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, June 12, 2018

Roll Call

Pledge of Allegiance

Student Voices

Recognition of Benjamin Holtzman, Student Board Member

Superintendent's Reports

Recognition of Christopher Downing, Local District South Superintendent

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.

Old Business for Action (Postponed from May 8, 2018)

1. Board of Education Report No. 452 – 17/18
   Division of Special Education
   (Special Education Local Plan (SELPA) Annual Budget Plan and Annual Service Plan for the 2018-2019 School Year) Recommends adoption of the 2018-2019 Annual Service and Budget Plans for Special Education describing the special education programs and services provided to students with disabilities for submission to the California Department of Education.

New Business for Action

2. Board of Education Report No. 411 – 17/18
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 $24.0 million for teacher professional development, marketing services for the Unified Enrollment Project, curriculum design for the Critical Design and Gaming School, physical fitness testing support, Superintendent search firm services, adult student information services software support, Chanda Smith Independent Monitor services, the reassignment of a help desk support services and a technology support services contracts, and 16,864 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 five year 7 contracts for American Sign Language interpretation services for $1.3 million, a three year contract for network and mobile network services for $567,000, a five year contract for banking services for 1,600 bank accounts for $6.2 million, a five year contract for a substitute employee calling system for $583,500, a five year contract for school site web hosting and support services for $435,000, a one year contract for a content management system for District websites and the LAUSD mobile application for $1.6 million, a five year contract for health benefit consulting and actuarial services for $350,000, 2 one year contracts to provide medical benefits to employees, retirees and dependents for $457 million, a five year contract to provide vision benefits to employees, retirees and dependents for $27.5 million, a five year contract to provide life insurance benefits to employees, retirees and dependents for $4.2 million, a five year contract to provide a mass notification system for $6.7 million, 2 five year contracts to provide vegan meals for the student meal program for $6 million, a one year contract for the operation of the Chanda Smith Independent Monitor office for $750,000, a five year contract to provide Administrative Law Judge services for $3 million, 2 five year contracts to provide athletic field mowing services for $2.5 million, a three year contract to provide wooden doors for $1.5 million, a five year contract for wheelchair lift maintenance for $3.5 million, 2 five year contracts for football helmets and items for $2.3 million, a purchase agreement for the outfitting of police vehicles for $425,320, a contract for purchase of police vehicle radios for $298,187, 10 five year contracts for school office furniture of $50 million, and 13 three year contracts for grocery and frozen items for the student meal program for $70 million.

Also approves revenue contracts with funds paid to the District of $251,720 for 785 students to participate in apprenticeship training programs, and $1 million for work based, paid learning experiences for special education students.

3. Board of Education Report No. 445 – 17/18
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 3 advertised construction contracts for approximately $5.1 million; 2 job order contract amendments for $3.5 million; 234 change orders for approximately $5.4 million; the completion of 29 contracts; the award of 53 informal contracts for approximately $1.5 million; the rejection of 1 bid; the award of 2 architectural and engineering contracts for $205,622;the award of 1 professional and technical services contract at no cost; 1 professional and technical services amendment for $38,500; and extra services and amendments for architectural and engineering contracts for approximately $1.1 million. Additionally, awards contracts and amendments not under the delegated authority, as detailed in Attachment B, for architectural and engineering services capacity increase for a not-to-exceed amount of $50 million.

4. Board of Education Report No. 530 – 17/18
Accounting and Disbursements Division
(Report of Cash Disbursements, Request to Reissue Expired Warrants, Reimbursement of the Controller's Revolving Cash Fund, and Donations of Money) Recommends approval of warrants for things such as salary payments for a total value of $555,090,199.52; the reissuance of 4 expired warrants in the amount of $2,007.65; reimbursement of the Controller's Revolving Cash Fund in the amount of $520.13; and the acceptance of 25 donations to the District totaling $3,233,700.09.

5. Board of Education Report No. 549 – 17/18
Office of the Chief Financial Officer
(Certification of Signatures for Fiscal Year 2018-19) Recommends authorization for the Chief Financial Officer and the Controller to sign warrants on behalf of the District. Further authorizes the Deputy Controller and the Head Accountant be allowed to sign payment vouchers on behalf of the District and approves the submission of signatures for each Board Member to the Los Angeles County Office of Education.

6. Board of Education Report No. 494 – 17/18
Human Resources Division
(Routine Personnel Actions) Recommends approval of 3,999 routine personnel actions such as promotions, transfers, leaves, terminations, etc.

7. Board of Education Report No. 495 – 17/18
Human Resources Division
(Nonroutine Personnel Actions) Recommends approval of the demotion of one classified employee and the rescission of dismissals of two classified employees.

8. Board of Education Report No. 496 – 17/18
Human Resources Division
(Provisional Internship Permits) Recommends approval of the continuing employment of 4 teachers who are employed under the Provisional Internship Permit requirements, allowing the District to continue to staff subject field shortage classrooms.

9. Board of Education Report No. 548 – 17/18
Personnel Commission
(Classified Reduction in Force: Authorization of Reduction in Force and for Employee Notices)
Recommends authorization for notices to be sent to a specific number of classified employees in specified positions informing them they will be released 60 days after notice in accordance with state law, collective bargaining agreements and applicable court orders.

10. Board of Education Report No. 355 – 17/18
Facilities Services Division
(Authorization to Employ the Use of Grants Provisions Under the School Facility Program)
Recommends authorization for the District to employ the Use of Grants provision of the State School Facility Program to realign eligibility to qualify construction programs for classrooms and non-classroom space at existing sites to apply for funding of up to $47 million for previously approved projects.

11. Board of Education Report No. 433 – 17/18
Facilities Services Division
(Amendment to the Facilities Services Division Strategic Execution Plan to Define and Approve Three Critical Barrier Removal Projects) Recommends approval of an amendment to the Facilities Strategic Execution Plan to define and approve barrier removal projects at 116th Street Elementary School, Glassell Park Elementary School, and Charles Leroy Lowman Special Education Center for a combined budget of $2,516,000.

12. Board of Education Report No. 450 - 17/18
Office of Environmental Health and Safety
(Certification of the Final Environmental Impact Report, Adoption of the Mitigation Monitoring and Reporting Plan, Findings of Fact, and Statement of Overriding Considerations for the Huntington Park High School Comprehensive Modernization Project) Recommends certification of Final Environmental Impact Report (EIR), adoption of the Mitigation Monitoring and Reporting Plan, Findings of Fact, and Statement of Overriding Considerations for the Huntington Park High School Comprehensive Modernization Project.

13. Board of Education Report No. 451 – 17/18
Facilities Services Division
(Project Approval of the Huntington Park High School Comprehensive Modernization Project)
Recommends approval of authorization for Huntington Park High School to proceed with renovation, modernization, and reconfiguration of the school located at 6020 Miles Avenue in Huntington Park with an anticipated cost of $117,824,306.

14. Board of Education Report No. 485-17/18
Facilities Services Division
(Amendment to the Facilities Services Division Strategic Execution Plan to Define and Approve One Project that Addresses Critical School Repair Needs at Mount Gleason Middle School)
Recommends approval of an amendment to the Strategic Execution Plan to define and approve a project that addresses critical school repair needs at Mount Gleason Middle School for a budget of $4,285,182.

15. Board of Education Report No. 486 – 17/18
Facilities Services Division
(Amendment to the Facilities Services Division Strategic Executive Plan to Define and Approve 18 Board Member Priority and Local District Priority Projects) Recommends approval of an amendment to the Strategic Execution Plan to define and approve 18 Local District priority and Board Member projects for a combined budget of $620,608.

16. Board of Education Report No. 487 – 17/18
Facilities Services Division
(Amendment to the Facilities Services Division Strategic Execution Plan to Define and Approve 10 Early Education Center Outdoor Classroom Projects) Recommends approval of an amendment to the Strategic Execution Plan to define and approve 10 early education center outdoor classroom projects at specified schools for a combined budget of $19,576,349.

17. Board of Education Report No. 488 – 17/18
Facilities Services Division
(Amendment to the Facilities Services Division Strategic Execution Plan to Approve the Project Definition Proposal for the 7th Street Elementary School New Food Service Building Project) Recommends approval of an amendment to the Facilities Services Division Strategic Execution Plan to define and approve the project definition proposal for the 7th Street Elementary School New Food Service Building Project for a budget of $4,700,000.

18. Board of Education Report No. 489 – 17/18
Facilities Services Division
(Authorization to Extend the Memorandum of Agreement with the South Coast Air Quality Management District) Recommends approval of authorization for staff to extend the agreement for high performance air filter replacements at 36 schools in Local District South and Board District 7 through December 31, 2022.

19. Board of Education Report No. 540 – 17/18
Facilities Services Division
(Authorization to Execute an Access Agreement and Other Instruments with the City of South Gate to Support the Construction of Various Street Improvements Adjacent to South Gate High School) Recommends approval of authorization for staff to execute an Access Agreement and any other instruments necessary for various street improvements by the City of South Gate adjacent to South Gate High School.

20. Board of Education Report No. 541 - 17/18
Facilities Services Division
(George Washington Carver Middle School Synthetic Turf Field: Authorization to Terminate Joint Use Agreement and Identify a New Joint User of the Synthetic Turf Field) Recommends approval of authorization for staff to terminate the Joint Use Agreement with Concerned Citizens of South Central Los Angeles and identify a new joint user for the turf field at George Washington Carver Middle School.

21. Board of Education Report No. 554 – 17/18
Facilities Services Division
(Authorization to Execute a Term Extension for the Joint Use Agreement with Los Angeles Neighborhood Land Trust for its Use, Programming, and Maintenance of the Garden and Greenhouse at John C. Fremont High School) Recommends approval of authorization for staff to execute a five year extension for the Joint Use Agreement with Los Angeles Neighborhood Land Trust for its use, programming, and maintenance of the garden and greenhouse at John C. Fremont High School.

22. Board of Education Report No. 528 – 17/18
Information Technology Division
(Amendment to the Information Technology Division Strategic Execution Plan to Approve New Strategic Technology Projects and Amend Existing Strategic Technology Projects) Recommends an amendment to the Information Technology Division Strategic Execution Plan to define and approve 8 technology project specified in Attachment A and allocate approximately $44 million for the projects from school construction bonds, e-rate rebates and general fund sources.

23. Board of Education Report No. 529 – 17/18
Information Technology Division
Division of Instruction
(Amendment to the Information Technology Division Strategic Execution Plan to Approve the Radio Systems Modernization Project) Recommends an amendment to the Information Technology Division Strategic Execution Plan to define and approve the Radio Systems Modernization project specified and allocate approximately $38 million for the project from school construction bonds.

24. Board of Education Report No. 481 – 17/18
Student Integration Services
Division of Instruction
(2017-2018 Alternative Schools of Choice Annual Evaluation) Recommends approval of the Alternative Schools of Choice Annual Evaluation report, which reviews student achievement at each magnet school and magnet center.

25. Board of Education Report No. 509 – 17/18
Division of Instruction
(Establishment of 35 New Magnet Programs Scheduled to Open 2019-2020) Recommends establishment of 35 new magnet programs at specified sites for the 2019-2020 school year for a total approximate cost of $6.7 million.

26. Board of Education Report No. 521 – 17/18
Division of Instruction
Federal and State Education Programs
(2018-19 Local Control and Accountability Plan (LCAP) Federal Addendum) Recommends the approval of the submission of the attached LCAP Federal Addendum to the State Board of Education to meet a requirement to allow the District to receive approximately $349 million of Title I, Title II, Title III, and Title IV federal funds.

27. Board of Education Report No. 544 – 17/18
Division of Instruction
Human Resources Division
(Submission of 2018-19 Consolidated Application for Categorical Aid Programs) Recommends authorization to submit the 2017-18 Consolidated Application for Funding Categorical Aid Programs to the California Department of Education for an estimated $348.6 million in funding for state and federal programs; and that the estimated amount be included in the Superintendent's 2018-19 Budget.

28. Board of Education Report No. 542 – 17/18
Division of Instruction
Multilingual and Multicultural Education Department
(2018 Master Plan for English Learners and Standard English Learners) Recommends approval of the 2018 Master Plan for English Learners and Standard English Learners and its renaming from the English Learner Master Plan.

29. Board of Education Report No. 545 – 17/18
Division of Special Education
(Special Education Local Plan Area (SELPA) Revised Local Plan 2017-2018 School Year) Recommends approval of revisions to the Local Plan for the LAUSD Special Education Local Plan Area.

30. Board of Education Report No. 497 – 17/18
Office of Parent and Community Services
(Approval of Community Advisory Committee [CAC] Membership) Recommends the appointment of new members to the CAC for a two-year term commencing on July 1, 2018 and ending on June 30, 2020.

31. Board of Education Report No. 543 – 17/18
Office of Parent and Community Services
(New Los Angeles Unified School District Title I Parent and Family Engagement Policy) Recommends approval of the new Los Angeles Unified School District Title I Parent and Family Engagement Policy.

32. Board of Education Report No. 498 – 17/18
Office of Labor Relations
(SEIU, Local 99, Units B, C, F, and G Memorandum of Understanding for 2017-2020 Successor Collective Bargaining Agreement) Recommends adoption of the 2017-2020 Successor Collective Bargaining Agreement with SEIU, Local 99 for Units B, C, F, and G.

33. Board of Education Report No. 508 – 17/18
Office of the Inspector General
(Fiscal Year 2019 OIG Work Plan) Recommends approval of the Office of the Inspector General's 2019 work plan describing the audits to be undertaken by the office.

34. Board of Education Report No. 519 – 17/18
Division of District Operations
(Renaming of New Middle School Pathway) Recommends approval of the renaming of the school currently known as New Middle School Pathway to Katherine Johnson STEM Academy.

35. Board of Education Report No. 520 – 17/18
Division of District Operations
(Renaming of Harbor Teacher Preparation Academy) Recommends approval of the renaming of the school currently known as Harbor Teacher Preparation Academy to Dr. Richard A. Vladovic Harbor Teacher Preparation Academy.

36. Board of Education Report No. 522 – 17/18
Division of District Operations
(Renaming of Robert Louis Stevenson Middle School) Recommends approval of the renaming of the school currently known as Robert Louis Stevenson Middle School to Robert Louis Stevenson College and Career Preparatory.

37. Board of Education Report No. 524 – 17/18
Division of District Operations
(Renaming of Parthenia Street Elementary School) Recommends approval of the renaming of the school currently known as Parthenia Street Elementary School to Parthenia Academy of Arts and Technology.

38. Board of Education Report No. 525 – 17/18
Division of District Operations
(Renaming of Charles Leroy Lowman Special Education Center) Recommends approval of the renaming of the school currently known as Charles Leroy Lowman Special Education Center to Charles Leroy Lowman Special Education and Career Transition Center.

39. Board of Education Report No. 527 – 17/18
Division of District Operations
(Renaming of Millikan Science, Technology, Engineering and Math Magnet School) Recommends approval of the renaming of the school currently known as Millikan Science, Technology, Engineering and Math Magnet School to The Science Academy STEM Magnet.

40. Board of Education Report No. 539 – 17/18
Division of District Operations
(Renaming of Valley Alternative Magnet) Recommends approval of the renaming of the school currently known as Valley Alternative Magnet to Lake Balboa College Preparatory Magnet K-12.

41. Board of Education Report No. 531 – 17/18
Division of District Operations
(Authorization to Enter into License Agreements with Greenway Arts Alliance, Inc.) Recommends authorization for District staff to enter into 2 five year license agreements with Greenway Arts Alliance, Inc., for the use the social hall, parking lots and other facilities at Fairfax High School with expected revenue to the District of approximately $784,000.

42. Board of Education Report No. 533 – 17/18
Division of District Operations
(Ratification of Real Estate Leases, License, and Other Agreements or Instruments That Are Necessary or Incidental for the Use of Real Property) Recommends the ratification of leases, licenses, and other agreements or instruments entered into by Division of District Operations for the period of July 2017 through December 2017.

43. Board of Education Report No. 537 – 17/18
Division of District Operations
(Authorization to Enter into a Five-Year License Agreement with a Third-Party Childcare Provider at Porter Ranch Community School) Recommends authorization for District staff to enter into a five year license agreements with the prevailing bidder, for the use of two portable classroom buildings to be purchased by the District at Porter Ranch Community School with expected revenue to the District of approximately $965,000.

44. Board of Education Report No. 538 – 17/18
Division of District Operations
(Authorization to Negotiate and Enter into a Five-Year License Agreement with Tilted Wilshire, LLC) Recommends approval of authorization for staff to extend the lease of 40 parking spaces, located at 611-623 South Carondelet Street, Los Angeles, for a period of five years beginning on July 1, 2018 for a total cost of $360,000.

45. Board of Education Report No. 551 – 17/18
Division of District Operations
(Authorization to Renew Parking Use Agreement with Golden Hills Properties, LLC) Recommends authorization for District staff to enter into a parking use agreement with Golden Hills Properties for use by District employees at the District Administrative Headquarters for five years for approximately $2 million.

Board Member Resolutions for Action

46. Dr. Rodriguez, Dr. Vladovic – Revisiting the Policy for Charter School Authorizing and Administrative Procedures (Res-035-17/18) (Noticed April 3, 2018 and Postponed from May 8, 2018) **TO BE WITHDRAWN**

Whereas, According to the Charter Schools Act of 1992 and subsequent state legislation, charter schools are encouraged to use different and innovative teaching methods and increase learning opportunities for students, particularly those who have been traditionally underserved, while also being held accountable for achieving measurable student outcomes;

Whereas, According to the National Association of Charter School Authorizers "The purpose of charter school authorizing is to improve student achievement. A quality authorizer engages in responsible oversight of charter schools by ensuring that schools have both the autonomy to which they are entitled and the public accountability for which they are responsible.";

Whereas, In January 2010, the Governing Board of the Los Angeles Unified School District approved Board of Education Report No. 164-09/10, Adoption of the LAUSD Policy for Charter School Authorizing, the result of more than twelve months of collaboration through public meetings of the Board and the Charters and Innovation Committee; discussions of the Charter Stakeholders Policy Taskforce; and consideration of the input of various stakeholders;

Whereas, The Policy for Charter School Authorizing called for the development and implementation of the Administrative Procedures for Charter School Authorizing, which was adopted in August 2010 (Board of Education Report No. 031-10/11), and informed by the work of a Charter Schools Collaborative, in which the Procedures state: "Transparent and consistent authorizing promotes a rigorous and respectful relationship among charter school operators, advocates and authorizers;"

Whereas, The last revision of the Policy for Charter School Authorizing was completed on February 7, 2012, and the last revision of the District's Administrative Procedures for Charter School Authorizing was completed on September 10, 2013;

Whereas, The Policy for Charter School Authorizing "is a living document, subject to periodic review and consideration." Furthermore, the "Board of Education may update the policy to reflect changes in law or for other purposes. In such cases, Administrative Procedures for Charter School Authorizing will also be updated to ensure conformity to amendments in the Policy for Charter School Authorizing and applicable law";

Whereas, There has been an increase in the number of independent charter schools authorized by The District since the policy and administrative procedures were revised – 179 in 2011-12, 185 in 2013-14, and 224 in 2017-18;

Whereas, It was the intent of the Board that the Policy for Charter School Authorizing and the Administrative Procedures for Charter Authorizing "be developed and implemented collaboratively with charter school stakeholders in a manner that promotes quality, creates efficiencies, and upholds charter schools' autonomy while ensuring their accountability";

Whereas, The Charter Schools Division is committed to high quality educational opportunities and outcomes for students through exemplary charter school authorizing, oversight, and sharing of promising practices. The Charter Schools Division decisions and actions are rooted in core values such as a commitment to putting students' interests first, developing productive relationships with charter schools and other stakeholders, and serving with professionalism and integrity; and

Whereas, The Office of the Chief Academic Officer and Charter Schools Division recently convened a working group to review a list of applicable District policies related to District authorized independent charter schools for the Board of Education's consideration in April 2018; now, therefore, be it

Resolved, The Governing Board of the Los Angeles Unified School District directs the Superintendent to renew the Charter Schools Collaborative, as described in the existing Policy for Charter Authorizing to examine the District's Policy for Charter Authorizing and the Administrative Procedures for Charter School Authorizing;

Resolved further, That the Charter Schools Collaborative will develop suggestions, which will be presented to the Superintendent for review, to address both the Policy for Charter Authorizing and Administrative Procedures for Charter School Authorizing, as well as priority policy areas (e.g., issues that have come before the Board in recent years), which might include, but not be limited to:

- Considerations for charter schools that may have limited publicly available data at the time of renewal as part of the District's holistic renewal analysis (e.g., charter high schools, schools beginning in TK or Kindergarten) that prioritizes student academic outcomes and draws upon the petition's measurable pupil outcomes, official data submitted to the State, as well as valid alternative measures that show increases in pupil academic achievement for all groups of pupils schoolwide and among significant subgroups, and Local Control and Accountability Plan (LCAP). These considerations should not supersede State requirements;
- Potential updated criteria for determining a set of "Similar Schools" and~~/or~~ "Resident Schools" as part of the District's holistic renewal analysis by which charter schools are compared that replace obsolete State metrics (e.g., CSTs, API scores) with more relevant, local metrics and considers demographics, school model types, and school size that do not supersede State requirements;
- The potential further development and implementation of a tiered system of performance-based oversight (i.e., achievement, fiscal, operations, governance) that supports schools' autonomy and accountability while also factoring in each organization's record of performance to inform appropriate differentiation;
- An updated oversight process that uses various strategies to increase efficiency for both charter operators and the District, including the potential development of an electronic submission system and archive to reduce redundant submission of documentation, where feasible;
- Updated parameters as to when charter schools must submit a Material Revision to their charter petition that is approved by the Board and when administrative revisions can be handled by the Superintendent through delegated authority;

- Examples of some of the types of issues that may result in either a renewal Benchmark, a Corrective Action, a Notice to Cure, or a Notice of Concern, and potential implications of each in regards to charter petition renewals and revocation, in order to improve accountability and best ensure consistency and transparency for District staff and charter operators;
- The establishment of admission preferences for siblings of charter school students, and students matriculating to other schools within the same charter management organization; and
- Concrete and formalized methods for sharing promising practices, focused on learnings from high-performing charter schools, and the allocation of appropriate funding obtained from existing charter school oversight fees (consistent with the California Education Code) for such innovative practices;

Resolved further, That the Superintendent, upon review of suggestions provided by the Charter Schools Collaborative, develop potential recommendations for the Board's consideration that will continue to support the District's authorizing and oversight processes in a manner that provides clear, transparent, and fair conditions necessary to ensure accountability. These suggestions may also potentially serve as part of a separate process framework that the District may use in the future for reviewing performance of District-operated schools;

Resolved further, That the Superintendent present any proposed revisions of the Policy for Charter School Authorizing and/or the Administrative Procedures for Charter School Authorizing for Board approval within 180 days; and provide updates and recommended action items, on a prioritized basis, to make progress on any such Board-approved revisions every two months after the passage of this resolution until implemented, so that any potential recommendations related to this resolution are considered by the Board for implementation prior to the beginning of the 2018-2019 school year; and, be it finally

Resolved, That the Superintendent examine and evaluate the Charter School Division's current staffing levels, capacity and resources, and make recommendations to the Board as to what, if anything, is needed to effectively and efficiently implement any potential recommended revisions to the Policy for Charter School Authorizing or the Administrative Procedures for Charter School Authorizing.

PROPOSED AMENDMENTS FROM MR. SCOTT SCHMERELSON

WHEREAS #8:

Whereas, It was the intent of the Board that the Policy for Charter School Authorizing and the Administrative Procedures for Charter Authorizing "be developed and implemented collaboratively with charter school stakeholders in a manner that promotes quality, creates efficiencies, and upholds charter schools' autonomy while ensuring their accountability" and that stakeholders be reasonably defined to include all impacted parties including, but not limited to, parents from both charter and traditional District schools, neighborhood school site administrators, public education and special education advocates, taxpayers and representatives from both certificated and classified District labor partners.

RESOLVED #2:

Resolved further, That the Charter Schools Collaborative will develop suggestions, which will be presented to the Superintendent for review, to address both the Policy for Charter Authorizing and Administrative Procedures for Charter School Authorizing, as well as priority policy areas (e.g., issues that have come before the Board in recent years), which might include, but not be limited to:

- Considerations for charter schools that may have limited publicly available data at the time of renewal as part of the District's holistic renewal analysis (e.g., charter high schools, schools beginning in TK or Kindergarten) that prioritizes student academic outcomes and draws upon the petition's measurable pupil outcomes, official data submitted to the State, as well as valid alternative measures that show increases in pupil academic achievement for all groups of pupils schoolwide and among significant subgroups, and Local Control and Accountability Plan (LCAP). These considerations should not supersede State requirements;
- Potential updated criteria for determining a set of "Similar Schools" and~~/or~~ "Resident Schools" as part of the District's holistic renewal analysis by which charter schools are compared that replace obsolete State metrics (e.g., CSTs, API scores) with more relevant, local metrics and considers demographics, school model types, and school size that do not supersede State requirements;

- The potential further development and implementation of a tiered system of performance-based oversight (i.e., achievement, fiscal, operations, governance) that supports schools' autonomy and accountability while also factoring in each organization's record of performance to inform appropriate differentiation;
- An updated oversight process that uses various strategies to increase efficiency for both charter operators and the District, including the potential development of an electronic submission system and archive to reduce redundant submission of documentation, where feasible;
- Updated parameters as to when charter schools must submit a Material Revision to their charter petition that is approved by the Board and when administrative revisions can be handled by the Superintendent through delegated authority;
- Examples of some of the types of issues that may result in either a renewal Benchmark, a Corrective Action, a Notice to Cure, or a Notice of Concern, and potential implications of each in regards to charter petition renewals and revocation, in order to improve accountability and best ensure consistency and transparency for District staff and charter operators;
- The exploration of strategies, such as changes to or waivers from state law, to allow the Board to provisionally approve charter renewals for less than five years when warranted;
- Advancing transparency, accountability, and accessibility, based on the "belief that open government improves democratic functioning and fuels innovation and collective problem solving"* by requiring charter schools to participate in the District's Open Data Portal by collecting and providing the same datasets that the District will provide public access to in the portal;
- Ensuring admissions equity through the use of disaggregated existing data from charter schools, such as household income and the severity of disabilities of higher needs students, when compared to similarly disaggregated data for traditional neighborhood public schools;
- Empowering charter school parents by requiring charters to promote meaningful charter parent representation on their boards of directors and the boards of any associated charter management organization, and to provide information about how each charter school will communicate with parents and guardians, and potential parents and guardians about all instructional and operational issues that impact or will potentially impact their children including, but not limited to, the availability of free or reduced meals, teacher credentialing data for all subjects, teacher retention rates, whether facilities are in compliance with the Field Act to protect students from earthquake damage, hazardous materials laws and other health and safety laws, the existence and ratio of playground space, and Notices of Concern, Notices to Cure and Notices of Violations when issued by the District's Charter School Division;
- Providing transparency and accountability for charter school parents, guardians and taxpayers by requiring Charter Management Organizations to comply with the Brown Act and the California Open Records Acts;
- Reviewing funding equity for charter schools, especially in the area of special education services and programs;
- The establishment of admission preferences for siblings of charter school students, and students matriculating to other schools within the same charter management organization; and
- Concrete and formalized methods for sharing promising practices, focused on learnings from high-performing charter schools, and the allocation of appropriate funding obtained from existing charter school oversight fees (consistent with the California Education Code) for such innovative practices;

47. Ms. García, Dr. Vladovic - Realizing the Promise for All: Close the Gap by 2023! (Res-047-17/18) (Noticed May 8, 2018)

Whereas, The Los Angeles Unified School District is committed to improving education outcomes for all children, in keeping with its goal for 100% graduation and all students being prepared for college, career and life;

Whereas, The Governing Board of the Los Angeles Unified School District has made steady progress towards realizing fully equitable college and career readiness supports across the District via the Resolution to Create Educational Equity in Los Angeles Through the Implementation of the A-G Course Sequence as Part of the High School Graduation Requirements, Equity on A-G: Reaffirming Our Commitment to A-G Life Preparation for All (Res-070-14/15), Equity is Justice 2.0: Moving toward a New Direction, Achieving Excellence for All: Establishing a Framework for Continuous Improvement, Creating Pathways to Lifelong Success for Our Students (Res-010-17/18), Creating a Collaborative to Focus on the Middle Grades (Res-018-15/16) and the Biliteracy for All (Res-103-16/17) resolutions;

Whereas, Our District must continue to focus on closing achievement and opportunity gaps as 60.44% of our 3rd-8th and 11th grade students are scoring below Standard Met/Exceeded in the Smarter Balance English Language Arts exams, 70.14% are scoring below Standard Met/Exceeded in Smarter Balance Math exams and 31.9% of graduates eligible for a public, four-year university. Furthermore, chronically low-performing schools can be as low as 88% below Standard Met/Exceeded in Smarter Balance English Language Arts exams and 90% below Standard Met/Exceeded in Smarter Balance math exams;

Whereas, Proposition 58 establishes the recognition that the diversity of home languages is an asset that leads to English Learners earning Seal of Biliteracy awards and achievement in other academic areas, therefore the expansion of Dual Language programs to serve English Learners and language learners must be a District commitment; and

Whereas, The Communities for Los Angeles Student Success (CLASS) Coalition, community partners, teachers, students and families have collaborated with District leadership to improve the educational and life outcomes for Los Angeles' highest need students; now, therefore be it,

Resolved, That the Los Angeles Unified School District will commit to closing the opportunity gaps that persist within our school system so that *all* students (including but not limited to English Learners, Standard English Learners, Long Term English Learners, Foster, Homeless, Special Education) graduate eligible for college and are career and post secondary prepared. This public commitment and progress towards it will be made publicly available. As such, we publicly commit to the students of the District and the broader Los Angeles community to achieve the following college and career ready goals by 2023:

- One hundred percent of 4th-12th grade students will report having at least one supportive adult connection at their school site per the annual School Experience Survey.
- One hundred percent of primary students reach proficient on Reading Assessments by end of the first grade.
- One hundred percent of third graders meet or exceed standards on state summative assessments, setting the foundation for literacy, college and career readiness.

- One hundred percent of students initially identified as English Learners in kindergarten or first grade are Reclassified Fluent English Proficient (RFEP) by the end of sixth grade.
- One hundred percent of Potential Long Term English Learners, Long Term English Learners and at-risk English Learners participate in the Individual Reclassification Plan (IRP) process to ensure benchmarks are met.
- One hundred percent of English Learners and students enrolled in Dual Language programs since kindergarten or first grade receive Seals of Biliteracy by grades 5, 8 or 12.
- Upon matriculation to high school, one hundred percent of eighth grade students are A-G ready as demonstrated by a "C" or better in grade level English Language Arts and Math.
- One hundred percent of high school graduates are eligible to apply to a California 4-year university and are well-prepared for career opportunities as defined by the California Department of Education.
- One hundred percent of high school students will successfully complete at least one Advanced Placement, International Baccalaureate or one semester/two quarters of Dual Enrollment courses.

Resolved further, That during College Awareness month all District employees and families will be invited annually to sign a pledge demonstrating their belief and commitment that all Los Angeles students can achieve college and career readiness;

Resolved further, That all schools engage in a Single Plan for Student Achievement development process that includes root cause analysis, cycles of inquiry and improved equity based budgeting. Single Plans will reflect a college and career readiness framework and investments inclusive of age and grade appropriate, evidence-based college and career readiness strategies and goals. The Superintendent will provide bounded autonomy for evidence-based, high impact investments and curated supports for college and career readiness;

Resolved further, That the Superintendent will draft a plan within 90 days to create English Learner and Reading Specialist micro-credentialing programs that provide Bilingual, English Learner and elementary teachers with professional development and incentives to encourage their growth, expand their expertise and promote their permanence in service to English Learner and highest need elementary students; and, be it finally

Resolved, That the lowest performing quartile of schools and/or the high and highest need schools based on the Student Equity Needs Index 2018 will be exempt of mandatory assignments of teachers. Further, English Learner Development classes at all schools will not be assigned concurrent short-term substitutes. The District will take immediate and ongoing steps to support high-need schools in hiring and retaining highly qualified teachers, including differential resources, supports and flexibilities. The Superintendent will report to the Governing Board of the Los Angeles Unified School District within 120 days on the steps being taken to support high and highest need schools in hiring and retaining highly qualified teachers.

48. Dr. Rodriguez, Dr. Vladovic, Ms. Gonez, Mr. Holtzman – Increasing Supports for LGBTQ+ Students, Their Families and Schools (Res-048-17/18) (Noticed May 8, 2018)

TIME CERTAIN 2pm

Whereas, The Los Angeles Unified School District is committed to affirming the lives of students of diverse identities and amplifying the voices of those who have felt silenced;

Whereas, The District models, advocates for, and promotes the inclusion, respectful treatment, and acceptance of LGBTQ+ students, staff, and families;

Whereas, According to the 2017 Youth Risk Behavior Survey, 7.2% of District high-school students self-identify as lesbian, gay, or bisexual, 4.5% as questioning, 1% as transgender, and 3.7% as gender non-conforming, amounting to over 27,000 District students;

Whereas, The GLSEN National School Climate Survey reported that 75.2% of LGBTQ+ students in schools with inclusive curriculum said their peers were accepting of LGBTQ+ people, compared to 39.6% of those without an inclusive curriculum;

Whereas, The 2017 Youth Risk Behavior Survey showed that LGB-identified high school students have significantly higher risk factors than do their straight classmates on a host of variables such as being bullied on campus (28% versus 11%), suicide attempts (26% versus 6.5%), feeling sad and hopeless (66% versus 27%), and dating violence (17% versus 3.4%).

Whereas, Family rejection dramatically increases risk behaviors in LGBT youth (8.4 times higher rates of suicide attempts; 5.9 times higher rates of depression; 3.4 times higher rates of illegal drug use and unprotected sexual behavior), with Latino males being most vulnerable to family rejection, as cited by Ryan, Huebner, Diaz, and Sanchez (2009) *Family Rejection as a Predictor of Negative Health Outcomes in White and Latino Lesbian, Gay, and Bisexual Young Adults*;

Whereas, Due to the recession of 2008, the staffing in the Office of Human Relations, Diversity, and Equity was drastically reduced, impacting the scale of LGBTQ+ services and programs offered by the District;

Whereas, The FAIR Education Act of 2012 calls for the Fair, Accurate, Inclusive, and Respectful inclusion of LGBTQ+ people and people with disabilities in history and social science curricula;

Whereas, In 2005, the District adopted the required health textbook *Sexuality and Society (Holt)* that contains the nation's first chapter on LGBT relationships;

Whereas, The District provides a bench of resources, book lists, and curricula to guide educators and administrators to build an understanding of LGBTQ+ youth and families;

Whereas, The District released a reference guide (REF-6799.0) in response to "student-driven requests for all-gender single- or multiple-user restrooms";

Whereas, All-gender restrooms affirm the gender identity of all students, including transgender-identified students;

Whereas, All District schools must abide by the School Climate Bill of Rights;

Whereas, According to the 2015 GLSEN National School Climate Survey, the presence of LGBTQ+ supportive staff was positively correlated with students' perceptions of safety, attendance, academic achievement, school engagement, graduation rates, and post-secondary educational goals; and

Whereas, The District remains a fierce advocate of inclusive school environments and affirming campuses for LGBTQ+ students, staff, and families; now, therefore, be it

Resolved, That the Superintendent encourages schools in the Los Angeles Unified School District to create public displays that commemorate October as LGBTQ History Month, which could also feature LGBTQ books/authors from LAUSD's LGBTQ Book List provided by the Office of Human Relations, Diversity, and Equity. The displays should exist in a public, visible space on campus.

Resolved further, That the Governing Board of the Los Angeles Unified School District directs the Superintendent to include a diverse representation of students in all future high school textbook-adoption committees, including the upcoming adoption of high school Social Studies/History textbooks.

Resolved further, That the Superintendent will increase LGBTQ+ competency trainings and supports for educators, staff, administrators, and parents by creating a broad cross-section of students, parents, school-site faculty and staff, and community partners/organizations to develop these trainings for District staff's implementation.

Resolved further, That the Superintendent will create a centralized platform (e.g., website, portal, event calendar) of resources, including those shared by community partner organizations, to amplify this work throughout the District.

Resolved further, That the Superintendent will perform an analysis of all-gender restrooms at all District schools that:

- Confirms whether all single-user restrooms are identifiable as all-gender, as dictated by AB 1732 of 2017.
- Describes the mechanism by which schools can request multi-stall all-gender student restrooms at their individual school site. This mechanism should consider existing building codes, points-of-contact, processes, and a range of potential costs.

- Determines appropriate methods to inform school communities of the location of all-gender restrooms available to students on the school's campus (e.g., through signage in the main office, information on the school's website, information in materials sent out by schools at the beginning of the school year).

Resolved further, That the Superintendent examine and evaluate the Office of Human Relations, Diversity, and Equity's current staffing levels, capacity and resources, and make recommendations to the Board as to what, if anything, is needed to effectively and efficiently implement this resolution's recommendations at the Local District level; and, be it finally

Resolved, That the Superintendent will report back to the Board within 60 days on any recommendations related to this resolution, which will be considered by the Board for implementation by October 2018.

49. Ms. García, Dr. Rodriguez, Ms. Gonez - Apologizing for the 1968 LAUSD Board of Education Majority's Traumatic Physical and Psychological Response Towards the Participants of the East Los Angeles Walkouts for Educational Justice (Res-049-17/18) (Noticed May 8, 2018)

Whereas, Schools of knowledge have been in existence since the earliest civilizations;

Whereas, Education is a foundational pillar of our democracy;

Whereas, The Fourteenth Amendment to the U.S. Constitution declares that no state may "deny to any person within its jurisdiction the equal protection of the laws";

Whereas, The California Constitution has guaranteed children in our state a system of free schools since 1879 (California Constitution, Article IX, Section 5.);

Whereas, The Los Angeles Unified School District is a national leader in promising practices for excellence in and out of the classroom in support of children;

Whereas, In March of 1968, more than 15,000 students participated in the East L.A. Blowouts by walking out of class to protest educational negligence and to petition government for redress of their grievances;

Whereas, During this action in 1968, students and community experienced violent and psychological brutality in response to their nonviolent appeals;

Whereas, Good governments revisit their past actions and apologize when necessary. For example, the County of Los Angeles Board of Supervisors in 2012 approved a resolution apologizing for the County's role in the Mexican Repatriation from 1929 through 1944, where more than one million American citizens and legal residents of Mexican ancestry were forced to relocate to Mexico and the government assumed ownership of their property;

Whereas, The Federal Government of the United States has set a precedent for formal apologies in the past, including H.Res.194 (110th), apologizing for the enslavement and racial segregation of African-Americans; an apology to patients of the Tuskegee Study; S.J.Res.19 (103rd), a joint resolution to offer an apology to the Native Hawaiians and acknowledge the 100th anniversary of the January 17, 1893 overthrow of the Kingdom of Hawaii; and the Civil Liberties Act of 1988 for the internment of Japanese Americans during World War II;

Whereas, In 1992, the LAUSD Governing Board of the Los Angeles Unified School District approved a resolution in support of the Civil Liberties Act of 1988; now, therefore be it,

Resolved, That the Governing Board of the Los Angeles Unified School District formally apologizes for the actions of the 1968 Board of Education majority to all students and community partners that experienced physical and psychological harm during the exercise of their constitutional rights demanding educational justice in Los Angeles leading up to and during the week of March 1, 1968;

Resolved further, That until such time that the history of the fight for educational justice in our nation, including the role of the 1968 East Los Angeles Walkouts, is included in District adopted textbooks and accessible to every student in the District, this resolution in its entirety will be transmitted and included as part of the District's annual commemoration and learning activities as stated in the resolution Commemoration of the 50th Anniversary of the 1968 Student Walkouts for Educational Justice (Res 028-17/18);

Resolved further, That a copy of this apology be submitted to the District's archives at the University of California, Los Angeles and be added to the files covering the 1967-1968 academic year; and, be it finally,

Resolved, That a copy of this resolution be transmitted to every public school district, county superintendent and corresponding board chair in California, and to the California State Superintendent of Public Instruction.

Board Member Resolutions for Initial Announcement

50. Ms. Gonez, Mr. Melvoin – Opening Doors to College and Career Opportunities for Our Students (Res-051-17/18) (For Action June 19, 2018)

Whereas, The vision of the Los Angeles Unified School District is to be a progressive global leader in education, providing a dynamic and inspiring learning experience where all students are prepared for post-secondary success and graduate college- and career-ready;

Whereas, Administering a college admissions exam during the school day, at no cost to students, can increase students' access to college, address barriers that hinder students from taking the exam, and reduce testing stress – such as by eliminating financial hardships in paying for the exam, enabling exam administration in a more familiar environment for students, and reducing the need to locate and travel to a testing site on the weekend;

Whereas, There has been a significant increase in recent years in the number of states and school districts that provide free college admissions exams to students during the school day, with more than 250 school districts (e.g. Baltimore City Public Schools, Houston Independent School District, Long Beach Unified School District, New York City Department of Education) administering the SAT district-wide (at no cost to students) in 2016-17 (per College Board);

Whereas, There was a five-fold increase in the number of school districts in California offering the SAT at no cost to students between 2014-15 and 2016-17; and other districts, charter school organizations and offices of education offered the ACT for free in 2016-17 (EdSource, "Growing number of California school districts offer students free college entrance exam," 8/6/2017);

Whereas, In March of 2018, the District piloted an "SAT School Day" in Local District South, with approximately 4,000 students taking the SAT college readiness test at 29 high schools during the school day, with the District and College Board picking up costs;

Whereas, The 2017 administration of a free SAT to all New York City 11th graders during the school day resulted in a 25 percentage point gain in juniors who took the SAT at least once (climbing from 52.8% in 2016 to 77.8% in 2017); and the participation rate gap between racial and ethnic groups was reduced, as reported by the New York City Department of Education;

Whereas, In Michigan, after adopting a policy that required high school juniors to take the ACT, the percentage of students taking a college entrance exam increased from 54% to almost 99%; and a greater number of low-income students attended and completed college (Brookings, "ACT/SAT for all: A cheap, effective way to narrow income gaps in college," 2/8/2018);

Whereas, The resolution, Creating Pathways to Lifelong Success for Our Students (Res-010-17/18), affirmed the District's commitment to ensure our students' success after graduation and called for a feasibility plan to implement administration of the SAT for all 11th grade students and the PSAT for all 8th, 9th, and 10th grade students in the District;

Whereas, The PSAT provides a means for 8th, 9th, and 10th grade students to assess their performance on a rehearsal college admission test; prepare for and familiarize themselves with the types of questions asked on the SAT; and identify academic areas for targeted studying to enhance their performance on the SAT, which supports their ability to apply to and attend their choice of colleges;

Whereas, Career pathways offer additional options for students to pursue their career goals via educational programs developed in partnership with business and industry, which provide students with comprehensive, career-focused skills and experience (e.g. real-world knowledge, technical skills, work experience, exposure to well-paying jobs); and

Whereas, Career and Technical Education (CTE) Pathways can help put students on the path to successful careers in profitable industries, but nationally the proportion of high school students who earn multiple CTE credits has dropped to 1 in 5 students, according to the U.S. Department of Education. Demand in high skilled industries continues to grow, including in health sciences, information technology, telecommunications, engineering/bioengineering, and construction-related fields among others. CTE can help to bridge the divide between job openings and qualified applicants. For instance, in the next five years, the U.S. Department of Education estimates that there will be 68% more infrastructure jobs than there are trained workers to fill them.

Whereas, Providing students with the opportunity to take the PSAT, SAT and/or ACT at school, at no cost, and providing CTE Pathways supports a culture of college and career readiness; sends a clear message to students and families that the District has high expectations for each and every student and their future; and opens doors to college and career opportunities (and post-secondary success) for every student; now, therefore, be it

Resolved, That beginning in the 2018-19 school year, the Los Angeles Unified School District will take the "SAT School Day" pilot to scale and administer the SAT or ACT to all high school juniors during the school day, at no cost to students;

Resolved further, That the Superintendent will pursue philanthropic and/or external funding to support college and career readiness initiatives and minimize any impacts to the District's General Fund;

Resolved further, That the Superintendent will develop a plan and report back to the Governing Board of the Los Angeles Unified School District within 60 days on how to provide the PSAT to all of the District's 8th, 9th, and 10th grade students, as well as how to provide sufficient preparation for all students (especially through free or low-cost resources) and use the results and data from these tests meaningfully to prepare students for post-secondary success; and, be it finally

Resolved, That the Superintendent will develop a plan and report back to the Board within 60 days for expanding access to Career and Technical Education Pathways within secondary schools, so that all students have opportunities and necessary preparation available to them to support their post-secondary success and fill the "skills gap" that exists nationwide, particularly in high-demand fields.

51. Mr. Melvoin, Ms. Gonez – Creating Children's College Savings Accounts to Help Families Save for College (Res-052-17/18) (For Action June 19, 2018)

Whereas, The relationship between education and social mobility is well documented and according to the Brookings Institution, a child born into the lowest socio-economic quintile who does not go on to obtain a college degree has a 45 percent chance of remaining in that quintile, while a child born into the lowest quintile who does earn a college degree has only a 16 percent chance of remaining in that socio-economic bracket and a 19 percent chance of breaking into the top quintile (Pell Institute for the Study of Opportunity in Higher Education and University of Pennsylvania Alliance for Higher Education and Democracy, "Indicators of Higher Education Equity in the United States: 45 Year Trend Report" http://www.pellinstitute.org/downloads/publications-Indicators_of_Higher_Education (2015));

Whereas, Three decades ago, full-time workers with a bachelor's degree made 40 percent more than those with only a high school diploma and last year, according to the Bureau of Labor Statistics, that number reached 83 percent, meanwhile, the share of jobs requiring a post-secondary school degree more than doubled (Bureau of Labor Statistics, U.S. Department of Labor "Earnings and unemployment rates by educational attainment" http://www.bls.gov/emp/ep_chart_001.htm (2014));

Whereas, Over the last half-century, policies that have increased access to higher education, from the GI Bill to student aid, have not only lifted millions out of poverty, but have also boosted productivity, innovation and economic growth. More recently, a number of jurisdictions have launched dedicated Children's College Savings Account (CSA) programs intended to incentivize college or technical/trade school completion rates;

Whereas, CSAs are long-term, asset-building accounts for children that are most commonly used for postsecondary expenses. The accounts are typically seeded with an initial deposit (from public and~~/or~~ private funds), and they grow through a combination of program-provided incentives and contributions from family, friends, and eventually, the children themselves. Currently, there are 54 CSA programs across the United States, including in San Francisco and Oakland;

Whereas, According to the Center for Social Development at Washington University in St. Louis, a low- to moderate-income child with up to $500 designated for school savings is four-times more likely to enroll and nearly five-times more likely to graduate from college than a child with no savings (Elliot, W., Hyun-a Song, Ilsung Nam, "Small-Dollar Children's Savings Accounts, Income, and College Outcomes", Center for Social Development, Washington University in St. Louis, CSD Publication No. 13-06 http://csd.wustl.edu/publications/documents/wp13-06.pdf (2013)) – the residual effects of which far outweigh the associated financial and administrative costs. Equally important, a college savings account sends the message to students and parents alike that post-secondary education is a real possibility;

Whereas, Narrowing the gap in college participation, and increasing financial opportunity and security across income groups, are vital to the continued growth of our County. The rapid growth of CSAs illustrates that even modest asset ownership – something as simple as a savings account – can increase financial security and expand opportunity for the next generation of Angelenos and the adults in their lives. Given this potential, it is incumbent that we explore the feasibility of establishing such a program in Los Angeles; and

Whereas, The resolution Exploring Partnership with City of Los Angeles on College Savings Accounts for LAUSD Students (Res-058-15/16), sponsored by LAUSD Board Members Steve Zimmer, Dr. Ref Rodriguez and Monica Garcia, was passed by the Board on August 23, 2016 and affirmed the District's efforts to explore a partnership with the City of Los Angeles to provide a college savings account for every District student; similarly, Councilman David Ryu sponsored a motion which passed the Los Angeles City Council on June 14, 2016 to take the first steps to exploring the City's role in CSAs. Since that time, the City of Los Angeles, the County of Los Angeles, and LAUSD have worked in partnership to determine the feasibility, funding, and administration of a CSA program for the region's students;

Whereas, The establishment of a CSA program has the potential to benefit thousands of students within Los Angeles Unified School District while generating positive economic and social impacts for the region. Given that potential, it is imperative that we explore the feasibility of establishing such a program in the District in partnership with the City of Los Angeles and the County of Los Angeles; now, therefore be it

Resolved, That the Governing Board of the Los Angeles Unified School District direct the Superintendent to report back in 60 days on the steps necessary to create a Children's College Savings Accounts program for students enrolling in first grade in all public schools within District boundaries in partnership with the City and County of Los Angeles and any other potential partners;

Resolved further, That the direct the Superintendent to report back on the transmittal of information required to establish a Children's College Savings Accounts program for students enrolling in first grade in all public schools within District boundaries, and what policies can be put in place to ensure compliance with all applicable laws; and be it finally

Resolved, That the Board direct the Superintendent to report back on the City's CSA Program Structure, share the previous report from Resolution 058-15/16 (*supra*), and options available for how such a program could be administered, either internally or using outside partner institutions in the financial, philanthropic, and non-profit sectors, and how we can include all public school students within District boundaries.

Resolutions Requested by the Superintendent

52. Appointment of Member to the School Construction Bond Citizens' Oversight Committee (Sup Res 013-17/18)

    Resolved, That the Governing Board of the Los Angeles Unified School District ratifies the nomination of Mr. Douglas Teiger, representing the American Institute of Architects, as Member to the School Construction Bond Citizens' Oversight Committee for a two-year term commencing June 18, 2018 and determines that Mr. Teiger is not an employee, official, vendor, contractor, or consultant of the District.

53. Appointment of Member to the School Construction Bond Citizens' Oversight Committee (Sup Res 014-17/18)

    Resolved, That the Governing Board of the Los Angeles Unified School District ratifies the nomination of Mr. Jeff Fischbach, representing the California Tax Reform Association, as Member to the School Construction Bond Citizens' Oversight Committee for a two-year term commencing immediately and determines that Mr. Fischbach is not an employee, official, vendor, contractor, or consultant of the District.

54. Reappointment and Appointment of Alternate Members to the School Construction Bond Citizens' Oversight Committee (Sup Res 015-17/18)

    Resolved, That the Governing Board of the Los Angeles Unified School District ratifies the reappointment of Ms. Rachel Greene, and the appointment of Mr. Jose Zambrano as an alternate, representing the Los Angeles Tenth District of the California Congress of Parents, Teachers and Students, Inc. (10th District PTSA), as Member to the School Construction Bond Citizens' Oversight Committee for a two-year term commencing June 22, 2018, and determines that Ms. Greene and Mr. Zambrano are not employees, officials, vendors, contractors, or consultants of the District.

Miscellaneous Business

Correspondence and Petitions

55. Report of Correspondence (087-17/18)

Minutes for Board Approval (088 – 17/18)

56. June 13, 2017, Regular Board Meeting, 1:00 p.m.
August 22, 2017, Regular Board Meeting, 1:00 p.m.
February 6, 2018, Special Closed Session, 11:00 a.m.
February 27, 2018, Special Closed Session, 2:00 p.m.
April 2, 2018, Special Closed Session, 8:30 a.m.

Public Hearings

57. Resolution Authorizing the Execution of Deed of Dedication or Conveyance to the City of Los Angeles for the Property Located at Kingsley Elementary School, 5200 W. Virginia Avenue in Los Angeles (089-17/18)

58. Superintendent's 2018-19 Final Budget and Fiscal Stabilization Plan

Los Angeles Unified School District Local Control and Accountability Plan (LCAP)

- - -
Speaker sign-ups for this item will begin at 4 p.m. 76 speakers will be heard.
Each speaker will be allowed a 2 minute presentation.
The LCAP and Budget documents are available for public inspection at the Security Desk.
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Announcements

Public Comment - Speakers 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/06-12-18RegBd

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