

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, September 3, 2019

Roll Call

Pledge of Allegiance

Administration of Oath of Office to Student Board Member

<u>Name</u>	<u>Administered By</u>
Frances Suavillo	Jefferson Crain, Executive Officer of the Board

Board President's Reports

Labor Partners

Superintendent's Reports

First Day of School Highlights

Ensuring Continued Safety in Schools

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".

Public Notice of Bargaining Union Initial Proposals

1. Teamsters Local Union No. 572 (Unit S) Initial Bargaining Proposals for 2019-20 Reopener (UIP-001-19/20)

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 (Items Postponed from June 18 & 25, 2019)

2. 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.
3. Board of Education Report No. 422 – 18/19
Office of the Inspector General
(Fiscal Year 2020 OIG Work Plan) Recommends approval of the Office of the Inspector General’s 2020 work plan describing the audits to be undertaken by the office.
4. Board of Education Report No. 453 – 18/19
Office of the Board Secretariat
(Independent Analysis Unit Semi-Annual Work Plan for Summer-Fall 2019) Recommends approval of the Independent Analysis Unit’s 2019-20 work plan describing studies that will be undertaken and possible topics for future study.

New Business for Action

5. Board of Education Report No. 004 – 19/20
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 \$83.0 million for a fuel management system, case management software for the Office of the Inspector General, Nielsen rating service subscription, “makerspace” professional development, high school science teacher professional development, advisory support to senior leadership, Microsoft license and support, a U. S. Coast Guard approved apprenticeship program, training and certification for psychotherapy for District social workers, and 76,695 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 7 three year contracts for radio system project management for \$1.4 million, a five-year contract for pharmacy benefits management for \$661.6 million, the five-year contract to add to the existing bench of providers of after school programs for no additional funding, a five-year contract for construction equipment rental services for \$2.5 million, a three year contract for chain link fencing for \$759,874, a contract amendment to provide portable toilets and servicing for an additional \$400,000, a five-year contract to lease

locker room buildings for \$125 million, 6 five-year contracts to provide paper supplies and plastic products for student meal programs for \$90 million, 3 five-year contracts to provide groceries for student meal programs for \$130 million, 5 five-year contracts for data center hardware, software and services for \$28 million, a two year contract for software maintenance of library, textbook and resource management systems for \$2.2 million, and a contract amendment for insurance brokerage services and insurance premiums for the Facilities Division's Owner Controlled Insurance Program for \$2.3 million.

Also approves under the delegated authority revenue contracts with the Los Angeles Department of Water and Power for services related to youth careers, the City of Los Angeles for adult workforce development, the plumbing trades apprenticeship programs for educational programs for 500 workers, the finishing trades for educational programs for 485 workers, the elevator industry trades for educational programs for 680 workers, the air conditioning trades for educational programs for 350 workers, the sheet metal trades for educational programs for 520 workers, and the floor covering trades for educational programs for 210 workers. Additionally, approves a revenue contract amendment with the City of Los Angeles for youth work readiness training for an additional \$358,560, a one year revenue contract to provide food services for Synergy Charter Schools students for \$1.3 million, and 7 one year contracts to provide food services at seven charter schools for \$499,000.

6. Board of Education Report No. 003 – 19/20
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 17 advertised construction contracts for approximately \$44.5 million; 5 job order contract awards for \$1.75 million; 8 job order contract amendments for approximately \$14.4 million; 307 change orders for approximately \$3.7 million; the completion of 31 contracts; the award of 126 informal contracts for approximately \$4.3 million; the rejection of 2 bids; 2 assignment and assumption of rights and delegation of duties agreements; the award of 4 architectural and engineering contracts for approximately \$31.2 million; the award of 2 professional and technical services amendments for \$242,000; and extra services and amendments for architectural and engineering contracts for approximately \$3 million. Additionally, awards contracts and amendments not under the delegated authority, as detailed in Attachment B, for a professional and technical services capacity increase for a not-to-exceed amount of \$20 million; an architectural and engineering services capacity increase for a not-to-exceed amount of \$2.5 million; and 1 task order contract for a not-to-exceed amount of \$600,000.

7. Board of Education Report No. 007 – 19/20
Procurement Services Division – Facilities Contracts
(Contract for the Design-Build of Ascot Avenue Elementary School Comprehensive Modernization Project) Recommends authorization for the Chief Procurement Officer to enter into a contract on behalf of the District with Bernards Bros, Inc., which will partner with the architecture firm CO Architects, for the design and construction of the Ascot Avenue Elementary School Comprehensive Modernization Project for \$76,986,000.

8. Board of Education Report No. 008 – 19/20
Procurement Services Division – Facilities Contracts
(Contract for the Design-Build of McKinley Avenue Elementary School Comprehensive Modernization Project) Recommends authorization for the Chief Procurement Officer to enter into a contract on behalf of the District with Kemp Bros. Construction, Inc., which will partner with the architecture firm Gonzalez Goodale Architects, for the design and construction of the McKinley Avenue Elementary School Comprehensive Modernization Project for \$71,450,000.
9. Board of Education Report No. 014 – 19/20
Facilities Services Division
(Amendment to the Facilities Services Division Strategic Executive Plan to Define and Approve 15 Board Member Priority and Local District Priority Projects) Recommends approval of an amendment to the Strategic Execution Plan to define and approve 15 Local District priority and Board Member projects for a combined budget of \$572,372.
10. Board of Education Report No. 015 – 19/20
Facilities Services Division
Division of Special Education
(Amendment to the Facilities Services Division Strategic Execution Plan to Define and Approve Four Accessibility Enhancement Projects) Recommends an amendment to the Strategic Execution Plan to define and approve 4 accessibility enhancement projects at specified schools for a combined budget of \$30,264,7819.
11. Board of Education Report No. 018 – 19/20
Accounting and Disbursements Division
(Report of Cash Disbursements, Request to Reissue Expired Warrants, Reimbursement of the Controller’s Revolving Cash Fund, Donations of Money, Donation of Money to Associated Student Body Funds, and Sponsorship Agreement) Recommends approval of warrants for things such as salary payments for a total value of \$1,377,414,323; the reissuance of 48 expired warrants in the amount of \$33,131.14; reimbursement of the Controller’s Revolving Cash Fund in the amount of \$1,696.02 ; the acceptance of 13 donations to the District totaling \$872,478.49; the acceptance of 1 donation to John H. Francis Polytechnic High School in the amount of \$150,000; and the acceptance of approximately 487,000 backpacks valued at approximately \$1.9 million.
12. Board of Education Report No. 029 – 19/20 **PUBLIC HEARING**
Office of the Chief Financial Officer
(Unaudited Actuals Report for Fiscal Year 2018-19 and Gann Limit Resolution) Recommends approval of submission of the annual statement of all receipts and expenditures of the District for the preceding year to the Los Angeles County Office of Education (LACOE) as required under Ed Code 42100 and adoption of Gann Limit Resolution as required by Ed Code 42132.
13. Board of Education Report No. 012 – 19/20
Human Resources Division
(Routine Personnel Actions) Recommends approval of 27,758 routine personnel actions such as promotions, transfers, leaves, terminations, etc.

14. Board of Education Report No. 028 – 19/20
Human Resources Division
(Nonroutine Personnel Actions) Recommends approval of the rescission of dismissals of two classified employees.
15. Board of Education Report No. 013 – 19/20
Human Resources Division
(Provisional Internship Permits) Recommends approval of the continuing employment of 25 teachers who are employed under the Provisional Internship Permit requirements, allowing the District to continue to staff subject field shortage classrooms.
16. Board of Education Report No. 001 – 19/20
Division of Instruction
(Career Technical Education Incentive Grant) Recommends acceptance of a Career Technical Education Incentive Grant in the amount of \$6,246,211 to strengthen, expand, and sustain Career Technical Education programs.
17. Board of Education Report No. 002 – 19/20
Division of Instruction
(K-12 Strong Workforce Program Pathway Improvement Grant) Recommends acceptance of a California Community Colleges Strong Workforce Program grant in the amount of \$1,833,517 to promote career technical education programs.
18. Board of Education Report No. 023 – 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, 2019 and ending on June 30, 2021.

Board Member Resolutions for Action

19. Mr. Melvoin, Ms. Goldberg – Increasing Fairness and Support for District Schools Sharing Campuses with Charter Schools (Res-054-18/19) (Postponed from June 18, 2019 Regular Board Meeting)

Substitute Resolution

Whereas, The Los Angeles Unified School District supports school leaders and communities seeking to improve learning conditions for all students on co-located school sites; now, therefore, be it

Resolved, That the Los Angeles Unified School District establishes a one-year pilot program for co-located charter and District schools to apply for funding to support projects or programs designed to jointly improve the lives and learning conditions for students in all schools on the campus. Initial funding will include \$2 million from the bond funding currently available for charter school facilities;

Resolved further, That the guidelines for facilities funding through this pilot shall draw upon those utilized for the District's 2016-2017 Proposition 39 Co-location Grant Program and shall be based on a clear set of criteria that promote (1) collaboration, (2) equity, and (3) local flexibility. Guidelines shall be developed with input from stakeholders including labor partners and charter school leaders; and, be it finally

Resolved, That initial funding allocations will be distributed before March 1, 2020. The Superintendent will report back to inform the Governing Board of the Los Angeles Unified School District: 1) by June 1, 2020, outlining these initial allocations and expected student impact, and 2) by December 1, 2020, describing the impact on student experience and providing recommendations for ongoing support of students at co-located schools.

~~Whereas, Each Los Angeles public school student deserves to attend school in a positive, collaborative environment with the resources and supports necessary for academic learning and social-emotional development;~~

~~Whereas, For many years, students in Los Angeles Unified School District schools faced overcrowding and dilapidated facilities, and students in public charter schools faced instability and uncertainty in access to appropriate facilities. Proposition 39, approved by the voters of California in 2000, made it easier for districts to raise money for repairs, upgrades, modernization, and expansion of school facilities by lowering the voter approval threshold for bond funding, and required that all public school facilities "be shared fairly among all public school pupils, including those in charter schools," with each district required to make available "contiguous, furnished, and equipped" facilities (Education Code Section 47614). To meet these requirements, the Los Angeles Unified School District offers space on District school campuses, that may result in "co-located" school sites, meaning school sites on which at least one District school and one charter school are located;~~

~~Whereas, In 2004 and 2005, the District secured passage of two bond measures under the lower threshold for voter approval under Proposition 39, including to upgrade, repair, and construct facilities. In 2008, Los Angeles voters approved Measure Q, which established bond funding to create and maintain a high-quality learning environment for all students. Consistent with previous bond measures, it identifies that the District expects to "provide new seats through the acquisition, purchase, lease, construction, reconstruction, repair, rehabilitation, furnishing, and equipping of facilities for use as charter schools, and to furnish and equip charter-operated facilities" to, among other goals, meet the requirements of Education Code Section 47614, which codified Proposition 39. The District utilizes some portion of this funding to repair, rehabilitate, furnish, and equip—or "make ready"—any classrooms or other space that will be occupied by a charter school;~~

~~Whereas, Consistent with state law, the District charges charter schools using District facilities pursuant to Proposition 39 a pro rata share of the District's facilities costs. In 2018-2019, the District charged \$9.63 per square foot, and will collect on average approximately \$140,000 for each Proposition 39 co-location, depending on the size of the co-location. Such pro rata funding is calculated based on actual prior year District facilities costs. Funding is allocated centrally for various services provided to school sites, including general campus maintenance and operations (e.g., custodial, pest maintenance, utilities), school police, and information technology services, but does not improve or expand support for the co-located District school above and beyond~~

facilities-related costs. Charter schools might also make other payments to the District, including for oversight, depending on their specific use of facilities and whether the District is a charter's authorizer;

Whereas, Despite the District's collection of funds from charter schools to cover various costs, including the Proposition 39 pro rata share, very little of this funding is applied directly to increase the budget of the District school to acknowledge and address the increased administrative and school climate and culture work that inherently accompanies the sharing of a single campus between multiple schools;

Whereas, Through the effort and determination of District and charter school leadership and staff, many co-located schools thrive together, fully utilizing District facilities and collaborating to the benefit of all students who are part of the campus community. But in other circumstances, the relationship between co-located schools is soured by scarcity of overall resources, with District school employees and students feeling the triple pain of: (1) relinquishing space to an incoming or expanding charter school, (2) losing out on facilities renovations being provided to accommodate co-located charter schools, and (3) receiving insufficient funding or services to support the extra workload that accompanies a co-location.

Whereas, Prior actions of the Governing Board of the Los Angeles Unified School District have sought to alleviate some of this tension, and reduce the disruption and contentiousness of co-locations, including the resolution entitled Improving the Policies and Practices Impacting Co-located Public Schools (Res 055-15/16), but many District school students, staff, and leaders continue to feel that they bear the brunt of co-location policies;

Whereas, The District's recent massive capital expansion, paired with declining birth rates and demographic shifts of children out of the District's footprint, including as described in the Independent Analysis Unit's February 13, 2019 report entitled "Long Term Enrollment Decline—Its Rate, Causes, Geographical Extent and Cost," presents an opportunity that has not existed for decades: there is enough space for every public school student. But the District still needs to develop a more comprehensive plan for utilizing this space for the benefit of students. Such a plan might, among other things, accurately predict the movement of students, identify options for increasing stability on school campuses through long term arrangements, ensure the establishment of high quality traditional and choice programs (including dual language or magnet programs) in every region, and identify any District assets that may be best utilized in non-traditional ways to support the District's educational programs, including employee housing;

Whereas, The District's currently available bond funding is limited, and almost entirely allocated to ongoing or anticipated projects as described in the Facilities Services Division Strategic Execution Plan;

Whereas, As the District develops such comprehensive planning and obtains additional bond funding for new projects, it should also take immediate action to ensure that the co-locations are implemented in a manner most conducive to establishing environments for learning for all students, and that minimizes conflicts between employees and students who are sharing space; now, therefore, be it

Resolved, That every Los Angeles Unified School District school sharing a campus with a charter school shall annually receive flexible, general fund dollars in an amount equivalent to the prior year average annual pro-rata share collected from co-located charter schools (referred to hereinafter as the “Annual District School Co-Location Funding”) starting in the 2019-2020 school year. For the purposes of this Annual District School Co-Location Funding:

- A co-located charter school shall only refer to a charter school that utilizes at least 2 teaching stations on a campus that also is the site of a District school;
- If more than one charter school exists on a single school site with a District school, the District school shall receive the designated funding amount for each co-located charter school to acknowledge the increased work and responsibility that accompanies coordination of multiple schools;
- If more than one District school exists on a single school site, each District school shall receive an amount equivalent to designated funding amount;

Resolved further, That the Superintendent shall re-convene the stakeholder group outlined in Improving the Policies and Practices Impacting Co-located Public Schools (Res 055-15/16) to provide recommendations for implementation of the Annual District School Co-Location Funding. Any changes to the: (1) formula for calculating Annual District School Co-Location Funding, (2) definition of co-located charter school for purposes of the Annual District School Co-Location Funding, or (3) adjustments for school sites on which more than one charter school or more than one District school are located, in the policy set forth in the above Resolved based upon such recommendations shall come back for approval by the Governing Board of the Los Angeles Unified School District prior to implementation;

Resolved further, That the Superintendent shall review and report back to the Board within 60 days, on progress to date made in support of the prior Improving the Policies and Practices Impacting Co-located Public Schools (Res 055-15/16) resolution, including on the actions outlined in Superintendent’s Board informative of June 30, 2017;

Resolved further, That the Superintendent shall direct the re-convened stakeholder group to, in addition to providing recommendations on Annual District School Co-Location Funding, provide within 180 days updated recommendations regarding the following issues outlined in Improving the Policies and Practices Impacting Co-located Public Schools (Res 055-15/16) to:

- Identify potential improvements to existing practices with a focus on ensuring a transparent and fair means of community engagement and communication around space, room offers, and dialogue between District schools and charter schools;
- Increase the number of mutually agreed upon alternative agreements as allowed by law, including the potential use of multi-year occupancies, by encouraging negotiations between District and charter leaders;
- Identify opportunities to provide additional resources directly to all schools on a co-located site;
- Identify potential improvements to existing practices involving scoping visits at traditional District sites with a focus on ensuring clear and inclusive processes before offers are made; and
- Create a use friendly manual for principals at co-located sites; and, be it finally

~~Resolved, That the Superintendent shall review and report back to the Board within 60 days, regarding:~~

- ~~• The feasibility of an amendment to the Facilities Services Division Strategic Execution Plan to allocate funding within existing bond dollars to ensure that, when dollars are spent at a new or expanding co-located charter school(s), equitable funding is also directed to the co-located District school(s);~~
- ~~• The feasibility of implementing a policy whereby, when dollars spent for a new or expanding co-located charter school(s) on technology, District bond funds currently available for technology improvements or enhancements, including the 1:1 technology program, are prioritized to be spent at the co-located District school to ensure parity with the technology available to students at each school across the campus; and~~
- ~~• The possibility and prospects for new funding for facilities improvements at District schools sharing a school site with co-located charter schools.~~

20. Ms. Gonez - Expanding the Electorate to Raise the Voices of All Parents in the Los Angeles Unified School District (Res 001- 19/20) (Noticed July 2, 2019)

Whereas, The Los Angeles Unified School District represents an incredibly diverse population of students and families, including 92 languages spoken and over 130 different nationalities;

Whereas, The We Are One LA Unified campaign was created to affirm that our schools are safe and welcoming places for immigrant students and families and to provide information and resources to help ensure their success, including particular supports for undocumented students and students from mixed-status families;

Whereas, ~~An estimated 12% of California's school aged children have an undocumented parent, Education is a constitutional right for all students, regardless of their family's immigration status (Plyler v. Doe, 1984), and approximately 42 percent of children living in Southern California have at least one immigrant non-citizen parent (Urban Institute of Children of Immigrants, 2017);~~

~~Whereas, and the The~~ Governing Board of Education of the Los Angeles Unified School District has repeatedly affirmed its support for our immigrant students and families and the assets they bring to our schools, including through Demanding Action on DREAMs Deferred: Finding a Permanent Resolution for Undocumented Youth and Temporary Protected Status Beneficiaries (Res-029-18/19), Putting Kids First Means Keeping Families Together (Res-001- 18/19), Declaring March as Immigrant Student, Family, and District Staff Month (Res-025-17/18), and Reaffirmation of Los Angeles Unified School District Schools as Safe Zones for Families Threatened by Immigration Enforcement (Res-093-16/17);

~~Whereas, All 99 Los Angeles Neighborhood Councils, which serve as the grassroots level of the City's government, allow all non-citizens to participate in their elections administered through EmpowerLA;~~

Whereas, Members of the Board of Education are democratically elected to represent all the students, families, and communities within their respective geographic Board districts;

Whereas, Studies show that engaged and involved parents can have a significant impact on a student's ability to succeed in school, including improved academic skills, attendance, graduation rates and college readiness;

Whereas, In 2016, voters in San Francisco Unified School District passed a measure to ensure parental voting rights for their Board of Education regardless of immigration status; and

Whereas, Parents, regardless of citizenship status, are recognized by the District as critical partners in their children's education and work in partnership through standing committees at the school, Local District, and Central levels, including involvement in the process to create the District's Local Control and Accountability Plan; now, therefore, be it

Resolved, That the Governing Board of the Los Angeles Unified School District affirms that all parents in Los Angeles have an equal stake in the important decisions made by this governing body and in the selection of their respective representative on the Board;

Resolved further, That the Board directs the Superintendent and the Office of General Counsel to conduct relevant research ~~and present on~~ a proposal for a potential future ballot measure ~~to be placed on the ballot in the upcoming 2020 elections~~ to extend voting rights to all parents, grandparents, legal guardians, or caregivers of a child residing within the boundaries of Los Angeles Unified School District to vote in elections for the Governing Board of the Los Angeles Unified School District;

Resolved further, That the Superintendent organize a study group to inform the development of this proposal that includes parents, immigrant advocacy organizations, civic engagement organizations, the Registrar's Office, the Office of the City Clerk, labor partners and key District staff;

Resolved further, The study group examine the issues related to the implementation of such a proposal, including the registration process for non-citizen voters, potential impacts on non-citizen voters and the naturalization process, outreach and recruitment efforts, as well as other issues drawing from the acquired knowledge of efforts in other municipalities to expand voting rights to non-citizens;

Resolved further, That the proposal include strategies for assuring the confidentiality of the right to vote and assuaging fears of retaliation due to immigration status; and, be it finally

Resolved, That the Superintendent shall present this research and ~~proposed ballot language~~ the study group's proposal to the Board at a public meeting within ~~60~~ 180 days.

21. Ms. Gonez – Access and Opportunity for All: Analyzing Enrollment Patterns to Support School Integration Efforts (Res 002-19/20) (Noticed July 2, 2019)

Whereas, Los Angeles is starkly segregated by race, wealth and access to resources;

Whereas, The schools of Los Angeles Unified School District typically reflect this segregation in enrollment patterns, concentration of need, and student outcomes;

Whereas, The District is committed to advancing equity and opportunity for all students;

Whereas, In addition to neighborhood schools, the District offers a variety of options within these schools, such as magnet programs, dual language programs, International Baccalaureate programs, Schools for Advanced Studies, intra-district permits, and more;

Whereas, The District has embarked on a multi-year enrollment initiative to simplify and improve access to information about all District schools and the programs they offer, as well as to create a more accessible application process for families; and

Whereas, An improved and integrated enrollment system that includes all District schools has the potential to empower families to make informed decisions about program selection and increase equitable access to high quality schools; now, therefore, be it

Resolved, That the Governing Board of the Los Angeles Unified School District commits to ensuring that all students have equitable access to high-quality educational programs, including District choice programs; and that particular focus be given to students who have been historically underserved, including low-income students, students of color, students with disabilities, homeless youth, foster youth, and all typologies of English learners (including Standard English Learners, newly arrived English Learners, Dual Language Learners, long term English Learners, and dually classified students);

Resolved further, That the District compile enrollment data annually and make it available through the Open Data Portal, to the extent permissible under federal and state laws governing privacy and confidentiality of student information, including:

- ~~Number and percentage of the disaggregated Targeted Student Population, students with disabilities, and homeless student population attending schools in the top two performance bands on the School Performance Framework, disaggregated by zip code and Board District;~~
- Number and percentage of the disaggregated Targeted Student Population, students with disabilities, and homeless student population attending schools for each performance level as determined by the California Dashboard for both English Language Arts and Mathematics academic indicators, disaggregated by zip code and Board District;
- Incoming student academic data, such as CAASPP and DIBELS, disaggregated at each school level, including a comparison of the data for students in resident area programs and students in choice programs located on the same school site;
- Number and percentage of students who apply to each district choice program, disaggregated by previously attended school, zip code, race, ethnicity, gender, language classification and English learner typology, English Language Arts and Math performance levels on the California Assessment of Student Performance and Progress (CAASPP), special education program, income status, and including school and program level data;
- Number and percentage of students who receive a seat offer to each District choice program, disaggregated by previously attended school, zip code, race, ethnicity, gender, language classification and English learner typology, English Language Arts and Math performance levels on the CAASPP, special education program, income status and including school and program level data;

Resolved further, That the Superintendent is directed to work with staff and/or convene a research collaborative to analyze the following elements and report back to the Board by June 2020 with findings and a plan to ensure greater equity in enrollment in both neighborhood schools and schools or programs of choice for students in all parts of the District:

- Enrollment metrics as identified above;
- Enrollment patterns at both neighborhood schools and schools or programs of choice to identify schools with disproportionate concentration of needs, as evidenced by factors such as mid-year enrollments, number and percent of EL students disaggregated by typology and language instructional program, students with disabilities (disaggregated by ~~severity of need~~ program type and curriculum), incoming student performance levels in English Language Arts and Math on the CAASPP (including alternate assessments), and economically disadvantaged, foster and homeless youth;
- District policies that may contribute to these enrollment patterns, ~~such as the process for assigning severe special education programs to schools,~~ including the distribution of specialized programs, such as special education programs serving students with moderate to severe disabilities, the process for creating new choice programs, and the magnet point system;
- Recommendations for reducing segregation at both neighborhood schools and schools or programs of choice, including target goals, measures to track progress, and timelines; and, be it finally

Resolved, That the Superintendent and Board will review and discuss data and steps being taken to improve equitable enrollment at least annually at a public Board or Board committee meeting.

22. Mr. Schmerelson – Protecting our Students and School Communities by Addressing Emergency and Lockdown Drill Policies (Res-006-19/20) (**Waiver of Board Rule 72**)

Whereas, Existing State law requires public and charter schools to develop comprehensive school safety plans that address procedures for preparing for and responding to natural disasters, such as fires and earthquakes, and criminal activities, including active shooter incidents;

Whereas, School safety continues to be one of Los Angeles Unified School District’s highest priorities;

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

Whereas, Active shooter incidents at schools in California and around the country have occurred with disturbing and unacceptable regularity;

Whereas, Federal data indicates that there were seven active shooter incidents at schools in California between 2000 and 2017, and that schools have been the second most common location for all active shooter incidents in California;

Whereas, Violence from active shooters is rapidly increasing at epidemic proportions, and although much attention has been focused on gun control, mandated regulation and legislation for school safety and at-risk individuals for violence has been largely overlooked;

Whereas, It is important that schools and their students be prepared to respond to natural and man-made disasters of all kinds, including active shooter incidents, and lockdown drills that include Rapid Relocation of all students and staff are an important tool for preparing for such incidents;

Whereas, The last “Emergency Drills and Procedures” Reference Guide was updated in August 2018;

Whereas, Administrators must be thoroughly familiar with the information contained in the Reference Guide and in the Safe School Plan-Emergency Procedures and make sure that drills and procedures are conducted in compliance with pertinent laws;

Whereas, Schools must currently conduct one lockdown drill each semester, however there is no audit component or accountability and a rapid relocation plan is missing; now, therefore, be it

Resolved, That the Governing Board of the Los Angeles Unified School District directs the Superintendent and District staff to include in its 2020-2021 school safety plan, and in the school safety plans for every year thereafter, a minimum of 2 lockdown drills per year, to commence no later than one month into the beginning of each semester and that each plan includes provisions for students with disabilities, after school programs, and a Rapid Relocation plan to move students to a designated off-campus location when staying on campus is unsafe;

Resolved further, That the Board directs the Superintendent and staff to update the “Emergency Drills and Procedures” REF-5803.4 reference guide and increase efforts to inform parents of emergency response procedures and available resources in the event of an emergency; and, be it finally

Resolved, That the Board and the Superintendent will continue to work with the Office of Government Relations, local law enforcement agencies and non-profit organizations to support state and federally mandated school safety legislation to establish regulated lockdown procedures, secondary alert systems, and increased mental health training for all school employees to recognize individuals who are at risk for committing acts of school violence.

23. Mr. Schmerelson, Dr. McKenna, Ms. Goldberg - Suicide Prevention and Awareness Month (Res-007-19/20) (**Waiver of Board Rule 72**)

Whereas, Suicide is a serious public health problem that takes an enormous toll on families, students, employees, and communities;

Whereas, In 2017, the Centers for Disease Control and Prevention’s Youth Risk Behavior Surveillance System (YRBSS) indicated that a large number of Los Angeles Unified School District youth reported that they considered attempting suicide (25 percent of middle school and over 13 percent of high school students) and attempted suicide (10 percent of middle school and 8 percent of high school students);

Whereas, According to the Centers for Disease Control and Prevention, suicide is the second leading cause of death for youth ages 10-24.

Whereas, In September 2016, Governor Jerry Brown signed Assembly Bill (AB) 2246, now California Education Code 215, that took effect in 2017-18, setting a requirement for all Local Educational Agencies (LEA), including county offices of education, school districts, state special schools and charter schools that serve pupils in grades 7 to 12 to adopt a policy on pupil suicide prevention that specially addresses the needs of high-risk students;

Whereas, In July 2017, Michelle King, Superintendent of Schools, approved the implementation of the annual online Suicide Prevention and Awareness Training for all District staff;

Whereas, Ninety percent of deaths by suicide can be attributed to mental illness, mental illness is treatable, and youth suicide is a preventable public health problem;

Whereas, Factors such as discrimination, adverse childhood experiences, stigma, familial and community rejection, mental illness, and other factors that compromise life functioning may result in elevated suicide risk, particularly for vulnerable student populations;

Whereas, Children and teens spend a significant amount of their young lives in school and the personnel who interact with them daily are in a prime position to recognize the warning signs of suicide and make the appropriate referrals for help;

Whereas, Suicide prevention involves the collective efforts of families and caregivers, the school community, mental health practitioners, local community organizations, and related professionals to reduce the incidence of suicide through education, awareness, and services;

Whereas, School personnel are instrumental in helping students and their families by identifying students at-risk and linking them to school and community mental health resources;

Whereas, Suicide prevention involves school-wide activities and programs that enhance connectedness, contribute to a safe and nurturing environment, and strengthen protective factors that reduce risk for students;

Whereas, National Suicide Prevention Week will be observed from September 8- 4, 2019, to help call public attention to the increasing incidence of suicide and to inform about suicide prevention and warning signs of suicide; now, therefore, be it

Resolved, That the Governing Board of the Los Angeles Unified School District hereby declares September Suicide Prevention Awareness Month in the Los Angeles Unified School District; and, be it finally

Resolved, That by the adoption of this resolution, the Board encourages all students, faculty, administrators, and parents to promote a climate of positive behavior support and intervention; monitor students' emotional state and well-being; and make referrals for crisis support and mental health, as needed.

24. Ms. García - Celebrating Latino Heritage Month (Res-012-19/20) (**Waiver of Board Rule 72**)

Whereas, The United States Congress approved Public Law 90-498 in 1968 to designate the week of September 15th as "National Hispanic Heritage Week";

Whereas, President Obama previously declared that Latinos "have helped shape our communities and expand our country, from laboratories and industry to board rooms and classrooms";

Whereas, The week-long observance was expanded in 1988 by Congress to a month-long celebration (Sept. 15 - Oct. 15), effective the following year;

Whereas, Understanding Latino history and culture is an important part of celebrating Latino Heritage Month;

Whereas, Many Latinos trace their roots to Indigenous, African or European ancestry, as well as to Mexico, Central America, South America and the Caribbean;

Whereas, The September-October period covers a wide range of Independence Days for the Latin American countries of Central America, South America, the Caribbean and Mexico;

Whereas, Latino Heritage Month is a time when Latinos honor their spirit of self-determination, dignity, and respect for cultural heritage;

Whereas, Latino Heritage Month celebrates the history and culture of the nation's Latinos and acknowledges their influence on politics, the economy, and their social and cultural life throughout the United States;

Whereas, Those persons who have come from Latin American countries have long added a special quality and enrichment to the cultural heritage and institutions of the United States, the State of California, the City of Los Angeles and the Los Angeles Unified School District; and

Whereas, More than 70 percent of the District's elementary and secondary students are Latino; now, therefore, be it

Resolved, That the Governing Board of the Los Angeles Unified School District supports the National Museum of the American Latino Act which would create a museum on the National Mall in Washington D.C. among the other landmark Smithsonian Institutions, to highlight the history, contributions and successes of the Latino community;

Resolved further, That the Board hereby promotes September 15th through October 15th as Latino Heritage Month; and, be it finally

Resolved, That by adoption of this resolution, the Board hereby encourages all students, faculty, administrators, and parents, to remember and celebrate the contributions that Latinos have made to California and the United States.

Board Member Resolutions for Initial Announcement

25. Mr. Schmerelson, Dr. McKenna, Dr. Vladovic - October as National Principals' Month (Res-008-19/20) (For Action October 1, 2019)

Whereas, In acknowledgement of October as National Principals' Month, the Los Angeles Unified School District recognizes all of the principals who serve the students of the District and the organizations that support them, specifically the Association of California School Administrators (ACSA) Region 16 and the Associated Administrators of Los Angeles (AALA);

Whereas, We commend the work of our exceptional site leaders and their day-to-day efforts to ensure that our students have the greatest opportunities, most effective educators and strongest, safest learning environments;

Whereas, As we celebrate National Principals' Month this October, we want to thank our principals for being at the forefront of educational equity and improving student achievement for all students, especially our most vulnerable students;

Whereas, We want to thank ACSA Region 16 for lifting our administrators' voices, skills and passion to advocate for our students. We appreciate ACSA Region 16's commitment and dedication in the development and support of inspired educational leaders who meet the diverse needs of all our students; and

Whereas, We acknowledge our partnership with AALA and thank them for their work with us to ensure that we have the most effective leaders and highest quality of leadership at our school sites. We want to extend our heartfelt thanks for your continued advocacy to ensure our principals' have the support and guidance that they need to be successful; now, therefore, be it

Resolved, That the Governing Board of the Los Angeles Unified School District hereby proclaims the month of October as National Principals' Month, but every day of every month we recognize, commend and appreciate our principals for being the heart, soul and backbone of our District family.

26. Mr. Schmerelson, Ms. Goldberg, Dr. McKenna – Transitioning Los Angeles Unified School District to 100% Clean, Renewable Energy Resulting in Healthier Students and a More Sustainable, Equitable Community (Res-009-19/20) (For Action October 1, 2019)

Whereas, The Intergovernmental Panel on Climate Change (IPCC Report) of 2018, the Fourth National Climate Assessment (NCA4), climate scientists from around the world, and the City of Los Angeles have all declared a climate crisis requiring a significant reduction of greenhouse gas emissions (GHG) from the burning of fossil fuels by 2030, and net zero carbon by 2050, in order to mitigate the most catastrophic consequences of global warming and climate change;

Whereas, K-12 schools in the U.S. have an important part in reducing carbon pollution from buildings, given that they are major energy consumers, using as much energy as 43 percent of all office space nationwide;

Whereas, We acknowledge Los Angeles Unified School District schools contribute to climate change from on-site sources, primarily from burning fossil fuels used for electricity, heating, ventilation, air conditioning (HVAC), cooking, and transportation;

Whereas, Schools, school districts, cities, and states around the country are making commitments to run on 100 percent clean, renewable energy to improve public health and to help tackle climate change;

Whereas, Reductions in emissions from dirty energy sources result in tangible improvements in student health and performance, particularly among the youngest and most vulnerable;

Whereas, According to the U.S. Environmental Protection Agency (EPA), energy related expenses fall second only to personnel as the largest expenditure in school district budgets, and resources that will be saved on energy costs can be redirected into classrooms and student learning;

Whereas, The District is dedicated to supporting programs and strategies to make schools climate-safe, such as energy-efficient living laboratories that teach children to understand STEM concepts through clean, renewable energy applications;

Whereas, The District is committed to principles of equity, justice, and inclusion, and transitioning to 100 percent clean, renewable energy can help advance these goals by a) saving money that can be invested in under resourced schools, b) helping to address climate change, which disproportionately impacts low income communities and communities of color, and c) creating STEM learning opportunities;

Whereas, A 100% Clean Energy School District is one in which the amount of clean energy brought into, or generated by, a school or district equals or exceeds 100 percent of the annual energy consumed within that school or district;

Whereas, Clean energy includes energy derived from wind, solar, geothermal, and wave technology, sources that have significant associated public health benefits that can address pressing environmental justice challenges in underserved communities locally and nationally. Clean energy specifically excludes energy derived from fossil fuels, nuclear, incineration of municipal and medical waste, and large-scale future hydroelectric developments;

Whereas, The Los Angeles Department of Water and Power (LADWP), under the direction of the Los Angeles City Council and the Mayor, is aggressively pursuing a 100 percent clean, renewable energy portfolio by 2045. A significant factor in reaching a 100 percent clean, renewable energy portfolio will be achieved through increasing in-basin solar generation, providing the District with the opportunity to both secure and receive compensation for onsite renewable energy generation;

Whereas, The City of Los Angeles has already begun this transition with the decision to phase out natural gas operations at three power plants and invest nearly \$1 billion in renewable energy over the next 5 years;

Whereas, The City of Los Angeles has committed to a Green New Deal (Sustainable City pLAN 2019) in which all new buildings will be net zero carbon by 2030, and 100 percent of all buildings will be net zero carbon by 2050; and

Whereas, In 2008 the District began a solar installation program ultimately yielding 21 megawatts of energy annually through solar installations at 59 campuses and 5 administrative sites, making up approximately 5 percent of their total power load. As of 2016, the District was receiving \$6 million in annual savings from these existing solar installations and has the potential to increase this significantly given the large amount of rooftop and parking lot space available for solar energy generation; now, therefore, be it

Resolved, That the Governing Board of the Los Angeles Unified School District hereby establishes the goal of achieving 100 percent clean electricity by 2030 (from clean, renewable sources such as wind and solar), and phasing out its use of fossil fuels entirely, including natural gas, by 2040;

Resolved further, That the Board calls for the District to commit to transition to 100 percent clean energy in the form of wind and solar, and energy efficiency measures within the electricity sector by 2030, and all energy use sectors including heating, ventilation, air conditioning (HVAC), cooking, and transportation by 2040;

Resolved further, That the District appoint a task force, led by the Facilities Services Division, to develop and oversee an implementation plan, no later than November 1, 2019, to meet this clean energy goal. The task force should be selected through a transparent and inclusive process and should be made up of representatives, including but not limited to, the Facilities Services Division, LADWP Power Systems group, Southern California Edison (SCE), the Los Angeles County Chief Sustainability Office, teachers, staff, and parents;

Resolved further, That the District's 100 percent clean energy implementation plan shall include options for achieving 100 percent clean energy by 2030, including but not limited to, a mix of procurement and investments in onsite generation and storage, along with an associated cost-benefit analysis of each option. The plan shall include an overview of various financing options aimed at minimizing upfront cost and maximizing long term benefit to the District, including but not limited to LADWP's Feed-In-Tariff program (FIT), Power Purchase Agreements (PPA), and Community Choice Aggregation (CCA). The plan shall also include measures that enhance equity, (e.g. prioritizing infrastructure investments and employment opportunities in frontline and underserved communities), in our school district, and provide student learning opportunities in STEM and sustainability;

Resolved further, That the task force report back to the Board with progress updates once every 3 months along with the completed implementation plan to the Board for adoption no later than November 1, 2020; and, be it finally

Resolved, That the Board calls on city, state, and federal officials and agencies to work alongside the District in taking swift, effective action on climate change to protect current and future students, their families, and the communities in which they live.

27. Mr. Melvoin - California Clean Air Day: Protecting the Planet and the Health and Safety of Los Angeles Unified School District Students (Res-010-19/20) (For Action October 1, 2019)

Whereas, The Los Angeles Unified School District, including its Office of Environmental Health and Safety (OEHS), is committed to the health and welfare of students, staff, and communities and is committed to improving the environment;

Whereas, According to the American Lung Association, Los Angeles ranks among the 10 cities in the country with the worst air pollution;

Whereas, Vehicle idling contributes significantly to air pollution, increase incidences of cancer and heart and lung disease, and adversely affects the health of young children whose lungs are still developing;

Whereas, The University of Southern California Children's Health Study finds that days with higher air pollution levels increase short term respiratory infections and specifically affect younger children disproportionately, leading to more school absences; and

Whereas, Education about air quality raises community awareness and improves community health and to promote public awareness and engagement, agencies across the state acknowledge, recognize, and participate in California Clean Air Day; now, therefore, be it

Resolved, That Los Angeles Unified School District will recognize and participate in California Clean Air Day annually on the first Wednesday of October, promoting clean air for Angelenos and Californians;

Resolved further, That the District shall provide school leaders with information on age-appropriate Clean Air Day activities to reduce pollution, using materials to promote such activities to students and families. Examples of activities include:

- Walking/biking to school
- Carpooling to and from school
- Planting a garden or a tree;

Resolved further, That all schools within the District, as appropriate, shall evaluate and designate “idle-free zones”; and, be it finally

Resolved, That the Superintendent and OEHS shall explore the feasibility of leveraging partnerships to provide air quality monitoring devices with the goal of installing such devices at all elementary schools in the District by 2022.

28. Ms. Goldberg – Ensuring Support for Students at All Los Angeles Unified School District Schools (Res-011-19/20) (For Action October 1, 2019)

Whereas, The value of a public school cannot be quantified in a single, summative rating, which can shame, penalize, or stigmatize schools, education professionals, students, and entire communities;

Whereas, School ratings promote unhealthy competition between schools, exacerbate community antagonisms by producing artificial “winners” and “losers”, and penalize schools that serve socio-economically disadvantaged student populations;

Whereas, It is well-understood that the academic achievement gap continues to be perpetuated by socio-economic and socio-emotional factors;

Whereas, School ranking systems that prioritize student performance on standardized tests fail to adequately take into account socio-economic and socio-emotional factors that influence school needs and are reflected in the academic achievement levels of students;

Whereas, Research indicates that online school performance ratings exacerbate economic and social segregation in the United States, accelerating divergences in housing values, income distributions, education levels, and the racial and ethnic composition of communities;

Whereas, On April 3, 2018, the Governing Board of the Los Angeles Unified School District adopted Achieving Excellence for All: Establishing a Framework for Continuous Improvement (Res-036-17/18), which called for the development of a School Performance Framework (SPF) that would enable the District “to identify and track the overall performance of each school annually” and “evaluate all schools with a uniform set of measures”;

Whereas, The proposed SPF presented to the Board on November 13, 2018, heavily relies on Value-Added “Growth” modeling, a technique subject to variability and error, which is therefore inappropriate for high-stakes evaluations resulting in rankings, categorization, or absolute comparisons;

Whereas, The proposed SPF seeks to distill the natural and inherent complexity of a school community into a single, summative rating;

Whereas, Identifying schools and students meeting or not meeting proficiency level benchmarks to inform the provision of support and resources is a task already conducted by District administrators, principals, and teachers on an almost daily basis; and

Whereas, Rather than having to implement a school ranking system, the Superintendent and Local District Superintendents should be permitted to focus on addressing the academic achievement gap experienced by students from socioeconomically disadvantaged communities lacking financial, political, and social capital; now, therefore, be it

Resolved, That the Los Angeles Unified School District suspend implementation of the SPF and any launching or utilization of the SPF—including any use of stars, scores, or any other rating system—in or on any District platforms until a more in-depth analysis of the SPF’s metrics is conducted by the members of the Governing Board of the Los Angeles Unified School District and/or an ad-hoc committee to understand the implications and impact of the SPF on District schools and their residing neighborhoods;

Resolved further, That the District further the goal of giving students, parents, school employees, and the general public more information about District schools by including important and wide-ranging types of data from the California Department of Education’s California School Dashboard on its website in an accessible fashion;

Resolved further, That the District will provide parents with a guide and workshops on how to utilize the California School Dashboard;

Resolved further, That the District collaborate with the California Department of Education to improve the California School Dashboard based on school community and parent feedback;

Resolved further, That Local District personnel work closely with the administrators and teachers of schools with large numbers of students experiencing difficulties meeting or exceeding state standards to help increase the number of students meeting and exceeding state standards at these schools;

Resolved further, The funds designated to implement the SPF be equitably distributed according to need between: (i) Local Area Districts tasked with identifying schools that serve high concentrations of high-needs students experiencing difficulty performing academically; and (ii) supports that can be provided to increase academic performance among those students; and, be it finally

Resolved, That the schools, both District and charter, that have similar locations, grade-level spans and socioeconomic status, convene each spring to reciprocally share “best practices,” in a collaborative all-schools meeting facilitated by Local Area Districts dedicated to encouraging cross-school communication that stimulates successful innovation and learning for all our students.

Resolutions Requested by the Superintendent

29. Appointment of Member to the School Construction Bond Citizens’ Oversight Committee (Bartley) (Sup Res 001-19/20)

Resolved, That the Governing Board of the Los Angeles Unified School District ratifies the appointment of Ms. Tracy Bartley, representing the 31st District PTSA, as Member to the School Construction Bond Citizens’ Oversight Committee for a two-year term commencing immediately and determines that Ms. Bartley is not an employee, official, vendor, contractor, or consultant of the District.

30. Reappointment of Member to the School Construction Bond Citizens’ Oversight Committee (Sobalvarro) (Sup Res 002-19/20)

Resolved, That the Governing Board of the Los Angeles Unified School District ratifies the reappointment of Ms. Dolores Sobalvarro, representing the AARP CA, as Member to the School Construction Bond Citizens’ Oversight Committee for a two-year term commencing September 13, 2019 and determines that Ms. Sobalvarro is not employee, official, vendor, contractor, or consultant of the District.

31. Appointment of Member to School Construction Bond Citizens’ Oversight Committee (Freeland) (Sup Res 003-19/20)

Resolved, That the Governing Board of the Los Angeles Unified School District ratifies the nomination of Ms. Melanie Freeland, representing the American Institute of Architects, as Member to the School Construction Bond Citizens’ Oversight Committee for a two-year term commencing immediately and determines that Ms. Freeland is not an employee, official, vendor, contractor, or consultant of the District.

32. Appointment of Member to the School Construction Bond Citizens' Oversight Committee (Fuentes) (Sup Res 004-19/20)

Resolved, That the Governing Board of the Los Angeles Unified School District ratifies the appointment of Ms. Margaret Fuentes, LAUSD parent representative of a child enrolled in the District (Section 3.1.4 of MOU), as member to the School Construction Bond Citizens' Oversight Committee, for a two-year term commencing immediately, and determines that Ms. Fuentes is not an employee, official, vendor, contractor, or consultant of the District.

Miscellaneous Business

Correspondence and Petitions

33. Report of Correspondence including Williams Settlement Uniform Complaint Quarterly Report Summary (ROC-001-19/20) **PUBLIC HEARING**

Minutes for Board Approval (Min-001-19/20)

34. June 12, 2018, Regular Board Meeting, 1:00 p.m.
June 19, 2018, Regular Board Meeting, 4:00 p.m.
August 21, 2018, Regular Board Meeting, 1:00 p.m.
September 11, 2018, Regular Board Meeting, 1:00 p.m.
July 2, 2019, Annual Board Meeting, 10:00 a.m.

Announcements

35. Motion to Adopt 2019-20 Committees Schedule (002-19/20) (Attached)
36. Public Notice of Planned Adoption of Amended 2019-20 Local Control and Accountability Plan (Rep-034-19/20) (For Action September 24, 2019)

Public Hearings

37. Charter Petitions for Public Hearing (003-19/20) **PUBLIC HEARING**

Academia Avance

Consideration of the level of support for a start-up independent charter renewal petition requesting a 5-year term to serve up to 350 students in grades 6-12 with proposed locations of 161 S. Avenue 49 (grades 6-8) and 115 N. Avenue 53 (grades 9-12) in Los Angeles.

Alliance Tennenbaum Family Technology High

Consideration of the level of support for a start-up independent charter renewal petition requesting a 5-year term to serve up to 425 students in grades 9-12 with a proposed location of 2050 N. San Fernando Rd. in Los Angeles.

Aspire Firestone Academy Charter

Consideration of the level of support for a start-up independent charter renewal petition requesting a 5-year term to serve up to 405 students in grades TK-5 with a proposed location of 8929 Kauffman Ave. in South Gate.

Aspire Gateway Academy Charter

Consideration of the level of support for a start-up independent charter renewal petition requesting a 5-year term to serve up to 408 students in grades TK-5 with a proposed location of 8929 Kauffman Ave. in South Gate.

Aspire Pacific Academy

Consideration of the level of support for a start-up independent charter renewal petition requesting a 5-year term to serve up to 600 students in grades 6-12 with a proposed location of 2525 E 58th St. in Huntington Park.

Camino Nuevo Charter Academy

Consideration of the level of support for a start-up independent charter renewal petition requesting a 5-year term to serve up to 555 students in grades TK-8 with proposed locations of 697 S. Burlington Ave. (grades K-8) and 653 S. Burlington Ave. (grades 4-8) in Los Angeles.

Camino Nuevo Charter Academy 2

Consideration of the level of support for a start-up independent charter renewal petition requesting a 5-year term to serve up to 696 students in grades TK-8 with a proposed location of 3400 W. 3rd St. in Los Angeles.

Camino Nuevo Elementary School 3

Consideration of the level of support for a start-up independent charter renewal petition requesting a 5-year term to serve up to 889 students in grades TK-8 with proposed locations of 1723 W. Cordova St. (grades K-8) and 2755 W. 15th St. (grades 6-8) in Los Angeles.

Collegiate Charter High School of Los Angeles

Consideration of the level of support for a start-up independent charter renewal petition requesting a 5-year term to serve up to 528 students in grades 9-12 with a proposed location of 312 N. Record Ave. in Los Angeles.

Invictus Leadership Academy

Consideration of the level of support for a new start-up independent charter petition requesting a 5-year term to serve up to 586 students in grades TK-8 with a proposed location in the Watts area of Los Angeles.

KIPP Comienza Community Prep

Consideration of the level of support for a start-up independent charter renewal petition requesting a 5-year term to serve up to 995 students in grades TK-8 with proposed locations of 7300 Roseberry Ave. (grades TK-4) and 6410 Rita Avenue (grades 5-8) in Huntington Park.

KIPP Empower Academy

Consideration of the level of support for a start-up independent charter renewal petition requesting a 5-year term to serve up to 578 students in grades TK-4 with a proposed location of 8466 S. Figueroa St. in Los Angeles.

KIPP Ignite Academy

Consideration of the level of support for a start-up independent charter renewal petition requesting a 5-year term to serve up to 550 students in grades TK-4 with a proposed location of 9110 S. Central Ave. in Los Angeles.

KIPP Promesa Prep

Consideration of the level of support for a start-up independent charter renewal petition requesting a 5-year term to serve up to 550 students in grades TK-4 with proposed locations of 207 South Dacotah St. and 5156 Whittier Blvd., in Los Angeles.

Larchmont Charter

Consideration of the level of support for a start-up independent charter renewal petition requesting a 5-year term to serve up to 1841 students in grades TK-12 with proposed locations of 1265 N. Fairfax Ave. in West Hollywood (grades TK-12), 815 N. El Centro Ave. (grades TK-3), 6611 Selma Ave. (grades 4-8) and 2801 W. 6th St. (grades 6-11) in Los Angeles.

Magnolia Science Academy Bell

Consideration of the level of support for a start-up independent charter renewal petition requesting a 5-year term to serve up to 495 students in grades 6-8 with a proposed location of 6411 Orchard Ave. in Bell.

Our Community

Consideration of the level of support for a start-up independent charter renewal petition requesting a 5-year term to serve up to 450 students in grades TK-8 with a proposed location of 10045 Jumilla Ave. in Chatsworth.

Palisades Charter High

Consideration of the level of support for a start-up independent charter renewal petition requesting a 5-year term to serve up to 3000 students in grades 9-12 with a proposed location of 15777 Bowdoin St. in Pacific Palisades.

Para Los Niños-Evelyn Thurman Gratts Primary

Consideration of the level of support for a start-up independent charter renewal petition requesting a 5-year term to serve up to 360 students in grades K-2 with a proposed location of 474 Hartford Ave. in Los Angeles.

The City

Consideration of the level of support for a start-up independent charter renewal petition requesting a 5-year term to serve up to 450 students in grades 6-8 with a proposed location of 5753 Obama Blvd. in Los Angeles.

Vista Charter Middle

Consideration of the level of support for a start-up independent charter renewal petition requesting a 5-year term to serve up to 420 students in grades 6-8 with a proposed location of 2900 W. Temple St. in Los Angeles.

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/09-03-19RegBd>

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

2019-20 COMMITTEES SCHEDULE

STANDING COMMITTEES:

COMMITTEE OF THE WHOLE	
Covering budget, facilities, audit and other immediate issues.	
Members: Ms. Jackie Goldberg, Chair Dr. George McKenna Ms. Mónica García Mr. Scott Schmerelson Mr. Nick Melvoin Ms. Kelly Gonez Dr. Richard Vladovic	Meeting Dates: 9/5/19 9/10 /19 10/10/19 10/24/19 10/31/19 11/14/19 12/12/19 1/16/20 2/6/20 3/5/20 4/2/20 5/7/20 6/11/20

CURRICULUM AND INSTRUCTION	
Covering instructional issues and focus on student needs.	
Members: Dr. George McKenna, Chair	Meeting Dates: 9/10/19 10/8/19 12/10/19 1/14/20 2/11/20 3/17/20 4/21/20 5/12/20 6/9/20

CONTINUOUS IMPROVEMENT DATA COMMITTEE

Covering the use of school performance and enrollment data, the Open Data initiative, and information technology strategies to guide academic and operational continuous improvement efforts.

Members: Mr. Nick Melvoin, Chair Ms. Jackie Goldberg	Meeting Dates: 9/17/19 10/22/19 11/12/19 12/10/19 01/28/20 02/11/20 3/17/20 4/21/20 5/26/17 6/23/17
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GOVERNMENT RELATIONS AND EARLY EDUCATION

Covering advocacy initiatives, funding involving with other agencies and early childhood education issues.

Members: Ms. Kelly Gonez, Chair	Meeting Dates: 10/10/19 11/14/19 12/12/19 1/16/20 2/13/20 3/19/20 4/23/20 5/14/20
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SCHOOL SAFETY

Covering school safety and other related issues.

Members: Ms. Mónica García, Chair	Meeting Dates: 9/14/19 12/4/19 4/29/20
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SPECIAL EDUCATION AND PARENT ENGAGEMENT	
Covering topics related to Special Education student issues and parent involvement.	
Members: Mr. Scott Schmerelson, Chair	9/19/19 10/17/19 11/7/19 12/19/19 1/9/20 2/20/20 3/12/20 4/16/20 5/21/20 6/18/20

AFFILIATED CHARTERS Ad Hoc	
Specific topics related to charter schools and affiliated charters will be identified and scheduled throughout the year.	
Members: Dr. Richard Vladovic, Chair	