

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

REGULAR MEETING ORDER OF BUSINESS

333 South Beaudry Avenue, Board Room

1 p.m., Tuesday, April 23, 2019



Roll Call

Pledge of Allegiance

Student Voices

Importance of Youth and Civic Engagement

Superintendent's Reports

Celebrating the Classified Employee of the Year

Public Speaking

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

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

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

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

Consent Items

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

New Business for Action

1. Board of Education Report No. 333 – 18/19
Office of Labor Relations
(Associated Administrators of Los Angeles (AALA), Unit J Memorandum of Understanding for the 2018-2021 Successor Collective Bargaining Agreement) Recommends adoption of the 2018-2021 Successor Agreement for Unit J, which includes negotiated agreements on items such as compensation and retiree health benefit eligibility for new hires and other specified areas. Additionally, provides District represented employees in similar positions similar benefits as stipulated in the MOU.
2. Board of Education Report No. 291 – 18/19
Procurement Services Division
(Procurement Actions) Recommends approval of procurement actions taken by staff for professional services, agreement amendments and purchases within the delegated authority of the Superintendent as described in Attachment A for a total amount of approximately \$22.0 million for IT migration services for District data centers, GEAR UP college services, education verification and transcript services, child psychiatric services, assignment of rights contracts for apprenticeship services, and 16,232 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 nine five year contracts including two option years for IT cloud hosting services for an aggregate \$5 million, a one year contract for DIEBELS early literacy assessments for \$4.3 million, 24 five year contracts for afterschool services at 716 school sites for an aggregate value of \$550 million, eight five year contracts and contract extensions for during-school and afterschool services for an aggregate value of \$260 million, four capacity contracts for five years for air conditioner services for \$5.6 million, a capacity contract for five years to purchase Apple products for \$50 million, two purchase contracts for equipment, supplies and services for a patient and medical simulations laboratories at a school site for \$710,884, and a purchase contract for a portable building kitchen for \$1.5 million. Also approves five year revenue contracts with ten before school and afterschool care providers on District sites with anticipated payment to the District between \$6 million and \$10 million annually.

3. Board of Education Report No. 294 – 18/19
Procurement Services Division–Facilities Contracts
(Facilities Contract Actions) Recommends approval of actions executed within the delegated authority of the Superintendent including the approval of the award of 6 advertised construction contracts for approximately \$15.6 million; 2 job order contract amendments for \$6 million; 370 change orders for approximately \$4.8 million; the completion of 10 contracts; the award of 19 informal contracts for \$395,005; the rejection of 1 bid; 1 assignment and assumption of rights and delegation of duties for professional services agreement for \$544,594; the award of 1 architectural and engineering contract for \$720,080; the award of 1 professional and technical services contracts for \$210,000; and extra services and amendments for architectural and engineering contracts for \$586,496. Additionally, awards contracts and amendments not under the delegated authority, as detailed in Attachment B, for professional and technical services capacity increases for material testing and special inspection engineering firm services for a not-to-exceed amount of \$10 million.
4. Board of Education Report No. 290 – 18/19
Facilities Services Division
(Reinstate, Amend and Extend the Memorandum of Understanding with the Los Angeles Department of Water and Power) Recommends authorization to reinstate, amend and extend the term of the 2015 MOU between the District and LADWP to increase energy and water efficiency in the District.
5. Board of Education Report No. 323 – 18/19
Facilities Services Division
(Amendment to the Facilities Services Division Strategic Execution Plan to Define and Approve Six Projects that Address Critical School Repair Needs) Recommends approval of an amendment to the Strategic Execution Plan to define and approve 6 projects that address critical school repair needs at specified schools for a budget of \$8,709,620.
6. Board of Education Report No. 324 – 18/19
Facilities Services Division
(Amendment to the Facilities Services Division Strategic Executive Plan to Define and Approve 15 Local District Priority and Board Member Priority Projects) Recommends approval of an amendment to the Strategic Execution Plan to define and approve 15 Local District priority and Board Member priority projects for a combined budget of \$541,293.
7. Board of Education Report No. 325 – 18/19
Facilities Services Division
(Amendment to the Facilities Services Division Strategic Execution Plan to Approve \$15 Million for Phase III of the Drinking Water Quality Program) Recommends an amendment to the Strategic Execution Plan to approve \$15 Million for Phase III of the Drinking Water Quality Program to sample drinking water fountains, upgrade drinking water fountains, and install water bottle filling stations.

8. Board of Education Report No. 336 – 18/19
Accounting and Disbursements Division
(Report of Cash Disbursements, Reimbursement of the Controller’s Revolving Cash Fund, Donations of Money, and Report of Corporate Card Charges) Recommends approval of warrants for things such as salary payments for a total value of \$628,780,122.22; reimbursement of the Controller’s Revolving Cash Fund in the amount of \$10,936.00; the acceptance of 10 donations to the District totaling \$338,905.00; and the approval of corporate card charges totaling \$8,762.83.

9. Board of Education Report No. 326 – 18/19
Human Resources Division
(Routine Personnel Actions) Recommends approval of 4,522 routine personnel actions such as promotions, transfers, leaves, terminations, etc.

10. Board of Education Report No. 327 – 18/19 **NOT ON CONSENT**
Human Resources Division
(Provisional Internship Permits) Recommends approval of the continuing employment of 3 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. 330 – 18/19
Information Technology Division
(Amendment to the Information Technology Division Strategic Execution Plan to Add Phase II of the Unified Enrollment Project) Recommends approval of an amendment to the Strategic Execution Plan to approve Phase II of the Unified Enrollment Project and reallocate approximately \$6.6 million of bond funds.

12. Board of Education Report No. 360 – 18/19
Office of the Board Secretariat
(Rules of Order and Governance Policies) Recommends adoption, amendment, renumbering and rescinding individual Board Rules and creating Rules of Order and Governance Policies to align the Board operations and policies with current practice, District organization, and regulations as set out in Rules of Order and Governance Policies.

Board Member Resolutions for Action

13. Ms. Gonez, Mr. Schmerelson – Celebrating Our Hard-Working Classified Employees by Recognizing Classified School Employee Week 2019 (Res-023-18/19) (Noticed March 19, 2019)

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

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

Whereas, The California School Employees Association chose “Building Connections Inspiring Lives” as the 2019 theme for California School Employee Week, referring to the invaluable services of hard working school employees, including clerical and technical employees, as well as bus drivers, instructional aides, library aides, special education assistants, food service providers, security officers, maintenance workers, and others, provided daily to the students, faculty, staff, and families of the District;

Whereas, Labor partners including Service Employees International Union (SEIU) Local 99, Teamsters Local 572, California School Employee Association, Los Angeles/Orange Counties Building and Construction Trades Council, Associated Administrators of Los Angeles (AALA), Los Angeles School Police Association and the Los Angeles School Police Management Association represent classified employees who work tirelessly to serve students and ensure supportive, clean, safe and comfortable learning environments for both the students and faculty of the District;

Whereas, Classified employees in the District safely transport approximately 41,000 students to and from school each day by bus; serve over 150 million meals to students annually (including 400,000 breakfasts, 350,000 lunches, and 80,000 supper and snack meals per day); create and sustain a learning environment with clean and operational facilities and classrooms, and maintain an inviting landscape at more than 1,000 District schools and other facilities that students, parents, and the community can be proud of;

Whereas, Classified employees play a key role in supporting students’ academic success by assisting almost 602,000 students inside and outside of the classroom in grades K-12, more than 21,000 students in Early Education programs and, more than 70,000 students accomplishing their career goals in Adult and Career Education Centers;

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

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

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

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

Resolved, That the Board hereby declares the week of May 19 – 25, 2019 as Classified School Employee Week in the District and encourages the celebration of classified school employees at our schools and throughout the District for the invaluable contributions they make to our educational community.

14. Mr. Schmerelson - Proclaiming May as Safe Jobs for Youth Month (Res-024-18/19) (Noticed March 19, 2019)

Whereas, The Governing Board of the Los Angeles Unified School District promotes student readiness for career and college and is also committed to the health and safety of every student;

Whereas, Having a job can be a valuable part of a teen's learning and development;

Whereas, A productive, competitively skilled, and healthy workforce is necessary for the well-being of our local economy;

Whereas, Every year in the United States about 80,000 teen workers are seriously injured on the job;

Whereas, Every nine minutes in the United States, a teen worker is seriously injured;

Whereas, Based on emergency room data, workers under age 25 are injured on the job at rates almost two times higher than workers 25 years and older;

Whereas, This summer, many teens will get jobs and not be aware of the need for work permits, recognize hazards on the jobs, or know about labor laws designed to protect youth;

Whereas, The Governor of California has proclaimed May as Safe Jobs for Youth Month to encourage our communities to work together to reduce teen workplace injuries; and

Whereas, Most of these injuries can be prevented if teachers, parents, employers, teens and others work together to educate teens on worker rights and safety; now, therefore, be it

Resolved, That the Governing Board of the Los Angeles Unified School District urges all members of our District family, including our community partners, to join us in declaring May as Safe Jobs for Youth Month in order to educate students about teen worker rights and promote teen worker safety in the workplace; and, be it finally

Resolved, That all schools be encouraged to observe this month with classroom activities, assemblies or other programs that will actively engage and educate students in workplace safety.

15. Dr. McKenna, Ms. Gonez – Making Good on Los Angeles Unified School District’s Commitment to All Students: Maximizing the Talents and Gifts of African American Students by Putting Equity into Action (Res-025-18/19) (Noticed March 19, 2019)

Whereas, In *The Freedom to Learn*, W.E.B. Dubois writes, “Of all the civil rights for which the world has struggled and fought for 5,000 years, the right to learn is undoubtedly the most fundamental.... The freedom to learn... has been bought by bitter sacrifice. And whatever we may think of the curtailment of other civil rights, we should fight to the last ditch to keep open the right to learn, the right to have examined in our schools not only what we believe, but what we do not believe; not only what our leaders say, but what the leaders of other groups and nations, and the leaders of other centuries have said. We must insist upon this to give our children the fairness of a start which will equip them with such an array of facts and such an attitude toward truth that they can have a real chance to judge what the world is and what its greater minds have thought it might be.”;

Whereas, The Los Angeles Unified School District commits to closing the opportunity and academic achievement gap for African American students as outlined in the resolution Realizing the Promise for All: Close the Gap by 2023 (Res-047-17/18) and in line with the District’s goals of 100% proficiency and 100% graduation for all students;

Whereas, Data from the District’s 2018-19 School Experience Survey reveal that there was little to no discrepancy in how African American students perceive their ability to succeed, achieve and meet goals in relationship to other student groups;

Whereas, The District’s 2018 Smarter Balance Assessment results show that, despite annual progress, significant gaps in achievement for African American students persist wherein only 31.71 percent of African American students met or exceeded standards in English Language Arts and only 20 percent respectively in mathematics compared to 42.31 percent in English language arts and 31.62 percent mathematics for all other student groups. Furthermore, African American students continue to be disproportionately identified for special education services wherein their

District enrollment is 8.3 percent, yet their enrollment in Special Education is 10.5 percent. Additionally, African American students comprise only 5 percent of the students identified as gifted and talented which is disproportionately lower than their District enrollment. In our District, African American students are more likely to be suspended from school comprising 26 percent of all suspensions;

Whereas, Our District has been complying with the Agreement To Resolve Los Angeles Unified School District (CN 09105001), and making progress pursuant to the resolutions Strengthen Support for Standard English Learner (Res-097-13/14), Realizing the Promise for All: Close the Gap by 2023 (Res-047-17/18), and Support of President Obama’s My Brother’s Keeper Challenge and Support for a Bold, United Los Angeles County Initiative (Res-016-15/16) to address the achievement gap;

Whereas, Our District ~~commits~~ through this Resolution seeks to further support efforts and expand its commitment to increasing engagement among African American families as research shows that when school leaders value the strengths of all families and intentionally involve them in decision-making opportunities, they become empowered and more actively involved in their school communities;

Whereas, Our District understands that equity is not equality and that providing equity warrants that underserved students require more resources and attention; and

Whereas, Our District recognizes that an “underserved student” is defined as any student or student groups who are unsuccessful and a school or district ~~has not responded~~ needs to address appropriately to bringing the student or student groups to success. An intentional focus on African American students, the District’s most underserved student group, will yield immeasurable benefits for all students; now, therefore be it,

Resolved, The District will bring together representatives from various divisions (i.e., Instruction, Health and Human Services, Special Education, and Local Districts), including key District stakeholders, students and parents, to develop a five year action plan for African American students. The plan shall include an extensive range of academic and social emotional supports, pedagogical strategies, and expected outcomes. The plan will build upon prior District commitments, such as the Agreement To Resolve Los Angeles Unified School District (CN 09105001), Strengthen Support for Standard English Learner Resolution (Res-097-13/14), Realizing the Promise for All: Close the Gap by 2023 Resolution (Res-047-17/18), and the Support of President Obama’s My Brother’s Keeper Challenge and Support for a Bold, United Los Angeles County Initiative (Res-016-15/16). The plan shall be developed within 180 days of its initiation, articulated widely among District stakeholders and made accessible to the public. The Superintendent and the Governing Board of the Los Angeles Unified School District shall identify a predictable and consistent funding source to support the development and implementation of the plan; the execution of this plan shall include quarterly updates to the Superintendent and external collaborators. The plan will be evaluated at the end of the five-year cycle to ensure stated goals are met and accurately reflect current data, instructional strategies and appropriate interventions. The plan shall not replace but strengthen existing efforts that underscore support to African American students to achieve the following goals:

- Increase the enrollment of African American students in our District’s Early Childhood Education Centers
- Eliminate the achievement gap that currently exists among African American and other student groups in English Language Arts and mathematics in grades 4, 5, 6, 7, 8, and 11
- Expand participation and academic support for African American students enrolled in accelerated courses (e.g., honors and Advanced Placement courses) in all grade levels and subjects
- Reverse the underrepresentation of African American students identified as gifted and talented/highly gifted and talented
- Ensure African American students have equitable access to dual language and linked-learning programs

- Ensure equity in the selection of all students for highly selective magnet programs (i.e., Schools for Advanced Studies, Dual Enrollment, and Science, Technology, Engineering, Arts, and Mathematic (STEAM) academies and/or programs)
- Eliminate the disproportionality in student suspensions among African American students
- Reduce the over-identification of African American students in Special Education
- Ensure an appropriate assessment of the academic language proficiency of African American students, as delineated in chapter 5 of the District's 2018 Master Plan for English Learners and Standard English Learners
- Ensure Standard English Learners receive unique language development interventions and programs delineated in the 2018 English Learner and Standard English Learner Master Plan and programs (comparable to the Academic English Mastery Program) to ensure full access to rigorous curriculum
- Provide ongoing opportunities for African American students and parents to participate in college tours, fairs and college awareness presentations;

Resolved further, Each Local District shall establish an African American Family Group, that meets regularly and collaborates with Local District staff to identify evidence-based practices to assist schools in closing opportunity and achievement gaps for African American students. Within these groups, District and community resources shall also be shared with African American families. Local Districts shall conduct meetings and activities related to the family group at locations and times that are responsive to the needs of African American families;

Resolved further, The Parent and Community Service Center commits to exploring the feasibility of establishing an African American/Black Parent Advisory body or group by observing and examining the benefits of such advisory bodies or groups in school districts that have them;

Resolved further, Provide elementary and secondary schools access to a framework and instructional resources for establishing evidence-based programs (e.g., Black Student Union and Young Black Scholars) for African American students that enhance their self-identities, resiliency and connectedness to their schools;

Resolved further, Develop rubrics that include the minimum standard by which all District policies, instructional materials, college counseling, professional development, and family engagement will be evaluated to ensure cultural responsiveness, access and equity; and, be it finally

Resolved, This Board directs the Superintendent to reaffirm the District's commitment to the Agreement To Resolve Los Angeles Unified School District (CN 09105001), Strengthen Support for Standard English Learner Resolution (RES-097-13/14), Realizing the Promise for All: Close the Gap by 2023 Resolution (Res-047-17/18), and the Support of President Obama's My Brother's Keeper Challenge and Support for a Bold, United Los Angeles County Initiative (Res-016-15/16) and bring back a status report within 90 days;

16. Ms. García, Ms. Gopez - Celebrating Bold, Courageous, and Powerful Women: Commemorating the 100th Anniversary of Women's Suffrage (Res-026-18/19) (Noticed March 19, 2019)

Whereas, The Los Angeles Unified School District aspires to be a progressive global leader in education by embracing all forms of diversity, including supporting the educational achievement of the young women who attend our schools;

Whereas, In this spirit of furthering equitable and inclusive rights, District schools teach the history of the women's suffrage movement and past and present advances in women's rights in both the United States and around the world;

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, California holds a special place in the women's suffrage history as Amendment 8 in the Constitution of the State of California in 1911 gained the right for California women to vote a decade before ratification of the 19th Amendment;

Whereas, During the suffrage and civil rights movements thousands of women, including women of color, utilized creative methodology and held diverse views in achieving the vote under the leadership of both forgotten heroes and those we remember and recognize in the movement for social justice, such as Susan B. Anthony, Ella Baker, Grace Lee Boggs, Juanita Dominguez, Dolores Huerta, Yuri Kochiyama, Mabel Ping-Hua Lee, Lucretia Mott, Elizabeth Cady Stanton, Lucy Stone, Emma Tenayuca, Mary Church Terrell, Sojourner Truth, Ida B. Wells, and many, many others;

Whereas, The passage of the 19th Amendment did not ensure suffrage for all women, as Native Americans did not gain the right to vote until 1924, Asian Pacific Islander Americans did not gain the right to vote until 1952, and African-American and Latinx Americans suffered voter suppression tactics that disenfranchised them until the Voting Rights Act of 1965 and the 1975 Expansion of the Voting Rights Act;

Whereas, Our nation's current debate over proposed voting rights restrictions, as well as the #MeToo and #TimesUp movements, show that the fight for fair and equal voting rights and the elimination of institutional racism, misogyny, sexual violence, and oppressive patriarchy in our country continues; now, therefore, be it

Resolved, That the Governing Board of the Los Angeles Unified School District 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;

Resolved further, 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, 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; and, be it finally

Resolved, That the Board observes August 18th, 2020 as “Remembering Women’s Suffrage Day” and encourages all schools and students to commemorate the efforts of bold, courageous, and powerful women suffragists on that day and throughout the school year.

17. Mr. Okeke, Ms. Gonez, Ms. García – Supporting ~~Student Board Member’s Full Voting Rights and Lowering Voting Age to 16 Years and Over for Los Angeles Unified School District Board Member Elections (Res-030-18/19) (Noticed March 19, 2019)~~

Whereas, The students of the Los Angeles Unified School District desire greater civic agency and to be fully integrated into District decision-making, ~~including having full voting rights for the Student Board Member;~~

Whereas, Persons aged 16 and older are mature enough to operate a motor vehicle, work, and pay taxes;

Whereas, Students are the largest District stakeholders, yet contribute very little to who leads their fight for an equitable education;

Whereas, Special interest groups wield an alarming amount of power in elections for the Governing Board of the Los Angeles Unified School District;

Whereas, Students are more passionate than ever about taking control of their futures and using their unique voice;

Whereas, Young voters are more likely to continue civic engagement throughout their lives than are those who begin voting later in life;

Whereas, Students 16 years old and older are competent and mature enough to make well-informed decisions that will influence their lives and the broader electorate;

Whereas, Many states are enacting laws designed to severely suppress voters of color and young voters, rolling back gains that these communities have made in securing the right to affect this country’s political landscape;

Whereas, The Governing Board of the Los Angeles Unified School District has the opportunity to take bold action and stand for the political enfranchisement of young people;

Whereas, The citizens of the city of Berkeley in California overwhelming voted in 2016 to pass Measure Y1 which lowered the voting age to 16 years-old for school board elections in that city;

Whereas, Students can best recognize what is working and what is not in their education system;
and

Whereas, Students desire not to advise, but to affect District policy ~~through a ballot and full voting rights as a Student Board Member~~; now, therefore, be it

Resolved, That the Los Angeles Unified School District shall request the Superintendent research the feasibility of a ballot measure for the 2020 elections allowing persons 16 years of age or older to vote in elections for the Governing Board of the Los Angeles Unified School District; and be it finally

Resolved further, That the Superintendent report back ~~in 90 days~~ to the Board on June 18, 2019 with the results of the research into the ballot measure;

Resolved further, ~~That the District propose and support legislation to amend Education Code Section 35012 to allow the pupil member of the Board full voting rights on all Board business conducted in open session; and, be it finally~~

Resolved, ~~That the Superintendent direct the Office of Government Relations to report back within 90 days on next steps regarding legislative action.~~

18. Mr. Okeke—Supporting A Universal Dress Code Policy for all Middle and High Schools in the Los Angeles Unified School District (Res-032-18/19) (Waiver of Board Rule 72)

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

19. Mr. Schmerelson – Celebrating Los Angeles School Police During National Police Week (Res-033-18/19) (Waiver of Board Rule 72)

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

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

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

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

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

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

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

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

Whereas, The men and women of the LASPD risk their lives daily protecting our children and school communities; now, therefore, be it

Resolved, That the Governing Board of the Los Angeles Unified School District hereby recognizes and honors the contributions of the Los Angeles School Police Department officers who steadfastly serve our schools and our communities by declaring the week in which May 15 falls each year as National Police Week; and, be it finally

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

20. Mr. Schmerelson - National School Library Month (Res-035-18/19) (Waiver of Board Rule 72)

Whereas, April 2019 has been designated the 34th Annual National School Library Month;

Whereas, School libraries provide materials for teachers and students that will encourage growth and knowledge;

Whereas, School libraries provide materials that will develop literary, cultural, and aesthetic appreciation, and ethical standards;

Whereas, School libraries provide materials which reflect the ideas and beliefs of religious, social, political, historical and ethnic groups and their contributions to the American and world heritage and culture;

Whereas, School libraries provide books to encourage children to read for pleasure;

Whereas, School libraries provide materials to meet individual needs, varied interests, abilities, socioeconomic backgrounds and maturity levels of the students served; and

Whereas, School libraries are a fun place for students to go and all students deserve a well-managed library to provide for free expression and access to ideas; now, therefore be it

Resolved, That the Governing Board of the Los Angeles Unified School District hereby declares the month of April 2019 as “School Library Month,” and thereby urges the Los Angeles County Office of Education to adopt a similar resolution; and be it finally

Resolved, That the Board urges the Superintendent to encourage administrators, staff, teachers and school librarians to host activities to help their school and local community celebrate the essential role that strong library programs play in transforming learning.

21. Ms. Gonez – Remembering and Honoring the Armenian Genocide of 1915 (Res-036-18/19)
(Waiver of Board Rule 72)

Whereas, April 24, 2019 marks the 104th 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, 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 in doing so, the Board directs the Superintendent to seek to expand professional development opportunities to ensure that the Armenian Genocide is appropriately and meaningfully taught to students, staff, and the community at large;

Resolved further, That the Board directs the Superintendent to report back in 120 days on a plan to better accommodate Armenian Genocide Remembrance Day and, as appropriate, other diverse cultural holidays recognized by our families, and that such a plan will explore additional school flexibilities (such as pupil free days) or the designation of April 24 as an unassigned day in future school calendars set to go into effect in the 2021-2022 school year; 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.

22. Ms. Gonez – Advocating for Additional Federal Funding in Public Education (Res-037-18/19) (Waiver of Board Rule 72)

Whereas, The Los Angeles Unified School District is committed to providing every student with a high-quality, 21st century public education that enables them to graduate college-prepared and career-ready;

Whereas, To accomplish this mission, there must be equitable and sufficient resources for a diverse student population with vast differences in language, income, parental education levels, and other social, educational, and economic factors;

Whereas, The Governing Board of the Los Angeles Unified School District has been and remains a strong voice for increased education funding at the local, state, and federal levels, and is working diligently to secure the resources needed to provide all students with the high-quality education they deserve;

Whereas, As part of a larger effort to advance the full and fair funding of public education, the Board recently approved placing a local revenue measure on the ballot and has passed multiple resolutions that call on Sacramento and Washington DC to more fully fund public schools;

Whereas, There are multiple opportunities to increase federal funding for public education, such as through full funding of the Individuals with Disabilities Education Act (IDEA), passing the Rebuild America's Schools Act, and increasing allocations under Titles I and II of the Elementary and Secondary Education Act (ESEA), as well as the Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP) and Magnet Schools Assistance (MSA) grant programs;

Whereas, When Congress enacted IDEA in 1975 to ensure a free and appropriate public education for students with disabilities, they committed to pay 40 percent of the extra cost of special education – but currently, federal funding comprises less than half of that amount, at approximately 16 percent;

Whereas, Representatives Jared Huffman (D-CA), John Katko (R-NY), Joe Neguse (D-CO), David McKinley (R-WV), Dean Phillips (D-MN), Brian Fitzpatrick (R-PA), Kurt Schrader (D-OR), Glen Thompson (R-PA), and U.S. Senators Chris Van Hollen (D-MD), and Pat Roberts (R-KS), recently introduced the IDEA Full Funding Act (S. 866 and H.R.1878), and this bipartisan legislation would ensure Congress' commitment to fully fund IDEA by requiring regular increases in IDEA spending with the government taking on 40 percent of the cost beginning in fiscal year 2029;

Whereas, House Education and Labor Committee Chair Bobby Scott (D-VA) recently introduced the Rebuild America's Schools Act (H.R. 865 and S. 266), which would provide \$100 billion for school facility improvements over a ten-year period to address critical physical and digital infrastructure needs – with \$70 billion going towards school modernizations, renovations, repairs, and similar work, and \$30 billion in tax-credit bonds;

Whereas, Title I of the ESEA, as amended by the Every Student Succeeds Act (ESSA), is intended to help close the achievement gap and assist children in low-income families to meet rigorous state academic standards, with funds directed to schools to support instructional programs in various ways, such as hiring additional teachers to reduce class size, providing tutors, and purchasing instructional materials and technology – and the vast majority of District schools are eligible for these funds;

Whereas, Title II of the ESEA, as amended by ESSA, is intended to increase student achievement by investing in and strengthening teacher and principal quality, with funds targeted to states and districts to support the recruitment, training, and development of teachers and school leaders, and funding provided to states and districts through this program has been at risk of being reduced or eliminated in recent years;

Whereas, Despite a growing need and demand for GEAR UP programs that support low-income students to attend and succeed in college, only a small portion of eligible students are able to participate due to limited funding of the federal grant program;

Whereas, The MSA program provides grants to school districts to support the opening and operation of magnet schools that function under court-ordered or federally-approved voluntary desegregation plans, with funding intended to support systemic reforms, student success in mastering rigorous academic content, and innovative education methods, among others – and the District is committed to increasing its magnet program offerings to ensure equity and access for all students; and

Whereas, Increasing federal funding for public education would be an investment in our nation's students and our collective future, and would indicate that Congress is serious in meeting its commitment to helping school districts support all students; now, therefore, be it

Resolved, That the Governing Board of the Los Angeles Unified School District reaffirms its commitment to advocate for full-funding of public education, including through increases at the federal level;

Resolved further, That the Board calls upon Congress to honor its IDEA commitment and appropriate funds for the full 40 percent of the extra costs of providing special education and related services for students with disabilities, and supports the passage and adoption of the IDEA Full Funding Act (S. 866 and H.R.1878);

Resolved further, That the Board supports the passage and adoption of the Rebuild America's Schools Act of 2019 (H.R. 865 and S. 266) and urges the United States Congress to pass these bills into law; and, be it finally

Resolved, That the Superintendent is directed to work with the Office of Government Relations to communicate the District's support for the aforementioned federal priorities and bills with the respective elected officials, as well as advocate and lobby for increased federal appropriations for the Title I, Title II, GEAR UP, and MSA programs through sustained, coordinated, and strategic efforts with federal representatives, national professional associations, member organizations and relevant stakeholder partners.

23. Mr. Melvoin, Ms. Garcia, Ms. Gonez – Celebrating Teacher and Substitute Teacher Appreciation Week (Res-038-18/19) (Waiver of Board Rule 72)

Whereas, The hard work, dedication, and professional expertise of teachers is critical to ensuring that students in the Los Angeles Unified School District graduate prepared for college, career, and beyond;

Whereas, Teachers are more than just purveyors of information and knowledge, often going beyond the grinding work of instruction to serve our students as role models, mentors, supporters, cheerleaders, and advisors. For many of the District's students, positive caring relationships with teachers serve as a buffer to trauma, and as an emotional foundation upon which academic success can be built;

Whereas, Substitute teachers are confronted with the added barrier of constant adjustment and must adapt to varying working environments in order to provide continuity in our students' educations;

Whereas, The District's mission is to provide our students with an education that prepares them to be college- and career-ready, which cannot be accomplished without our dedicated and hardworking teachers and substitute teachers;

Whereas, The National Education Association and the National Parent Teacher Association have designated the week of May 6-10, 2019, as National Teacher Appreciation Week and May 7, 2019, as National Teacher Day; and

Whereas, It has also become customary for school districts to recognize the first full week in May as National Substitute Teacher Appreciation Week; now, therefore, be it

Resolved, That the Governing Board of the Los Angeles Unified School District hereby honors the contributions and commitment of our teachers to provide quality education to every student and offers its deepest gratitude for their yearlong efforts;

Resolved further, That the Board hereby declares the week of May 6-10, 2019, as National Teacher Appreciation Week;

Resolved further, That the Board hereby declares the week of May 6-10, 2019, as National Substitute Teacher Appreciation Week; and, be it finally

Resolved, That the Board hereby declares May 7, 2019, as National Teacher Day.

24. Mr. Melvoin–State Support for the Los Angeles Unified School District's Early Learners (Res-039-18/19) (Waiver of Board Rule 72)

Whereas, Quality early care and education experiences have lifelong benefits on children's cognitive, academic, and social development. Students who have participated in early education programs are more likely, among other positive outcomes, to graduate high school and less likely to become involved in the criminal justice system;

Whereas, Access to early learning opportunities is particularly critical for low-income students, who are served at disproportionately high rates by Los Angeles Unified School District. Access to quality early education opportunities helps to close the "kindergarten readiness gap";

Whereas, Access to quality early care and education options should be available to every family and child, regardless of their socioeconomic status, zip code, work schedule, month of birth, or other characteristic, but - according to Los Angeles County Child Care Planning Committee 2017 Needs Assessment - only approximately 40 percent of preschool-aged students living in poverty in Los Angeles County have access to a subsidized early education option and, a recent study by the RAND Corporation found that just 13 percent of low-income children across the state are enrolled in high-quality programs like those offered by the District;

Whereas, The District has established a reputation throughout the early education community as a leader in the provision of a high-quality early childhood education programs, due to the quality and training of the teaching force, the implementation of new curricula, and the strategic use of assessment and data, including the Quality Rating Improvement System (QRIS), to improve outcomes for kids;

Whereas, A recent Independent Analysis Unit report demonstrated that the District's extended transitional kindergarten program and transitional kindergarten programs are correlated with increased academic and social-emotional outcomes in the early elementary years, and initial data suggest an additional benefit of increased attendance;

Whereas, Students who enroll in District early education programs matriculate into District elementary schools at high rates, 75 percent from early education centers and 88% from extended transitional kindergarten programs, because those programs create natural feeder patterns that, along with intentional collaboration between elementary principals and preschool directors, help boost K-12 enrollment in District schools;

Whereas, Nobel Memorial Prize Laureate Dr. James Heckman's research out of the University of Chicago has shown the long-term value of investments in early education, finding a 13 percent return on investment for high-quality early education programs;

Whereas, In February 2018, the Governing Board of the Los Angeles Unified School District unanimously adopted the resolution Creating a Birth to Eight Roadmap for Success in Los Angeles (Res-020-17/18), affirming the District's commitment to quality early childhood education opportunities for children, and calling for the creation, by August 2018, of the District's Birth to Eight Roadmap for Success by a steering committee of community partners and District divisions. Although such Roadmap is not yet finalized, it will contain a series of recommendations to implement at the early childhood and elementary school levels;

Whereas, In order to reap the benefits of early education and the District's Birth to Eight Roadmap, the District must be able to fund programs for its earliest learners, including those students under five who are enrolled in early education centers or extended transitional kindergarten, and who do not generate K-12 funding under the Local Control Funding Formula (LCFF);

Whereas, Current District early education programs, including early education centers and extended transitional kindergarten programs, piece together multiple funding streams, including child development funds and approximately \$55 million LCFF dollars to provide high-quality learning opportunities for as many low-income students as possible;

Whereas, Additional sources of funding to support early education programs would allow the District to expand access to early childhood education slots or free up resources for other critical District programs serving high-need students;

Whereas, The Governor of California’s proposed budget includes \$750 million one-time non-Proposition 98 General Fund dollars to school districts to construct or retrofit facilities for full-day kindergarten programs, or to otherwise reduce barriers to providing full-day kindergarten. The District has offered full-day kindergarten to all students for many years based upon the affirmative value judgment that every child deserves access to a comprehensive kindergarten program. As a result, if the state budget is implemented in its current draft form, the District stands to lose out on millions of dollars that could be used to expand access for early learners, solely because the District was a leader at the forefront of the movement towards kindergarten expansion.

Whereas, AB 123 (McCarty) would accomplish several goals to strengthen early education programs, including: expanding access to preschool for all 4-year-olds who attend a school serving predominantly low-income students, ensuring that all low-income 3-year-olds receive two years of high-quality preschool, increasing qualifications of preschool teachers and funding for salaries to ensure access to the best educators, and taking steps to make it easier to blend early education programs reliant upon different funding sources to provide high-quality, full-day, full-year preschool that meets the needs of working families.

Whereas, SB 443 (Rubio), would allow districts to receive funding for all students attending its extended transitional kindergarten programs, including 4-year-olds who may not turn 5 until June; and

Whereas, SB 174 (Leyva) would establish a single, more efficient, and more fair state reimbursement rate system for subsidized early care and education service; now, therefore be it

Resolved, That the Governing Board of the Los Angeles Unified School District urges the Governor to consider amending his proposed \$750 million allocation so that districts who already provide full-day kindergarten can reap the benefit of investments in early education;

Resolved further, That the Board supports AB 123, SB 443, and SB 174;

Resolved further, That the Superintendent shall direct the Office of Government Relations to put its full backing and effort to support these bills and budget request; and, be it finally

Resolved, That the Superintendent and Office of Government Relations shall collaborate in these legislative and budget efforts with community groups and other early care and education providers to the extent feasible.

25. Mr. Schmerelson, Dr. McKenna - Providing Quality Elementary School Libraries (Res-040-08/19) (Waiver of Board Rule 72)

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

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

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

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

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

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

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

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

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

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

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

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

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

26. Dr. McKenna - Establishing an Independent Taxpayer Oversight Committee for Measure EE (Res-041-18/19) (Waiver of Board Rule 72)

Whereas, On February 28, 2019, the Governing Board of the Los Angeles Unified School District adopted Board of Education Report No. 300-18/19 to authorize a qualified special tax, otherwise known as a parcel tax, to be placed on the June 4, 2019 special election ballot;

Whereas, The Board placed the Quality Teacher, Class Size Reduction, and Local School Safety Measure (Measure EE) on the ballot in order to address decades of underinvestment in public education, provide all Los Angeles area public school students with access to a high-quality educational program, to lower class sizes, and to attract and retain quality teachers, counselors, nurses, librarians, and support staff;

Whereas, Measure EE will help further the implementation of the Los Angeles Unified School District's commitments to closing the opportunity gaps that persist within its school system and improving education outcomes for all children, in keeping with its goal of increasing graduation rates, proficiency in English Language Arts (ELA) and math, and preparing all students for college, career and life. The District shares with communities, families, and the State, and posts on its website, the progress being made to improve these educational outcomes annually in the Local Control and Accountability Plan (LCAP);

Whereas, Significant progress has been made to improve student outcomes:

- In 2017-2018, the graduation rate was 77.3 percent, an increase from 62.4 percent in the 2009-2010 school year;
- Over the last four years, English Language Arts proficiency has increased by 9 percent and math proficiency by 7 percent;
- In 2018-2019, 24 percent of students were enrolled in Advanced Placement courses, a gain of 17 percent from 2013-2018.

Whereas, As indicated by the latest data, additional improvements and investments are needed to continue our work for our children:

- Districtwide, 77.3 percent of students are graduating;
- Districtwide, 42.31 percent of students are proficient in ELA
 - 42.26 percent of third graders
 - 42.11 percent of fourth graders
 - 42.15 percent of fifth graders
 - 39.45 percent of sixth graders
 - 41.27 percent of seventh graders
 - 39.59 percent of eighth graders
 - 50.99 percent of eleventh graders
- Districtwide, 31.62 percent of students are proficient in math
 - 42.34 of third graders
 - 35.94 percent of fourth graders
 - 28.59 percent of fifth graders
 - 30.22 percent of sixth graders
 - 29.37 percent of seventh graders
 - 28.28 percent of eight graders
 - 23.28 percent of eleventh graders.
- Districtwide, 47.9 percent of students are A-G college and career ready;

Whereas, The allocation and expenditure of Measure EE funds shall (a) be designed to help achieve Measure EE's stated purposes to improve achievement; (b) be equitable and supportive of the needs of all students; and (c) sustain the long-term fiscal stability of the District;

Whereas, The District will prepare an annual allocation and expenditure plan for Measure EE projected revenue, which shall include which programs, initiatives, and positions will be supported, in-line with Measure EE's stated purposes;

Whereas, The Board, when it voted to place Measure EE on the June 4, 2019 ballot, confirmed its commitment to oversight by stating in the full text of Measure EE that “it is the intent of the Board of Education that there be strict oversight, transparency and accountability for the expenditure of funds generated by this measure”, and required the Board, upon approval of the measure, to “provide a structure and mechanisms for oversight of the expenditure of the funds”;

Whereas, To ensure public accountability of Measure EE revenue, the Board desires to authorize the establishment of an Independent Taxpayer Oversight Committee prior to the June 4, 2019 election so that the structure and mechanisms for oversight can be immediately implemented should Measure EE be approved by voters;

Whereas, The intent of the Independent Taxpayer Oversight Committee is to ensure the proceeds are used and distributed only for voter-approved purposes as stated in the full text of Measure EE, that the expenditure and use of the proceeds are made publicly available, and that the District is held fiscally responsible to the public and taxpayers for the expenditure of Measure EE revenue, and that Measure EE revenue is directed to purposes intended to positively impact student outcomes, pursuant to the uses authorized by voters; and

Whereas, The Board seeks to ensure a prompt and orderly process for selection of such committee members in the event that Measure EE passes by at least two-thirds vote on June 4, 2019; now, therefore, be it

Resolved, That the Governing Board of the Los Angeles Unified School District hereby establishes the formation of an Independent Taxpayer Oversight Committee for the purpose of providing an enhanced level of accountability for the allocation and expenditure of Measure EE parcel tax funds.

Resolved further, That the membership of the Independent Taxpayer Oversight Committee shall consist of nine (9) independent representatives with significant expertise in at least one of the following areas: academia, school/public finance, parent and family engagement, performance measurement, and management. Each nominated member shall reside within the boundaries of the District and the membership shall reflect a balance of participants with each of the aforementioned expertise areas;

Resolved further, That the Independent Taxpayer Oversight Committee shall be nominated by a Membership Selection Panel and shall convene at least quarterly to carry out the purposes of this Resolution;

Resolved further, That the Panel shall be comprised of seven (7) members:

- Two (2) of which shall be selected by the Board;
- One (1) selected by the Mayor of Los Angeles;
- One (1) selected by the Los Angeles County Department of Education;
- One (1) selected by the Los Angeles County Board of Supervisors;
- One (1) selected by the members of the South Bay Cities Council of Governments by the member cities located within Los Angeles Unified boundaries; and

- One (1) selected by the Gateway Cities Council of Governments by the member cities located within Los Angeles Unified boundaries.

The Panel shall screen and recommend potential candidates for membership to the Independent Taxpayer Oversight Committee. The Panel will develop guidelines to solicit, collect, and review applications of potential candidates for the Independent Taxpayer Oversight Committee. The Superintendent of Schools, Chief Financial Officer and Chief Academic Officer shall receive and review the nominations from the Panel and make final recommendations to the Board. The recommendations are subject to approval by the Board by a majority vote;

Resolved further, That and the Taxpayer Oversight Committee's duties shall include, but not be limited to: reviewing, making findings, making recommendations, and publicly reporting annually on:

- The progress on measurable student achievement outcomes to result from the allocation and expenditure of Measure EE funds, including but not limited to: (a) increasing graduation rates; (b) preparing all students to be proficient in English Language Arts and math; and (c) increasing the number of students that are A-G college and career ready, as outlined in the Local Control and Accountability Plan and Realizing the Promise for All: Close the Gap by 2023! (Res-047-17/18);
- The amount of Measure EE revenues received each year;
- The District's expenditure plan for Measure EE revenue, which shall include which programs, initiatives, and/or positions will be supported, and how the funding has been allocated for Measure EE's stated purposes, including reducing class sizes, retaining and attracting high-quality teachers and employees, among other things;
- How expenditures are anticipated to further the equitable distribution of resources and their efficient use to support the long-term fiscal stability of the District, including addressing declining enrollment trends; and
- The financial audit of Measure EE conducted by the independent financial auditing firm hired by the District, as well as the independent financial audit reports of Measure EE funds received by non-profit charter schools that receive an allocation of Measure EE revenue. This review shall include meeting with the independent auditing firm.

Resolved further, That the Independent Taxpayer Oversight Committee shall create bylaws by which it will operate and inform the public concerning Los Angeles Unified School District's expenditure of Measure EE proceeds, including but not limited to publicly distributing an annual report that communicates its annual findings and recommendations regarding the prior fiscal year, and public hearings to discuss critical topics related to the expenditure of Measure EE revenues, which shall take place no less than once a year;

Resolved further, That the Independent Taxpayer Oversight Committee shall prepare, approve, and distribute other progress reports of any activities, findings, and recommendations to the Superintendent, the Board, and the public, regarding the receipt, allocation, and expenditure of Measure EE funds;

Resolved further, That each member of the Taxpayer Oversight Committee shall serve for a term of three (3) years, or until a successor is appointed, except that initial appointments may be staggered with terms of two (2) years. Terms for members will be staggered to prevent significant turnover at any one time. There is no limit as to the number of terms that a member may serve; and, be it finally

Resolved, That to ensure the Taxpayer Oversight Committee's independence, no employee, official, vendor, contractor, or consultant of the Los Angeles Unified School District shall be appointed to the Committee, and each member shall strictly follow the ethics and conflict of interest rules pursuant to the District's policies and guidelines. All Committee proceedings shall be subject to open meeting laws, including the Brown Act.

Board Member Resolutions for Initial Announcement

27. **WITHDRAWN PRIOR TO MEETING**

28. Dr. Vladovic – Reinstitution of Required Cursive/Handwritten Requirement for Elementary School Students (Res-043-18/19) (For Action May 21, 2019)

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

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

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

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

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

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

Resolutions Requested by the Superintendent

29. Appointment of Member to School Construction Bond Oversight Committee (Sup Res 006-18/19)

Resolved, That the Governing Board of the Los Angeles Unified School District ratifies the appointment of Chris Hannan, representing the Los Angeles County Federation of Labor, AFL-CIO, as member to the School Construction Bond Citizens' Oversight Committee for a two-year term commencing on May 19, 2019. The Board determines that Mr. Hannan is not an employee, official, vendor, contractor, or consultant of the District.

30. Declaration of Need for Fully Qualified Educators Senate Bill 435 (Watson) and Senate Bill 148 (Bergeson) (Sup Res 007-18/19) **NOT ON CONSENT**

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

Correspondence and Petitions

31. Report of Correspondence (ROC-009-18/19)

Minutes for Board Approval (Min-009-18/19)

32. April 11, 2018, Special Closed Session, 10:30 a.m.
April 17, 2018, Regular Closed Session, 2:30 p.m.

Announcements

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

Adjournment

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

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

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

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

Materials related to an item on this Order of Business distributed to the Board of Education are available for public inspection at the Security Desk on the first floor of the Administrative Headquarters, and at:
<http://laschoolboard.org/04-23-19RegBd>

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