Roll Call

Pledge of Allegiance

Board President’s Reports

Labor Partners

Superintendent’s Reports

February is Black History Month

Addressing the Needs of African American Students

Committee Chair Reports

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”.

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. 198 – 19/20  ADOPTED AS AMENDED BY CONSENT VOTE
Procurement Services Division (Amended to Withdraw Contract 4400008010 Turbo Data Systems, Inc., Contract 4400007897 First Legal Network, LLC and Contract 4400007898 Madden Corporation, dba ProLegal)

(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 $18.3 million for school music programs, college eligibility transcript services, teacher recruitment services, a parking citation processing system, attorney support and filing services, and 11,064 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 16 five year contracts for instructional professional development for $28 million, 3 five year contracts for microfilm digitization services for $805,000, a four year contract for network optical fiber leasing for $335,000, 5 five year contracts for court reporting services for $1.6 million, 2 five year contracts for water boilers for $1.8 million, a contract for battery powered landscape blowers for $420,000, a 3 year contract for plumbing supplies for $12.5 million, a one year E-rate contract for network equipment and support for $1.5 million, 2 four year contracts for network equipment upgrades and services for $12.9 million, an increase of capacity of 7 existing five year contracts for computers and related equipment and support for an additional $64 million, a three year contract for instructional materials or $3.2 million, 3 purchase contracts 138 buses for $15.5 million, and a five year contract for uniforms for transportation employees for $2.5 million. Also, a one year revenue contract with the City of Los Angeles providing funding for student work training and paid work experience for $403,704.

2. Board of Education Report No. 208 – 19/20  ADOPTED BY CONSENT VOTE
Procurement Services Division–Facilities Contracts

(Facilities Contract Actions) Recommends approval of actions executed within the delegated authority of the Superintendent including the approval of the award of 2 advertised construction contracts for approximately $21.6 million; 1 job order contract amendment for $1 million; 508 change orders for approximately $5.3 million; the completion of 15 contracts; the award of 35 informal contracts for approximately $1.4 million; the rejection of 1 bid; assignment and assumption of rights and delegation of duties for 1 contract; the award of 1 architectural and engineering contract for approximately $1 million; and extra services and amendments for architectural and engineering contracts for approximately $1.4 million.

Procurement Services Division – Facilities Contracts

(Contract for the Design-Build of the Elizabeth Learning Center Comprehensive Modernization Project) Recommends authorization for the Chief Procurement Officer to enter into a contract on behalf of the District with Sinanian Development, Inc., who will partner with the architecture firm WLC Architects, Inc., for the design and construction of the Elizabeth Learning Center Comprehensive Modernization Project for $108,884,551.54.
   Facilities Services Division
   (Amendment to the Facilities Services Division Strategic Executive Plan to Define and Approve 16 Local District Priority and Board Member Priority Projects) Recommends approval of an amendment to the Strategic Execution Plan to define and approve 16 Local District priority and Board Member projects for a combined budget of $594,180.

5. Board of Education Report No. 221 – 19/20
   Facilities Services Division
   (Amendment to the Facilities Services Division Strategic Executive Plan to Define and Approve Facilities Improvement Projects at 52 Sites with Proposition 39 Co-locations in the 2019-2020 School Year) Recommends approval of an amendment to the Strategic Execution Plan to define and approve facilities improvement projects at 52 specified sites with Proposition 30 co-locations for a combined budget of $4,794,961.

   Facilities Services Division
   (Amendment to the Facilities Services Division Strategic Execution Plan to Approve Construction Activities for the Palisades Charter High School Plumbing Upgrade Project) Recommends approval of an amendment to the Strategic Execution Plan to authorize and fund construction activities for a plumbing upgrade project at Palisades Charter High School, amending the current project definition and allocating an additional $6,624,935 to the project, bringing the total project budget to $7,523,970.

   Accounting and Disbursements Division
   (Report of Cash Disbursements, Request to Reissue Expired Warrants, and Donations of Money and Materials) Recommends approval of warrants for things such as salary payments for a total value of $576,416,804.25; the reissuance of 6 expired warrants totaling $25,024.51; and the acceptance of 4 cash donations to the District totaling $120,718.58 and 1 materials donation of wide format products for school reprographic needs valued at approximately $71,000.

   Chief Financial Officer
   (Amended to Adopt Revised Attachment A)
   (Resolution Approving the Sale and Issuance of Not-to-Exceed $1.6 Billion of New Money General Obligation Bonds, the Forms of the Documents Necessary for the Issuance of the Bonds, and the Selection of the Finance Team, including the Municipal Advisor, Bond and Tax Counsel, Disclosure Counsel, and the Investment Banking Underwriting Firms and Requesting the County Board of Supervisors to Establish the Tax Rates for Bonds of the District Expected to be Sold During Fiscal Year 2020-21) Recommends approval of authorization of the sale and issuance of $1.6 billion of general obligation bonds for school construction, and approval of specified professional services providers to act as the Financing Team.
Chief Financial Officer  (Amended to Adopt Revised Attachment A)
(Resolution Approving the Sale and Issuance of Not-to-Exceed $384 Million of General Obligation Refunding Bonds, the Forms of the Documents Necessary for the Issuance of the Refunding Bonds, and the Selection of the Finance Team, including the Municipal Advisor, Bond and Tax Counsel, Disclosure Counsel, and the Investment Banking Underwriting Firms) Recommends approval of authorization of the sale and issuance of $384 million of general obligation refunding bonds for school construction, and approval of specified professional services providers to act as the Financing Team.

10. Board of Education Report No. 231 – 19/20  ADOPTED BY CONSENT VOTE
Human Resources Division
(Routine Personnel Actions) Recommends approval of 4,978 routine personnel actions such as promotions, transfers, leaves, terminations, etc.

Human Resources Division
(Provisional Internship Permits) Recommends approval of the continuing employment of 10 teachers who are employed under the Provisional Internship Permit requirements, allowing the District to continue to staff subject field shortage classrooms.

12. Board of Education Report No. 233 – 19/20  ADOPTED BY CONSENT VOTE
Human Resources Division
(March 15 Notices to Administrators) Recommends authorization for notices to be sent to all certificated contract level management and senior management employees of the classified service with expiring contracts; all non-permanent and selected permanent certificated administrators, supervisory employees, confidential employees and all non-school based administrators informing them they may be released or reassigned, and authorization for staff to send subsequent notices of release by June 30, 2020 to employees that have been identified for actual release.

13. Board of Education Report No. 248 – 19/20  ADOPTED BY CONSENT VOTE
Information Technology Division
(Amendment to the Information Technology Division Strategic Execution Plan to Approve the Device Refresh for Required Student Testing Project) Recommends approval of an amendment to the Information Technology Division Strategic Execution Plan to reallocate $4 million of school construction bond funds from the Learning Management System project to the Device Refresh for Required Student Testing project to provide new mobile computing devices to 19 Primary Centers and 218 K-12 schools.

Division of Instruction/Advanced Learning Options  (Amended to Adopt Revised Attachment A)
(Transfer GEAR UP Grant from Bright Star/YPI to GEAR UP 4 LA Program) Recommends approval of the transfer of the Bright Star/YPI Gaining Early Awareness and Readiness for Undergraduate Programs US Department of Education grant to the Los Angeles Unified School District as fiscal agent for the GEAR UP 4 LA program. The grant funding for the program is $17.8 million.
Board Member Resolutions for Action

15. Ms. Goldberg, Dr. McKenna, Ms. Gonez, Ms. Suavillo, Ms. García, Mr. Melvoin – Black Lives Matter at School Week of Action (Res-026-19/20) (Noticed January 14, 2020)

ADOPTED BY CONSENT VOTE

Whereas, A national movement of teachers, parents, administrators, and scholars have come together to proclaim an annual week of action, affirmation, and solidarity called the Black Lives Matter at School Week of Action;

Whereas, The annual Black Lives Matter at School Week of Action will take place this year during the week of February 3–7 to coincide with and augment Black History Month;

Whereas, Schools should be places for encouraging equity, fostering understanding, and creating pathways to freedom and justice for all people;

Whereas, The Black Lives Matter at School Week of Action is intended to highlight, uplift, and affirm the rich history and contributions of the Black community and to cultivate in Black students a sense of pride, self-worth, and self-love;

Whereas, The Black Lives Matter at School Week of Action is further intended to encourage ongoing critical reflection and courageous conversations concerning systemic racism, social injustice, racial and ethnic bias; and to affirm the right of Black students to be treated with respect and dignity within schools and communities;

Whereas, The Black Lives Matter at School Week of Action may, on the initiative of educators, staff, and students, offer a variety of educational opportunities, such as workshops, panel discussions, cultural events, instructional activities, and expressions of unity; and

Whereas, The National Education Association endorsed the Black Lives Matter at School Week of Action at its 2018 Representative Assembly and educators and school communities in Seattle, Washington, Washington, D.C., Rochester City, New York, and Howard County, Maryland, among others, have already endorsed or began implementing the Black Lives Matter at School Week of Action; now, therefore, be it

Resolved, That the Governing Board of the Los Angeles Unified School District welcomes the participation of educators, staff, and students in community-based activities and events related to the Black Lives Matter at School Week of Action occurring during February 3-7, 2020, or in any future week, month or time; and, be it finally

Resolved, That the Board invites educators across grade levels and content areas to use resources that are inclusive of all our diverse learners to enrich instruction throughout the whole year.
Whereas, For four decades, school districts in California have experienced underinvestment and devastating cuts causing California’s school funding to fall behind and resulting in fewer services and resources for students and teachers;

Whereas, The lack of adequate local funding is the result of an inequitable tax system in which corporations and wealthy investors do not pay their fair share in property taxes;

Whereas, Loopholes in California’s property tax system allows a fraction of major commercial and industrial properties to avoid regular reassessment and use shady schemes to hide change in ownership;

Whereas, These loopholes and tax schemes result in millions of dollars going to corporations and wealthy investors rather than to schools and local communities for essential services;

Whereas, Experts estimate that the California Schools and Local Communities Funding Act reclaims $12 billion in property tax revenue every year to ensure that our schools and communities have the resources to educate all of our kids and the services to support all of our families;

Whereas, The California Schools and Local Communities Funding Act does not affect property taxes for homeowners or renters because the initiative exempts all residential property;

Whereas, Academic researchers at the University of Southern California (USC) have identified that the vast majority of the reclaimed revenue will come from just a fraction of large properties;

Whereas, California schools are falling behind, ranking lowest in the nation with the largest number of students per teacher and the fewest counselors per student;

Whereas, Per-pupil funding has declined from the top 10 in the nation to 39th;

Whereas, The top-ranked state spends $10,259 more per-pupil to educate their children than California spends;

Whereas, The measure invests up to $4 billion annually for K-14 schools to ensure that our kids receive the world-class education they deserve;

Whereas, California should be a leader in innovation by educating the next generation of students to compete in the global economy;

Whereas, The California Schools and Local Communities Funding Act guarantees funding to all school districts, over and above Proposition 98 funding, and following the Local Control Funding Formula (LCFF) to all students in need in all districts;
Whereas, The measure also provides billions in funding yearly for cities, counties, and special districts in locally controlled revenues for affordable housing, parks, libraries, emergency responders, health and human services, libraries, public infrastructure, and much more;

Whereas, The measure incentivizes the development of residential units and provides more funding for communities to invest in affordable housing;

Whereas, The measure provides new tax incentives to spur new investment in small businesses by eliminating the business personal property tax on equipment for California’s small businesses;

Whereas, The measure also exempts all small business owners whose property is worth $3 million or less;

Whereas, The measure levels the playing field for businesses that already pay their fair share in our communities; and

Whereas, The California Schools and Local Communities Funding Act of 2020 is on the November 2020 ballot; now, therefore, be it

Resolved. That the Los Angeles Unified School District endorses the California Schools and Local Communities Funding Act of 2020 for a ballot measure in November 2020.

Whereas, The Los Angeles Unified School District proudly serves over 84,000 students receiving special education services;

Whereas, The number and percentage of students with moderate to severe disabilities served by the District has steadily increased each year, with the District serving over 24,000 students with moderate to severe disabilities in the 2018-19 school year, an 11 percent increase from 2002-03;

Whereas, The chronic underfunding of the federal law now known as the Individuals with Disabilities Education Act of 1975 (IDEA) by the federal government places an additional funding burden on states, local school districts, and taxpayers to pay for needed services, and often means using local budget dollars to cover the federal shortfall, ultimately shortchanging other school programs that students with disabilities often also benefit from;

Whereas, In the 2018-19 school year the District spent over $1.7 billion in special education costs, with federal IDEA funding only reaching $108 million, accounting for just 6 percent of the District’s expenditures, woefully short of Congress’ commitment upon IDEA’s passage to 40 percent of the additional costs necessary to provide a free and appropriate public education to students with disabilities;
Whereas, According to the California Legislative Analyst's Office, local funding has been covering an increasing share of special education expenditures, 61 percent in 2017-18 as compared to 49 percent in 2007-08, with an estimated two-thirds of the cost increases due to a rise in the incidence of students with moderate to severe disabilities (November 2019);

Whereas, The inadequate level of funding for Special Education at both the federal and state level does not differentiate funding based on the severity of the student’s disability and therefore fails to recognize the additional resources required to adequately meet the needs of students with moderate to severe disabilities;

Whereas, The majority of the current state funding structure for Special Education is based on student attendance (AB 602) providing Special Education Local Plan Areas (SELPAs) funding based on their overall student attendance, regardless of how many students with disabilities the SELPA serves or the services they provide; and

Whereas, The District proudly operates 13 Special Education and Career Transition Centers which provide students with a robust instructional program that meets each individual student’s unique needs and prepares them and their families for their transition beyond secondary school; now, therefore, be it

Resolved, That the Governing Board of the Los Angeles Unified School District recognizes and celebrates the unique assets and needs of our students with moderate to severe disabilities and is proud to serve them and their families in light of the shameful historic exclusion of students with moderate to severe disabilities;

Resolved further, That the District formally recognizes December 2nd as Annual Special Education Day and encourages all schools and students to celebrate the diversity of their peers with disabilities;

Resolved further, That the Board commits to continued advocacy for additional resources that will adequately resource and sustain the unique needs of the instructional programs and services for our students with moderate-to-severe disabilities, such as increasing California’s funding allocations AB602 apportionments to meet the increases in special education costs, particularly for students with moderate to severe disabilities, Congress passing the IDEA Full Funding Act (H.R. 1878) and Funding Early Childhood is the Right IDEA Act (H.R. 4107);

Resolved further, That the Superintendent is directed to develop an advocacy strategy, at both the state and federal level, that is inclusive of families and educators of students with disabilities in order to improve the statewide special education system as well as push for sustained resources required to operate the District’s special education programs; and, be it finally

Resolved, That the Superintendent is directed to develop more regular opportunities for parents and families of Students with moderate-to-severe disabilities to engage with the District to provide meaningful feedback, opportunities for continuous improvement and strengthen partnerships and resources.
18. Dr. McKenna, Ms. Gonez, Mr. Schmerelson, Ms. García, Mr. Melvoin, Dr. Vladovic, Ms. Suavillo – Celebration of Black History Month 2020 (Res-030-19/20) (Waiver of Board Rule 72) ADOPTED BY CONSENT VOTE

Whereas, Black History Month, or National African American History Month, is an annual celebration of achievements by Black Americans and a time for recognizing the central role of African Americans in United States history;

Whereas, Carter G. Woodson, a Harvard trained historian, like W.E.B. DuBois before him, believed that truth would not be denied and that reason would prevail over prejudice, and as a result announced “Negro History Week” in 1925 to raise awareness of the contributions of African Americans;

Whereas, It is commonly stated that Carter G. Woodson selected February as the month to host “Negro History Week” because it encompasses the birthdays of two great Americans who played a prominent role in shaping black history, namely Abraham Lincoln and Frederick Douglass, whose birthdays are February 12th and 14th respectively;

Whereas, Carter G. Woodson believed that history was created by great people and not simply great men; he envisioned the study and celebration of Black people as a race, not simply as the producers of great men and emphasized the contributions of countless Black men and women who contributed to the advancement of human civilization;

Whereas, Since 1976, the commemoration was extended from a week-long event to the entire month of February;

Whereas, Every United States President has officially designated the month of February as Black History Month and other countries around the world, including Canada and the United Kingdom, also devote a month to celebrating Black history;

Whereas, The legacy of Carter G. Woodson lives on in the continued work of the Association for the Study of African American Life and History (ASALH), an organization now in its Centennial Year;

Whereas, The 2020 theme for Black History Month established by the ASALH is “African Americans and the Vote;”

Whereas, The story of America and the continuous fight for voting rights cannot be told without reflecting on the 20 enslaved Africans from the nations of Ndongo and Kongo who arrived in the English Colony of Virginia in August, 1619;

Whereas, The year 2020 marks the sesquicentennial of the Fifteenth Amendment (1870) and the right to vote for Black Men after the Civil War;

Whereas, The year 2020 also marks the centennial of the Nineteenth Amendment and the culmination of the women’s suffrage movement;
Whereas, The story of the struggle for equal citizenship for African Americans can be documented by the significance of the important contribution of black suffragists occurred not only within the larger women’s movement, but within the larger black voting rights movement;

Whereas, The 2020 Black History Month theme, African Americans and the Vote, has a rich and long history, which begins at the turn of the nineteenth century, i.e., in the era of the Early Republic, with the states’ passage of laws that democratized the vote for white men while disfranchising free black men;

Whereas, Even before the Civil War, black men petitioned their legislatures and the US Congress, seeking to be recognized as voters;

Whereas, Tensions between abolitionists and women’s suffragists first surfaced in the aftermath of the Civil War, while black disfranchisement laws in the late nineteenth and early twentieth centuries undermined the guarantees in the Fourteenth and Fifteenth Amendments for the great majority of southern blacks until the Voting Rights Act of 1965;

Whereas, Through voting-rights campaigns and legal actions from the turn of the twentieth century to the mid-1960s, Black Americans made their voices heard as to the importance of the vote and indeed continues in the courts today; and

Whereas, Our democracy’s founding ideals were false when they were written, but Black Americans have continuously fought to make them true; now, therefore, be it

Resolved, That the Governing Board of the Los Angeles Unified School District recognizes February as National Black History Month;

Resolved further, That the Board acknowledges that all people of the United States are beneficiaries of the wealth of history given to all by Black Culture, Black Advocacy and Black Civic Engagement;

Resolved further, That the Board direct the Superintendent to promote and encourage all eligible students to begin their public engagement and pre-register to vote at age 16 and 17 and register all 18 year old students to vote;

Resolved further, That the Board direct the Superintendent to convene a committee or working group to identify strategies and tactics to align resources targeted toward closing the gap of academic achievement outcomes for Black Students, and, be it finally

Resolved, That the Superintendent will work with educators, librarians, all the schools of the District, and the community to recognize and celebrate this month with appropriate programs, ceremonies, and activities that generate in-depth discussion of the complex factual history of the United States and the legacy of Black Americans.
Whereas, April 22, 2020 marks the 50th anniversary of the original Earth Day;

Whereas, A massive gathering to acknowledge and celebrate the 50th anniversary of Earth Day is being organized in Los Angeles at Grand Park/Civic Center on Sunday, April 19, 2020;

Whereas, The Governing Board of the Los Angeles Unified School District recognizes the value of continuing to raise environmental literacy among District students and youth in general;

Whereas, The District is committed to the goal of nurturing greater environmental awareness through curriculum and students engagement;

Whereas, Youth from across Los Angeles should have the opportunity to be aware of and to attend an Earth Day celebration event with their families and friends;

Whereas, The District has established itself as a national role model for our energy conservation efforts, energy saving practices, and is now committed to transitioning to 100% clean, renewable energy; and

Whereas, Becoming a sponsor of Earth Day Greater Los Angeles 2020 requires no financial commitment; now, therefore, be it

Resolved, That the Los Angeles Unified District agrees to join dozens of local organizations and agencies as a co-sponsor of Earth Day Greater Los Angeles 2020 on April 19, 2020, and commits to promoting, encouraging and supporting teacher, student, and parent participation and engagement in the event.

Whereas, Public education is the cornerstone institution in a 21st-century democracy;

Whereas, Public schools in the United States are where students from all backgrounds come to be educated about the values and beliefs that hold the people of the United States together as a nation;

Whereas, Public schools prepare young people of the United States to contribute to the society, economy, and citizenry of the country;

Whereas, Ninety percent of children in the United States attend public schools, and are being educated by 3.2 million teachers; that is 50.8 million students regardless of race, ability, wealth, language, country of origin, or needs;

Whereas, The Los Angeles Unified School District is the second-largest public-school district in the nation with a student population of approximately 674,000;
Whereas, The District is the second largest employer in Los Angeles County; with a total of 66,523 teachers, administrators and personnel;

Whereas, We believe that Local, State, and Federal lawmakers must prioritize support for strengthening our public schools and supporting district and school leaders in partnership with educators, parents, and other local education stakeholders;

Whereas, We also believe that Local, State, and Federal lawmakers must support services and programs such as counseling, extracurricular activities, and mental health supports that are critical to help students engage in learning;

Whereas, We agree that Public schools should foster inclusive, safe, and high-quality environments where children can learn to think critically, problem solve, and build relationships;

Whereas, Public schools should provide an environment in which all students can have the opportunity to succeed beginning in their earliest years, regardless of who they are or where they live;

Whereas, We implore Congress to support efforts to advance equal opportunity and excellence in public education and to implement continuous improvement and evidence-based practices;

Whereas, Every child should receive an education that helps the child reach the child’s full potential and to attend schools that offer a high-quality educational experience;

Whereas, Federal funding, in addition to local and state funds, supports the access of students to inviting classrooms, well-prepared educators, and services to support healthy students, such as nutrition and after school programs;

Whereas, Teachers, paraprofessionals, and principals strive to provide a well-rounded education and to create joy in learning;

Whereas, Superintendents, principals, teachers, administrators, paraprofessionals, and parents make public schools vital components of communities and are working hard to improve educational outcomes for children across the country; and

Whereas, Public Schools Week is an annual event for parents, administrators, teachers, specialists, teacher educators and school board members to host events for their communities and reach out to lawmakers, businesses, and other community members; now therefore, be it

Resolved, That by the adoption of this resolution, the Governing Board of the Los Angeles Unified School District hereby declares the week of February 24 through February 28, 2020, as ‘‘Public Schools Week’’;

Resolved further, That the Superintendent and the Board expresses its commitment to organize activities and events to observe ‘‘Public Schools Week’’; and, be it finally
Resolved. That the Superintendent and the Board will continue to work with the Office of Government Relations to advocate for increased funding for public K-12 education through legislation, statewide ballot initiatives and other measures in order to increase academic excellence for our students and invest in our nation’s future.

Board Member Resolutions Referred for Discussion


Whereas, The Los Angeles Unified School District exists to provide every child in Los Angeles with a high-quality education and believes that the educational success of a child should never be dictated or hindered by inequitable access to basic health services, including vision and dental care;

Whereas, The lived experience of our most vulnerable students demonstrates the reality of these critical inequities and the grave impact that an untreated toothache or inability to see the board in class can have on a student’s ability to learn;

Whereas, While various efforts and partnerships have helped us counter some of this inequity by providing vision and dental screenings to thousands of District students annually, there is still a large unmet need as 84 percent of our student population is living in poverty and the number of children in the United States living without health insurance has been on the rise since 2017;

Whereas, The District emphatically strives to ensure the ability of all students to focus on learning and grow up healthy, and supports opportunities to increase equitable access and make it easier for underserved students to benefit from this important care at no cost;

Whereas, In the current climate instigated by the current Federal administration’s cruel and inhumane immigration policies and practices, some of our most vulnerable families are more reluctant to provide personal information to any institutions for fear of repercussions; this may include the District, despite the District’s wholehearted efforts to ensure that families and students feel supported and protected in our schools and in communicating with the District;

Whereas, California Senate Bill (SB) 379, signed into law in 2017, helped to streamline family consent for children to receive oral health assessments at school sites, stating that “if a school or school district hosts a free oral health assessment event at which licensed dentists or other licensed or registered dental health professionals perform school site assessments of pupils enrolled in the school, a pupil shall be given an oral health assessment unless the parent or legal guardian of the pupil has opted out of the school site assessment”;

Whereas, This law permits “opt-out” consent for oral health assessments, which are typically more invasive than eye exams and the potential outfitting of glasses;
Whereas, The District affirms the constitutional rights of parents to make decisions about their children’s medical care, while also recognizing that California public schools are legally required to provide vision screenings in elementary school or upon first enrollment, and if we are then able to facilitate the necessary follow-up care with the proper health professionals, we can do more to ensure that no child who needs glasses has to live without glasses; and

Whereas, School districts in California, such as Compton Unified, Inglewood Unified, Pasadena Unified, Lawndale Elementary, Lennox School District, Lynwood Unified, Paramount Unified, New Haven Unified, San Leandro Unified, Natomas Unified, Alum Rock Unified, Redwood City, Monterey Peninsula Unified, Mountain View-Whisman School District, and Newark Unified have all implemented successful “opt-out” consent programs for student eye exams; now, therefore, be it

Resolved, That the Governing Board of the Los Angeles Unified School District directs the Superintendent to develop and implement an “opt-out” consent program, effective January 1, 2020, wherein more students can have access to no-cost vision and dental exams by health professionals.

22. Ms. Goldberg - SENI 2020: Refining the Student Equity Needs Index Based on Multiple Measures; Providing Increased Funding for Concentrations of Qualifying Students with an Index and Funding Formula that Prioritize Equity, Transparency, and Stability. (Res-025-19/20) (Noticed January 14, 2020 and Referred to Committee of the Whole) REFERRED TO COMMITTEE OF THE WHOLE

Whereas, The Local Control Funding Formula (LCFF) mechanism permits school districts to determine locally how to distribute the LCFF Supplemental/Concentration (S/C) grants to increase or improve services for the Targeted Student Population (TSP) enrollments (Lower Income, English Learner, and Foster Youth students) who qualify each district to receive these funds, and whereas the Los Angeles Unified School District, since the advent of LCFF, has distributed a portion of the S/C grants as Discretionary TSP funds to individual school sites based on the enrollment of TSP students at each school;

Whereas, Advocacy to concentrate S/C grant moneys at “higher needs” schools led to the approval of the resolution Equity is Justice 2.0: Moving Toward a New Direction (Res-037-17/18), now known as SENI 2.0, on April 10, 2018, which ranked schools according to an index that included additional factors internal and external to schools, and resulted in the distribution of TSP discretionary school site funds under District codes 10552 and 10553 via an iteration of the Index known as SENI 2019;

Whereas, The SENI 2019 factors have decoupled funding rates from actual enrollment of qualifying students on campuses and will cause volatile swings in funding rates year-to-year at individual school sites once “hold harmless” funding ends;

Whereas, SENI 2019 relied on hold harmless funds under code 10553 to prevent immediate cuts to TSP funding at schools with significant TSP enrollments, including, even, schools with over 90 percent enrollments of Lower Income students, and TSP students risk harm to their educational programs without a plan to focus funding at the schools they attend;
Whereas, The application of SENI 2019 caused schools with significant concentrations of qualifying students to receive reduced amounts of TSP discretionary school site funds under code 10552, forcing those schools to face reduced services and resources for their students;

Whereas, The Great Recession of 2007-2009 led to a significant reduction in state funding for public education;

Whereas, The District, in response to this funding reduction, instituted in 2012-13 a set of budget cuts known as the Base Program;

Whereas, The Base Program was determined by:

- Education Code “floors”,
- Court Orders/Decrees/Settlements,
- Minimal operational recommendations, and
- Bargaining Agreements;

Whereas, Implementation of this Base Program led to significant reductions in on-school site personnel such that schools were reduced to having a nurse on site only one day per week, only one building and grounds worker, the front office clerical staff at each school was reduced to two positions, high school counselors became responsible for a minimum of 1,205 students, etc.;

Whereas, Sending discretionary TSP funding to the schools based on the enrollment of qualifying TSP students permits sustainable and efficacious programming and staffing to support these students’ learning based on transparent measures;

Whereas, Increasing the number of duplicated categories of students counted in SENI where those categories are related to the essential mandate of LCFF acknowledges the challenges for schools with high concentrations of students who are facing multiple stressors in their lives; and

Whereas, A fundamental issue with school budgets that prevents equitable funding from having more appreciable effects on closing the opportunity gap is the inadequacy of school funding in California, which ranks 41st in the nation in per pupil spending despite being the 5th largest economy in the world; and this inadequacy derives from the wealth gap that creates the conditions in which our schools struggle to remove hurdles to our students’ reaching their full academic potential; now, therefore, be it

Resolved, That the Governing Board of the Los Angeles Unified School District directs the Superintendent and District staff to construct SENI 2020, consisting of a ranking of schools’ levels of need calculated from the duplicated percentage of a school’s population of students who are:

- Lower Income,
- English Learners (including Standard English Learners),
- Foster Youth; and
- TSP Special Education Students (defined for the purposes of the SENI as students with IEPs, and who are also English Learners, Foster Youth or Lower Income students); and
Rolling 3-year averages of:
- Homeless Students;
- Newcomer/Immigrant Youth (as defined in Federal Title III regulations); and
- Re-entry Youth (students enrolling or re-enrolling in District schools after juvenile court detention or camp placement);

Resolved further, That sufficient funds shall be allocated to the SENI 2020 program such that the per capita allocation to every campus beginning with, and subsequent to, the 2020-21 school year shall be higher than the per capita allocation to the same campus during 2018-19 and the total amount will be deposited in the school's TSP-Student Equity Needs Index program (program code 10552);

Resolved further, That the total cost of positions necessary to the basic operation of a school, whether from Base or S/C funds, shall continue to be centrally funded, and not deducted from school-site discretionary allocations currently distributed under codes 10552 and 10553; and, be it finally

Resolved, That the Superintendent and District staff will report back within 30 days on the three-year enterprise plan to increase revenue to support the educational needs of students in all District schools, as called for in Strategic Planning for Adequate Funding of Public Education in Los Angeles (Res-014-18/19).

Board Member Resolutions for Initial Announcement

23. Mr. Schmerelson - March 21 as World Down Syndrome Awareness Day (Res-033-19/20)

FOR ACTION MARCH 10, 2020

Whereas, Down Syndrome is a genetic occurrence caused by extra material in chromosome 21 that results in intellectual disability. It is not yet known why this occurs;

Whereas, The estimated incidence of Down Syndrome is between 1 in 1,000 to 1 in 1,100 live births worldwide;

Whereas, Each year approximately 3,000 to 5,000 children are born with this chromosome disorder and it is believed there are about 250,000 families in the United States of America who are affected by Down Syndrome;

Whereas, The quality of life of people with Down Syndrome can be improved by meeting their health care needs, including regular check-ups with health professionals to monitor mental and physical condition and providing timely intervention, be it physiotherapy, occupational therapy, speech therapy, counselling or special education;

Whereas, Individuals with Down Syndrome can achieve optimal quality of life through parental care and support, medical guidance and community-based support systems like inclusive education at all levels;
Whereas, This facilitates their participation in society and the fulfilment of their personal potential;

Whereas, The reality today is that society, at times, can demonstrate negative attitudes, low expectations, discrimination and exclusion, which can ensure that people with Down syndrome are left behind. This can occur in society, but also within the disability community and the Down syndrome community;

Whereas, There is a need to build the capacity of people with Down Syndrome to meet the challenges faced across their lifetimes and to support them with the opportunities and tools needed to live fulfilling lives;

Whereas, World Down Syndrome Day was first observed in 2006 in many countries around the world;

Whereas, In December 2011, the United Nations General Assembly declared March 21 as World Down Syndrome Day;

Whereas, This resolution was co-sponsored by 78 United Nations Member States;

Whereas, Down Syndrome International (DSi) encourages people all over the world to choose their own activities and events on March 21 to help raise awareness of what Down syndrome is, what it means to have Down syndrome, and how people with Down syndrome play a vital role in our lives and communities; and

Whereas, The 2020 DSi World Down Syndrome Day theme is “We Decide”, and is encouraging participation in a video campaign using #WorldDownSyndromeDay and #WDSD20; now, therefore, be it

Resolved, That the Governing Board of the Los Angeles Unified School District hereby proclaims March 21 as World Down Syndrome Awareness Day; and, be it finally

Resolved, That the Superintendent encourage schools to hold activities during this day in honor of World Down Syndrome Awareness Day.

24. Mr. Melvoin - It’s Elementary—Attracting, Retaining, and Supporting Students and Families by Extending Program Offerings for Younger Learners (Res-034-19/20)

REFERRED TO CURRICULUM AND INSTRUCTION COMMITTEE

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, be it finally

Resolved, That the Superintendent shall provide bi-annual reports to the Board outlining progress towards implementation of the plan until full implementation is achieved.
25. Ms. García, Ms. Gonez, Mr. Melvoin, Ms. Goldberg, Ms. Suavillo – March as Women’s History Month and the 100th Year Anniversary of the Women’s Suffrage Movement (Res-035-19/20)

FOR ACTION MARCH 10, 2020

Whereas, The Los Angeles Unified School District is committed to a goal of a 100% graduation rate for all students, regardless of their race, gender, or socioeconomic background;

Whereas, The contributions of women have been publicly celebrated in the United States since 1980, as a result of the advocacy of the National Women’s History Project;

Whereas, Children, as well as adults, have been inspired by the accomplishments of countless women;

Whereas, Women have made significant and indispensable contributions to all aspects of society, including education, science, medicine, government, welfare, and the arts;

Whereas, Women serve our country at every level of government, from the military to the Supreme Court;

Whereas, The contributions of well-known women are highlighted in literature, music, and film;

Whereas, Each day, lesser-known women work steadfastly for the betterment of family, society, and humanity;

Whereas, The boldness and courageousness of powerful women in fighting for and securing the right to vote by ratification of the 19th Amendment to the Constitution of the United States on August 18, 1920, deserves special celebration by the District, especially during its 100th anniversary of ratification in 2020;

Whereas, To create a more fair and just society, women of every race, class, and ethnic background have been leaders in every major progressive social movement, including the abolitionist movement, the emancipation movement, the suffrage movement, the industrial labor movement, the civil rights movement, and the environmental movement;

Whereas, Despite these invaluable contributions and increasing recognition, the role of women in society has been consistently overlooked and undervalued in the teaching and study of history; and

Whereas, Additional education is needed in order to increase the people’s knowledge of the contributions of all women, especially women of color, to the development of society; now, therefore, be it

Resolved. That the Governing Board of the Los Angeles Unified School District celebrates March as Women’s History Month;
Resolved further, That the Board encourages all schools, as a special component of regular social studies academic programs, to uplift the study of women’s leadership, especially during the suffrage movement and in advocacy for the 19th Amendment;

Resolved further, That the Superintendent work with all schools to encourage students to learn more about the contributions and achievements of women and the opportunities available to them.

Resolved further, That the Board officially commemorates the 100th anniversary of the 19th Amendment to the Constitution and recognizes the important role that its ratification played in advancing the rights of all women and fulfilling the promises of democratic values in our nation’s founding; and, be it finally

Resolved, That the Board reaffirms previous resolutions commemorating women’s history, affirming the right to fair and equal pay for all employees, and protecting all workers from any form of sexual violence, harassment, or discrimination based on gender, gender identity, or sexual orientation.


Whereas, Cesar E. Chavez was a true American hero, and the anniversary of his birth on March 31, 2020 provides a fitting opportunity to remember and honor his many contributions to social justice and equity;

Whereas, In 1962 Cesar E. Chavez cofounded the United Farm Workers Union to contest poor treatment of workers in the fields, and sought to empower those workers by organizing the first union to acquire labor contracts for farm workers in the grape fields;

Whereas, Cesar E. Chavez changed the attitudes of workers in the fields, and the nation far beyond, by leading them to live the La Causa slogan, “Si Se Puede”, by empowering all to fight for civil rights and to strive for justice for all minorities;

Whereas, For more than three decades, Cesar E. Chavez led this groundbreaking organization by effecting social change through peaceful tactics such as fasts, boycotts, strikes, and pilgrimages; his union’s efforts influenced and inspired millions of Americans, forging a diverse national coalition of students, middle-class consumers, religious groups, and minorities in a hard-won struggle to achieve fair wages, medical coverage, pension benefits, humane living conditions, and perhaps most important, dignity and respect for the hundreds of thousands of farmworkers across the country;

Whereas, Cesar E. Chavez believed that it is not enough to teach our young people to be successful, to seek achievement, and to make progress as individuals while forgetting about progress and prosperity for their community and while leaving friends and neighbors behind; he believed that our ambitions must be broad enough to include the aspirations and needs of others;
Whereas, In 2000, the California Senate established March 31st as Cesar E. Chavez Day, a statewide holiday in recognition of the life of this outstanding Mexican-American labor leader and the contributions he has made;

Whereas, The Cesar E. Chavez Day of Service and Learning was created for public school children to promote service to the communities of California in honor of the life and work of Cesar E. Chavez;

Whereas, An array of American streets, schools and even a national monument are named after Cesar E. Chavez, including the United States Naval Ship Cesar E. Chavez which debuted in 2011;

Whereas, Even after his death in 1993, his message of non-violence, unity, and justice of all people continues on today; and

Whereas, In 2014 President Barack Obama proclaimed March 31st as Cesar E. Chavez Day in the United States, with Americans being urged to “observe this day with appropriate service, community, and educational programs to honor Cesar E. Chavez’s enduring legacy”; now, therefore, be it

Resolved, That the Governing Board of the Los Angeles Unified School District celebrates March 31st as Cesar E. Chavez Day to honor his legacy and will observe it on April 3, 2020; and, be it finally

Resolved, That the Superintendent encourages students, staff, school administrators, teachers, and community members to implement service-learning projects based on his life, work, and values, and realize the full intent of the State-established Cesar Chavez Day of Service and Learning.

**Resolutions Requested by the Superintendent**

27. Reappointment of Member to the School Construction Bond Citizens’ Oversight Committee (Sup Res 008-19/20)  

**ADOPTED BY CONSENT VOTE**

Resolved, That the Governing Board of the Los Angeles Unified School District ratifies the reappointment of Mr. Greg Good, representing the Los Angeles Mayor’s Office, as Member to the School Construction Bond Citizens’ Oversight Committee for a two-year term commencing April 13, 2020. The Board has determined that Mr. Good is not an employee, official, vendor, contractor, or consultant of the District.
Miscellaneous Business

Correspondence and Petitions

28. Report of Correspondence (ROC-006-19/20)  

APPROVED BY CONSENT VOTE

Minutes for Board Approval (Min-005-19/20)

29. January 29, 2019, Regular Board Meeting, 1:00 p.m.  

APPROVED BY CONSENT VOTE

Public Hearings  

PUBLIC HEARING STATEMENT READ

30. Resolution of Intention to Dedicate Easements to the City of Los Angeles at Para Los Niños – Evelyn Thurman Gratts Primary Center and Gratts Early Education Center (020-19/20)

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/02-04-20RegBd

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