Superintendent report back to the Board in 180 days with the feasibility of a Safe Passages pilot program and the plans for advocacy with the City around safety for students near our schools.

19. Ms. Gonez - Honoring the Significance of April 24th in the Los Angeles Unified School District (Res-008-20/21) (Noticed September 15, 2020)

Whereas, On April 23, 2019 the Governing Board of the Los Angeles Unified School District adopted Remembering and Honoring the Armenian Genocide of 1915 (Res-036-18/19), which sought to explore ways to recognize Armenian Genocide Remembrance Day and, as appropriate, other diverse cultural holidays recognized by our families, in school calendars set to go into effect in the 2021-2022 school year;

Whereas, The adoption of a districtwide unassigned day in remembrance of the Armenian Genocide would keep the school calendar consistent across the district, avoiding transportation and staff challenges;

Whereas, The Armenian people were subjects of a systematic genocidal campaign, which began at the hands of the Ottoman government, in 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 killed or marched to their deaths in an effort to annihilate the Armenian Nation in the first modern genocide;

Whereas, This genocide has held lasting and permanent effects in 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;

Whereas, The struggle for recognition of the Armenian Genocide remains significant as the Republic of Turkey has 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;

Whereas, Therefore every year, Armenian families in the District must make the decision on whether to miss a day of instruction to participate in remembrances of the Genocide as an integral part of their history and heritage by attending events on this day;

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

Whereas, The District has a significant Armenian student population and has the opportunity to honor and remember the victims of the genocide; and

Whereas, All District students, regardless of ethnicity or national origin, would benefit from learning 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 that April 24th shall be an unassigned day in future school calendars, beginning with the 2021-2022 school year, pending the regular collective bargaining process.

20. Mr. Schmerelson, Ms. Goldberg - Remembering and Honoring the Armenian Genocide of 1915 (Res-010-20/21) (Waiver of Board Rule 72)

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Board Member Resolutions Referred to Committee for Discussion

21. Ms. Goldberg - Affirming the District’s Commitment to Adult Education by Supporting Our Adult Education Teachers (Res 039-19/20) (Noticed March 10, 2020 and Referred to Committee Pending the End of the Current State of Emergency)

22. Ms. Goldberg, Ms. García - Celebrating March 2020 as School Social Worker Month (Res 041-19/20) (Noticed March 10, 2020 and Referred to Committee Pending the End of the Current State of Emergency)
23. Ms. Goldberg - Creating New School Gardens and Campus and Community-Shared Green Spaces to Provide Outdoor Learning Opportunities and Create Sustainable and Healthy Environments (Res 042-19/20) (Noticed March 10, 2020 and Referred to Committee Pending the End of the Current State of Emergency)

Miscellaneous Business

Correspondence and Petitions

24. Report of Correspondence (ROC-003-20/21)

Announcements

Public Comment – Speakers will be heard at the beginning of the meeting.

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/10-06-20RegBd>

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