

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, October 1, 2019

Roll Call

Pledge of Allegiance

Board President's Reports

Labor Partners

Superintendent's Reports

Youth Diversion Program Highlights

Whole Child Integrated Data Overview

Committee Chair Reports

Public Speaking

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

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

Consent Items

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

Old Business for Action (Item Postponed from Previous Meetings) (Continues at Tab 29)

1. 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.

New Business for Action

2. Board of Education Report No. 010 – 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 \$21.7 million for math professional development, makerspace labs and workshops, after school learning labs in STEAM areas, Mandarin Chinese tutors, filmmaking programs, reassignment of rights for certificated evaluation software and classified substitute system, and 13,694 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 a three year contract for a Career Technical Education students' digital storage system for \$340,000, and a five year contract for transportation of foster youth for \$7.2 million. Also, approves a five year revenue contract with the Los Angeles County Department of Public Health for a home visit health program for pregnant students for \$4.0 million.

3. Board of Education Report No. 011 – 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 11 advertised construction contracts for approximately \$10.2 million; 1 job order contract amendment for \$1 million; 549 change orders for approximately \$7 million; the completion of 34 contracts; the award of 32 informal contracts for \$808,618; and the award of 1 professional and technical services contract for \$92,600. Additionally, awards contracts and amendments not under the delegated authority, as detailed in Attachment B, for a professional and technical services contract for a not-to-exceed amount of \$5 million for job order software.
4. Board of Education Report No. 059 – 19/20
Facilities Services Division
(Amendment to the Facilities Services Division Strategic Execution Plan to Define and Approve Three Sustainable Environment Enhancement Developments for Schools (SEEDS) Projects)
Recommends an amendment to the Strategic Execution Plan to define and approve 3 SEEDS projects for a combined budget of \$300,000.

5. Board of Education Report No. 060 – 19/20
Facilities Services Division
(Amendment to the Facilities Services Division Strategic Execution Plan to Define and Approve Two Projects that Address Critical School Repair Needs) Recommends approval of an amendment to the Strategic Execution Plan to define and approve 2 projects that address critical school repair needs at specified schools for a budget of \$ 2,153,474.

6. Board of Education Report No. 061 – 19/20
Facilities Services Division
(Amendment to the Facilities Services Division Strategic Executive Plan to Define and Approve 18 Local District Priority and Board Member 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 \$ 1,151,623.

7. Board of Education Report No. 084 – 19/20
Office of Environmental Health and Safety
(Negative Declaration for the 92nd Street Elementary School Comprehensive Modernization Project) Recommends adoption of the Negative Declaration pursuant to the California Environmental Quality Act (CEQA) and State CEQA Guidelines for a modernization project at the school located at 9211 Grape Street in Los Angeles.

8. Board of Education Report No. 085 – 19/20
Facilities Services Division
(Project Approval of the 92nd Street Elementary School Comprehensive Modernization Project) Recommends approval of authorization to proceed with renovation, modernization, and reconfiguration of 92nd Street Elementary School, located at 9211 Grape Street in Los Angeles, with an anticipated cost of \$76,718,326.

9. Board of Education Report No. 086 – 19/20
Facilities Services Division
(Joint Powers Agreement with the Baldwin Park Unified School District for the Operation of a Head Start Program at Elizabeth Learning Center) Recommends authorization for District staff to negotiate and execute a joint powers agreement with the Baldwin Park Unified School District for the continued use of land for operation of an existing Head Start Program at Elizabeth Learning Center.

10. Board of Education Report No. 088 – 19/20
Accounting and Disbursements Division
(Report of Cash Disbursements, Request to Reissue an Expired Warrant, Reimbursement of the Controller's Revolving Cash Fund, Donations of Money, and Report of Corporate Card Charges) Recommends approval of warrants for things such as salary payments for a total value of \$623,218,293.91; the reissuance of 1 expired warrant in the amount of \$4,703.03; reimbursement of the Controller's Revolving Cash Fund in the amount of \$18,525.36; the acceptance of 14 donations to the District totaling \$ 869,402.82; and the approval of corporate card charges totaling \$4,306.39.

11. Board of Education Report No. 055 – 19/20
Human Resources Division
(Routine Personnel Actions) Recommends approval of 6,154 routine personnel actions such as promotions, transfers, leaves, terminations, etc.
12. Board of Education Report No. 056 – 19/20 **NOT ON CONSENT**
Human Resources Division
(Provisional Internship Permits) Recommends approval of the continuing employment of 36 teachers who are employed under the Provisional Internship Permit requirements, allowing the District to continue to staff subject field shortage classrooms.
13. Board of Education Report No. 094 – 19/20
Personnel Commission
(Classified Reduction in Force: Authorization of Reduction in Force and for Sending Employee Notices) Recommends authorization for notices to be sent to a specified number of newly classified School Supervision Aides and Community Representatives 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.
14. Board of Education Report No. 089 – 19/20
Information Technology Division
(Amendment to the Information Technology Division Strategic Execution Plan to Revise Approach and Reallocate Funding to the Core Network Upgrades Program) Recommends an amendment to the Strategic Execution Plan to revise the implementation of the Core Network Upgrades - Data Center Network Upgrade project for cost efficiency and reallocate \$6,876,745 in project savings from the Legacy School Local Areas Network Modernization projects to complete the Core Network Upgrades - Data Center Network Upgrade project.
15. Board of Education Report No. 092 – 19/20 **PUBLIC HEARING (No Earlier Than**
Integrated Library and Textbook Support Services **4 p.m.)**
Division of Instruction
(Textbooks and Instructional Materials Certification Resolution) Recommends approval of the resolution certifying that all schools have sufficient textbooks and instructional materials for all students in the core and required curriculum areas.

Board Member Resolutions for Action (Continues at Tab 24)

16. Mr. Melvoin, Ms. Goldberg, Dr. McKenna, Ms. García – Increasing Fairness and Support for District Schools Sharing Campuses with Charter Schools (Res-054-18/19) (Postponed from Previous Meetings and Discussed at September 24, 2019 Regular Board Meeting)

Whereas, The Governing Board of the Los Angeles Unified School District approved a resolution titled Improving the Policies and Practices Impacting Co-Located Public Schools (Res-055-15/16), that created a taskforce that developed and implemented guidelines entitled Principal’s Resource Guide for Co-Located Sites (November 2, 2017); and

Whereas, The Los Angeles Unified School District supports school leaders and communities seeking to improve learning conditions for all students on current 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 \$5.5 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;

Resolved further, That the Independent Analysis Unit, in collaboration with the Charter School Division and Facilities Division, conduct a survey of our current co-located regular schools and charter schools to inform the District on the implementation of the guidelines and of the needs and issues regarding co-location;

Resolved further, that half of the \$5.5 million be held until the indicated needs by the survey are determined;

Resolved further, That within 90 days, a review and report be presented to the Board with recommendations to improve and enhance the learning conditions for students at co-located schools; 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.

17. Mr. Schmerelson, Dr. McKenna, Dr. Vladovic - October as National Principals' Month (Res-008-19/20) (Noticed September 3, 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.

18. 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) (Noticed September 3, 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.

Board Member Resolutions for Initial Announcement

19. Mr. Melvoin - Building Support for Our School Communities: A New Facilities Bond in 2020 (Res-014-19/20)

Whereas, We exist to provide every child in the Los Angeles Unified School District with a high-quality education to prepare them for success in college, career, and life;

Whereas, Students, teachers, and school staff should all have access to learning environments conducive to gaining the skills and knowledge necessary to graduate college- and career-ready, including but not limited to:

- Innovative learning spaces, including state-of-the-art science laboratories to foster discovery and classroom technology to promote project-based learning and digital literacy
- Campus security that keeps our students and school staff safe while preserving the welcoming spirit of our schools
- Environmentally-friendly buildings that emphasize sustainability, reduce the District’s carbon footprint, and include more green space for our communities
- Affordable workforce housing for teachers and school staff on existing district properties;

Whereas, One hundred of our District’s schools will be one hundred years old this year, and we must address critical facilities projects in order to modernize our campuses and maintain our buildings; and

Whereas, Multiple facilities bond programs have allowed the District to undertake more than 600 construction projects, including campus renovations, seismic upgrades, and modernizations, and the completed and ongoing projects funded by those bonds are providing new facilities to our school communities as well as jobs to our city; now, therefore, be it

Resolved, That the Superintendent shall report back to the Governing Board of the Los Angeles Unified School District within 60 days with a recommendation for whether the District should place a Facilities Bond on the March or November 2020 ballot; and, be it finally

Resolved, That within 60 days the Superintendent shall additionally, with input from stakeholders, propose the language of a potential bond measure, with a plan that includes the general scope of projects to be funded and mechanisms for strict citizens oversight and transparency.

20. Mr. Melvoin – Building Support for Our School Communities: Increasing Equity and Access for Schools and Parents by Growing Parent Organizations (Res-015-19/20)

Whereas, Parent and community engagement is an integral component of the success of our students and schools;

Whereas, There is historic inequity in the level of community engagement and investment across schools and communities that is often seen as inevitable when it does not have to be and belies the dedication that parents and communities have for their local schools;

Whereas, California ranks near the bottom nationally in per-pupil funding, with students in Los Angeles receiving approximately half as much money per student as those in New York City;

Whereas, The state’s underfunding of public education puts an extra burden on teachers and school staff to do more with fewer resources in their efforts to prepare all students for success in college, career, and life;

Whereas, The Los Angeles Unified School District must continue to pursue strategies likely to increase District revenues including, but not limited to: enrollment stabilization and growth; parcel tax and school bond measures; property tax reform; legislative and executive advocacy at the local, state and federal level; and philanthropic support, as directed in Strategic Planning for Adequate Funding of Public Education in Los Angeles (Res-014-18/19); and

Whereas, For the time being, while this underinvestment persists, the District should be doing more to equitably help schools develop fundraising efforts through local investments; now, therefore, be it,

Resolved, That the Governing Board of the Los Angeles Unified School District directs the Superintendent to develop a plan wherein the District can best help schools increase parent engagement, including but not limited to:

- Facilitating community partnerships and school adoptions
- Reducing the burden on parents by becoming the fiscal sponsor for booster clubs
- Streamlining the paperwork and approval process for fundraisers and school events

- Connecting community and business partners to opportunities for equitable investment in our schools;

Resolved further, That this plan focus on increasing equitable parent and community fundraising investments by providing District support for schools that don't yet have robust parent groups or community partnerships; and, be it finally

Resolved, That the Superintendent present this plan to the Board within 90 days.

Resolutions Requested by the Superintendent

21. Appointment of Member to the School Construction Bond Oversight Committee (Aviles)
(Sup Res 005-19/20)

Resolved, That the Governing Board of the Los Angeles Unified School District ratifies the nomination of Ms. Amber Aviles, representing the Associated General Contractors California, as Member to the School Construction Bond Oversight Committee for a two-year term commencing immediately and determines that Ms. Aviles is not an employee, official, vendor, contractor, or consultant of the District.

Miscellaneous Business

Correspondence and Petitions

22. Report of Correspondence (ROC-002-19/20)

Board Member Resolutions Postponed and Referred for Discussion (Continues at Tab 25)

23. Ms. Gonez - Expanding the Electorate to Raise the Voices of All Parents in the Los Angeles Unified School District (Res 001- 19/20) (Postponed from September 3, 2019 Regular Board Meeting and Referred to Legislative Advocacy & Early Education Committee or Parent Engagement Committee)

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, 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, The Governing Board 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 on a proposal for a potential future ballot measure 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;

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 the study group's proposal to the Board at a public meeting within 180 days.

Board Member Resolutions for Action (Continued)

24. Ms. Gonez, Dr. Vladovic – Access and Opportunity for All: Analyzing Enrollment Patterns to Support School Integration Efforts (Res 002-19/20) (Postponed from September 3, 2019 Regular Board Meeting and Discussed at September 24, 2019 Continuous Improvement Data Committee)

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 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 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, 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.

Board Member Resolutions Postponed and Referred for Discussion (Continued)

25. 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) (Noticed September 3, 2019 and Referred to Legislative Advocacy & Early Education Committee)

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.

26. Ms. Goldberg – Ensuring Support for Students at All Los Angeles Unified School District Schools (Res-011-19/20) (Noticed September 3, 2019 and Referred to Curriculum & Instruction Committee)

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.

Announcements

27. Motion to cancel the Williams Textbook Sufficiency Hearing meeting scheduled for October 8, 2019 at 4 p.m.
28. Motion to adopt committee assignments and updates (attached)

Old Business for Action (Item Postponed from September 24, 2019)

29. Board of Education Report No. 091 – 19/20
Office of the Chief Strategy Officer
(Adoption of Amended 2019-20 Local Control and Accountability Plan) Recommends adoption of the amended 2019-20 Local Control and Accountability Plan allowing the District to demonstrate accountability to meet goals, services, and expenditures to support pupil outcomes and state priorities.

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/10-01-19RegBd>

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

2019-20 COMMITTEES SCHEDULE

Version 5 Draft – September 4, 2019

STANDING COMMITTEES:

(All meetings to be held in Board Room except as noted.)

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: 9/10/19 – Tuesday, 1 p.m. (note time) 10/10/19 – Thursday, 6:00 p.m. 10/24/19 – Thursday, 6:00 p.m. 10/31/19 – Thursday, 11:00 a.m. (note time) 11/14/19 – Thursday, 6:00 p.m. 12/12/19 – Thursday, 6:00 p.m. 1/16/20 – Thursday, 6:00 p.m. 2/6/20 – Thursday, 6:00 p.m. 3/5/20 – Thursday, 6:00 p.m. 4/2/20 – Thursday, 6:00 p.m. 5/7/20 – Thursday, 6:00 p.m. 6/11/20 – Thursday, 6:00 p.m.

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

CONTINUOUS IMPROVEMENT DATA

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. Mónica García Ms. Jackie Goldberg	Meeting Dates: 9/24/19 – Tuesday, 10 a.m. 10/22/19 – Tuesday, 10 a.m. 11/12/19 – Tuesday, 10 a.m. 12/10/19 – Tuesday, 1 p.m. (note time) 1/28/20 – Tuesday, 10 a.m. 2/11/20 – Tuesday, 1 p.m. (note time) 3/17/20 – Tuesday, 1 p.m. (note time) 4/21/20 – Tuesday, 1 p.m. (note time) 5/26/20 – Tuesday, 10 a.m. 6/23/20 – Tuesday, 10 a.m. -
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LEGISLATIVE ADVOCACY AND EARLY EDUCATION

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

Members: Ms. Kelly Gonez, Chair Dr. George McKenna Mr. Nick Melvoin	Meeting Dates: 10/3/19 – Thursday, 1 p.m. (note time) 10/10/19 – Thursday, 10 a.m. 11/14/19 – Thursday, 10 a.m. 12/12/19 – Thursday, 10 a.m. 1/16/20 – Thursday, 10 a.m. 2/13/20 – Thursday, 10 a.m. 3/19/20 – Thursday, 10 a.m. 4/23/20 – Thursday, 10 a.m. 5/14/20 – Thursday, 10 a.m.
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SUCCESSFUL SCHOOL CLIMATE

Covering school safety and other related issues.

Members: Ms. Mónica García, Chair Mr. Nick Melvoin Ms. Kelly Gonez	Meeting Dates: 9/14/19 – Saturday, 9 a.m. 12/4/19 – Wednesday, 4 p.m. 4/29/20 – Wednesday, 4 p.m.
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SPECIAL EDUCATION

Covering topics related to Special Education student issues.

Members: Mr. Scott Schmerelson, Chair Dr. George McKenna Ms. Jackie Goldberg	9/19/19 – Thursday, 4 p.m. (Board Room) 11/7/19 – Thursday, 4 p.m. (Location TBD) 1/9/20 – Thursday, 4 p.m. (Location TBD) 3/12/20 – Thursday, 4 p.m. (Location TBD) 5/21/20 – Thursday, 4 p.m. (Location TBD)
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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 Mr. Nick Melvoin	

PARENT ENGAGEMENT	
Covering topics related to parent involvement.	
Members: Mr. Scott Schmerelson, Chair Dr. George McKenna	10/17/19 – Thursday, 4 p.m. (Board Room) 12/19/19 – Thursday, 4 p.m. (Location TBD) 2/20/20 – Thursday, 4 p.m. (Location TBD) 4/16/20 – Thursday, 4 p.m. (Location TBD) 6/18/20 – Thursday, 4 p.m. (Location TBD)