

**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, November 5, 2019

**Roll Call**

**Pledge of Allegiance**

**Board President's Reports**

Labor Partners

Diego Rivera Learning Complex Performing Arts Choir

**Superintendent's Reports**

Simon Rodia Continuation High School Mosaic Bench Community Collaboration

Stopping Vaping in Our Schools

**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 (Items Postponed from Previous Meetings)

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.
2. Board of Education Revised 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.

## New Business for Action

3. Board of Education Report No. 044 – 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 \$30.0 million for Academic Decathlon workshops, a marathon training program, Early Education program software and support, a Form 700 electronic filing system, elevator consulting services, fire life safety services, supplemental instruction services for apprenticeship training programs, the assignment of rights for 3 contracts with changes to ownership and management, and 16,036 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 five year contract for Welligent application support for \$7.5 million, five year contracts with 5 firms for hazardous waste disposal for \$6 million, a contract amendment with two entities for dropout prevention programs for an additional \$2 million, five year contracts with 7 firms for communications and public affairs services for \$500,000, five year contracts with 3 firms for opinion research services for \$500,000, a three year contract for soil for \$725,000, and a purchase contract for defibrillators and services for \$790,000. Also approves revenue contract amendment for PSA Counselors with the City of Los Angeles.

4. Board of Education Report No. 087 – 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 7 advertised construction contracts for approximately \$23.5 million; 2 job order contract amendments for \$2 million; 171 change orders for approximately \$2.7 million; the completion of 16 contracts; the award of 29 informal contracts for \$965,524; the rejection of 1 bid; the award of 2 architectural and engineering contracts for approximately \$8.2 million; and extra services and amendments for architectural and engineering contracts for \$357,253. Additionally, awards contracts and amendments not under the delegated authority, as detailed in Attachment B, for task order contracts for a not-to-exceed amount of \$6 million for design and construction commissioning provider services, waterproofing and coating, and construction inspection services.
5. Board of Education Report No. 138 – 19/20  
Facilities Services Division  
(Amendment to the Facilities Services Division Strategic Execution Plan to Define and Approve a Project to Address Critical School Repair Needs at Sun Valley Magnet: Engineering Technology School) Recommends approval of an amendment to the Strategic Execution Plan to define and approve a project that address critical school repair needs at Sun Valley Magnet: Engineering Technology School for a budget of \$2,327,325.
6. Board of Education Report No. 139 – 19/20  
Facilities Services Division  
(Amendment to the Facilities Services Division Strategic Executive Plan to Define and Approve 19 Local District Priority and Board Member Priority Projects) Recommends approval of an amendment to the Strategic Execution Plan to define and approve 19 Local District priority and Board Member projects for a combined budget of \$749,712.
7. Board of Education Report No. 140 – 19/20  
Facilities Services Division  
(Amendment to the Facilities Services Division Strategic Execution Plan to Define and Approve a Baseball Field Project at Garfield High School) Recommends approval of an amendment to the Facilities Strategic Execution Plan to define and approve a baseball field project at Garfield High School for a budget of \$5 million.
8. Board of Education Report No. 141 – 19/20  
Facilities Services Division  
(Amendment to the Facilities Services Division Strategic Execution Plan to Define and Approve a Classroom Replacement Project at Lawrence Middle School) Recommends approval of an amendment to the Facilities Strategic Execution Plan to define and approve a classroom replacement project at Lawrence Middle School for a budget of \$2.8 million.
9. Board of Education Report No. 142 – 19/20  
Facilities Services Division  
(Authorization to Negotiate and Execute an Agreement with California Credit Union for its Use of Los Angeles Unified Headquarters Building Suite 215) Recommends approval of staff to negotiate and execute a use agreement with the California Credit Union for office and services space at the District Headquarters for three years with expected revenue of approximately \$600,000.

10. Board of Education Report No. 143 – 19/20  
Facilities Services Division  
(Amendment to the Facilities Services Division Strategic Execution Plan to Define and Approve a Fire Alarm Upgrade Project at West Valley Occupational Center) Recommends approval of an amendment to the Facilities Strategic Execution Plan to define and approve a classroom replacement project at Lawrence Middle School for a budget of \$2,296,453.
11. Board of Education Report No. 148 – 19/20  
Office of Environmental Health and Safety  
(Mitigated Negative Declaration and the Mitigation Monitoring and Reporting Plan for the Elizabeth Learning Center Comprehensive Modernization Project) Recommends adoption of the Mitigated Negative Declaration and of the Mitigation Monitoring and Reporting Program pursuant to the California Environmental Quality Act for the Elizabeth Learning Center Comprehensive Modernization Project.
12. Board of Education Report No. 149 – 19/20  
Facilities Services Division  
(Project Approval of the Elizabeth Learning Center Comprehensive Modernization Project) Recommends approval of authorization to proceed with renovation, modernization, and reconfiguration of Elizabeth Learning Center, located at 4811 Elizabeth Street in the City of Cudahy, with an anticipated cost of \$134,407,096.
13. Board of Education Report No. 150 – 19/20  
Facilities Services Division  
(2019 Grant Applications for Submission under the State Career Technical Education Facilities Program) Recommends approval of up to 9 grant applications for up to \$24 million in funding for construction, modernization, and reconfiguration of Career Technical Education facilities under the California Career Technical Education Facilities Program.
14. Board of Education Report No. 163 – 19/20  
Office of the Deputy Superintendent of Business Services and Operations  
(Facilities Services Division Compensation Survey) Recommends that the Board of Education approve a finding that compensation levels for managers of the Facilities Services Division are competitive in the marketplace for recruitment and retention purposes.
15. Board of Education Report No. 145 – 19/20  
Accounting and Disbursements Division  
(Report of Cash Disbursements, Request to Reissue Expired Warrants, Reimbursement of the Controller's Revolving Cash Fund, and Donations of Money) Recommends approval of warrants for things such as salary payments for a total value of \$1,170,664,737.63; the reissuance of 4 expired warrants in the amount of \$1,506.15; reimbursement of the Controller's Revolving Cash Fund in the amount of \$ 15,352.00; and the acceptance of 5 donations to the District totaling \$305,645.14.
16. Board of Education Report No. 128 – 19/20  
Human Resources Division  
(Routine Personnel Actions) Recommends approval of 5,760 routine personnel actions such as promotions, transfers, leaves, terminations, etc.

17. Board of Education Report No. 129 – 19/20  
Human Resources Division  
(Provisional Internship Permits) Recommends approval of the continuing employment of 10 teachers who are employed under the Provisional Internship Permit requirements, allowing the District to continue to staff subject field shortage classrooms.
18. Board of Education Report No. 125 – 19/20  
Transportation Services Division  
(California Energy Commission Grant Award for Electric School Buses) Recommends acceptance of a grant from the California Energy Commission for \$3,877,270 to replace ten diesel school buses with new electric school buses and fund the installation of ten new charging stations.
19. Board of Education Report No. 132 – 19/20  
Integrated Library and Textbook Support Services  
Division of Instruction  
(Adoption of Textbooks for High School History/Social Science Elective Courses) Recommends adoption of specified instructional materials for use in the following High School History/Social Science elective courses: Introduction to Sociology; Introduction to Psychology; Law Youth; and Geography.
20. Board of Education Report No. 133 – 19/20  
Integrated Library and Textbook Support Services  
Division of Instruction  
(Adoption of Textbooks for High School Science Courses) Recommends adoption of specified instructional materials for use in High School Science 3-Course Model (Biology of the Living Earth; Chemistry in the Earth System; and Physics of the Universe); Marine Science; Marine Biology; Physiology; AP Biology; AP Chemistry; AP Physics 1 & 2; AP Physics C; AP Environmental Science; Zoology; and, Physical Geology. Also recommends the adoption of Biology, Chemistry, and Physics textbooks required for the Diploma Programme (International Baccalaureate).
21. Board of Education Report No. 159 – 19/20  
Information Technology Division  
(Amendment to the Information Technology Division Strategic Execution Plan to Approve the Enterprise Help Desk Project) Recommends an amendment to the Information Technology Division Strategic Execution Plan to define, allocate funds, approve and execute Enterprise Help Desk projects moving approximately \$3.4 million between categories.
22. Board of Education Report No. 161 – 19/20  
Information Technology Division  
(Amendment to the Information Technology Division Strategic Execution Plan to Approve the Telecommunication and Network Upgrades at 83 Schools) Recommends an amendment to the Information Technology Division Strategic Execution Plan to define, allocate funds, approve and execute projects for telecommunication and network upgrades at 83 specified schools moving approximately \$70 million between categories and approve filing of applications for 2020 E-rate funding.

## Board Member Resolutions for Action (Continues at Tab 27)

23. 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 and Discussed at October 3, 2019 Legislative Advocacy 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.

24. Ms. Gonez, Dr. Vladovic – Access and Opportunity for All: Analyzing Enrollment Patterns to Support School Integration Efforts (Res 002-19/20) (Noticed July 2, 2019, Postponed from Previous Meetings, 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; and

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 now, therefore, be it

~~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 for all District schools 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, for all District schools;
- 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 designated residential school, 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 type, ~~income status~~, socioeconomically disadvantaged, 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 type, ~~income status~~, socioeconomically disadvantaged, 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.

25. Ms. Goldberg – Ensuring Support for Students at All Los Angeles Unified School District Schools (Res-011-19/20) (Noticed September 3, 2019 and Discussed at October 8, 2019 Curriculum and 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 ~~achievement~~ 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 included the requirement 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 summative school ranking system, the Superintendent and Local District Superintendents should be permitted to focus on ~~continuous improvement~~ achievement using multiple measures such as student growth, relevant and required test scores, responsible reclassification and school ~~climate~~ environment sent to each site to address 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;

Resolved further, That the District further the goal of giving students, parents, school employees, and the general public more information about District their own 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 “Data Summary Sheet”, last used in 2013-14, be updated to reflect current data from the California Department of Education’s California School Dashboard and existing data sources that the District currently collects and utilizes for accountability and decision making;

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; 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.

### **Board Member Resolutions Referred for Discussion**

26. Mr. Melvoin - Ensuring Modern, High Quality School Facilities for All Students (Res-014-19/20) (Noticed October 1, 2019 and Referred to Committee of the Whole)

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, While the District has built 131 new schools, 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, The District has undertaken more than 22,500 construction and repair projects, including campus renovations, seismic upgrades, and modernization; and

Whereas, The facilities needs of our campuses still far exceed the current available funding that the District has allotted; 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 report on progress made to date in constructing and repairing school facilities; and, be it finally

Resolved, That within 90 days the Superintendent shall report back to the Board with a report and data on remaining needs to bring all District schools up to current safety, seismic, and educational standards.

### **Board Member Resolutions for Action (Continued)**

27. Mr. Melvoin – Building Support for Our School Communities: Increasing Equity and Access for Schools and Parents by Growing Parent Organizations (Res-015-19/20) (Noticed October 1, 2019 and Discussed at October 17, 2019 Parent Engagement Committee)

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

Whereas, Parents in every school are engaged in the education of their children, but access to resources to leverage that engagement for the benefit of students is not evenly distributed across the Los Angeles Unified School District;

Whereas, ~~There is historic inequity~~ Historical inequities in the level of ~~community engagement and financial~~ investment across schools and communities ~~that is~~ are often seen as inevitable, ~~when it does not have to be and~~ but this falsely 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~~ and places a premium on the ability of parents and communities to access resources;

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) more public school funding from the state; and

Whereas, For the time being, while this In addition to improving services in this context of underinvestment persists, the District should possibly could be doing more to equitably help all schools develop fundraising efforts through local investments raise money and obtain local resources; now, therefore, be it,

Resolved, That the Governing Board of the Los Angeles Unified School District directs the Superintendent to ~~develop a plan wherein~~ study how the District can best, and most equitably, help schools increase parent and community partner engagement, ~~including but not limited to~~ resources, and support. The study should include, but not be limited to identifying and analyzing:

- ~~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;~~
- The status quo regarding parent organizations, including how many and which schools have distinct parent organizations, what type(s) of organizations exist, what activities or support do those organizations provide, and to what extent that support is distributed fairly across the district;
- Opportunities to increase parent education about how to support their child's school in achieving positive student outcomes
- Feasible strategies for reducing the burden on parents seeking to establish parent organizations, for example an analysis of the possibility of "fiscal sponsorship," a mechanism by which the District or a related entity could provide technical assistance to set up and maintain the governance and compliance work of parent organizations (not to provide direct financial support)
- Opportunities to streamline District policies regarding paperwork and approval process for fundraisers and school events, and for communication with parents groups
- Strategies for connecting community and business partners to opportunities for equitable investment in our schools
- Principal and school site staff needs and goals for leveraging local parent and community support
- Financial implications of the District providing any potential assistance or support to parent organizations, and—if financial implications exist—whether existing resources can be utilized.

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~~ the study should inform the creation of a District plan to equitably support parents and communities seeking to create and sustain engagement and fundraising efforts for schools, with a particular focus on assistance for schools and communities without existing or strong parent organizations; and, be it finally

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

## Board Member Resolutions for Initial Announcement

28. Mr. Schmerelson, Ms. Goldberg, Dr. McKenna – Transitioning Los Angeles Unified School District to 100% Clean, Renewable Energy Resulting in Healthier Students and More Sustainable, Equitable Communities (Res-018-19/20)

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 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 United States have an important role to play in reducing carbon and other greenhouse gas emissions from buildings, given that they are major energy consumers, using as much energy as 43 percent of all office space nationwide;

Whereas, Los Angeles Unified School District schools contribute to climate change from their on-site energy needs, primarily by sourcing energy from fossil fuels that are used for electricity, heating, ventilation, air conditioning (HVAC), cooking, and transportation;

Whereas, Clean, renewable energy includes energy derived from wind, solar, geothermal, and wave technology and excludes energy derived from fossil fuels, nuclear fission, and large-scale hydroelectric developments;

Whereas, 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 combat climate change;

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

Whereas, According to the U.S. Environmental Protection Agency (EPA), energy-related expenses are only second to personnel as the largest expenditure in school district budgets, and savings from energy costs can be redirected into classrooms and student learning;

Whereas, The District is dedicated to supporting programs and strategies which aim to make schools climate-aware and 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 general fund dollars that can be invested in under-resourced schools, (b) helping to address the climate crisis, which disproportionately impacts low-income communities and communities of color, and (c) creating STEM and vocational learning opportunities geared toward training and preparing students, especially in underserved, frontline communities, for the impending green jobs economy;

Whereas, A school district that operates on 100 percent clean, renewable energy either procures all of its energy from external providers which derive that energy from clean, renewable sources, generates its own on-site clean, renewable energy in an amount equal to the amount of energy the district draws from the power grid, or pursues some combination of both procurement and generation of clean, renewable energy to meet all of its energy needs;

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 renewable energy portfolio by 2045, which will require increasing local, in-basin solar generation that the District would be able to help provide;

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

Whereas, LADWP's Feed in Tariff (FiT) program would allow the District to partner with solar developers to sell solar-generated power to LADWP and receive compensation in consideration of the District providing the solar developer with the rooftop, parking lot, or other available space for the solar developer's installation;

Whereas, Due to the success of the FiT program, the Board of Water and Power Commissioners recently approved its expansion by an additional 300 megawatts, and further expansions of the FiT program are planned in order to meet the City's goal of increasing local solar generation to 1,950 megawatts by 2050;

Whereas, The District receives approximately 20 percent of its energy load from Southern California Edison, which, through the Clean Power Alliance, offers customers within its service area the option to procure up to 100 percent clean, renewable energy;

Whereas, The District has already set a goal of reducing energy consumption 20 percent by 2024 and has implemented a number of energy-saving measures, including the Lighting Retrofit Program at 100 schools, the direct install program with LADWP at 12 schools, Prop 39 energy efficiency upgrade projects at 21 schools, and the District is participating in the U.S. Department of Energy/LA Better Buildings Challenges as well as the Zero Energy Schools Accelerator;

Whereas, Cumulatively, these energy-saving measures result in annual cost savings of \$3.7 million to the District, with many more energy-efficiency projects in the pipeline;

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 the District's total power load, and as of 2016, the District was receiving \$6 million in annual savings from these existing solar installations with the potential to increase its solar profile significantly, given the large amount of rooftop and parking lot space available; and

Whereas, There are several low or no-cost options that the District can explore to transition to 100 percent clean, renewable energy which can be pursued in conjunction with one another, including, but not limited to, LADWP's Feed in Tariff (FiT) program, Southern California Edison's Clean Power Alliance option, Power Purchase Agreements (PPA), energy-saving measures, and future utility incentive programs such as Direct Access and FiT Plus; now, therefore, be it

Resolved, That the Governing Board of the Los Angeles Unified School District hereby commits to the goals of achieving 100 percent clean, renewable energy in its electricity sector by 2030 and in all energy sectors, including heating, ventilation, air conditioning (HVAC), cooking, and transportation, by 2040;

Resolved further, That the Board directs the Facilities Services Division to assemble and oversee a task force no later than January 31, 2020, which will develop an implementation plan to meet these goals, and that the task force shall include District personnel, energy providers, renewable energy experts, and clean energy advocates, including but not limited to, representatives from the Transportation Services Division, LADWP, Southern California Edison, the Clean Power Alliance, and 100% Green Schools LA;

Resolved further, That the District's 100 percent clean, renewable energy implementation plan shall include options that the District can pursue to achieve its clean, renewable energy goals and those options shall consider a combination of energy-saving measures, investments in on-site generation and storage through the FiT/FiT Plus programs and/or PPAs, as well as procurement through the Clean Power Alliance and other programs currently in development such as Direct Access;

Resolved further, That the plan shall include a cost-benefit analysis for each option along with an overview of associated financing options, aimed at minimizing costs and maximizing long-term benefits to the District;

Resolved further, That the plan shall also include measures that enhance equity (e.g., prioritizing infrastructure investments and employment opportunities in frontline and underserved communities) in our schools and provide student learning opportunities in STEM, sustainability, and the green jobs economy;

Resolved further, That the task force hold stakeholder meetings once every four months with District teachers, parents, students, and staff in order to generate feedback;

Resolved further, That the task force report to the Board with updates on the development of the implementation plan once every four months until the completed implementation plan is presented to the Board for adoption no later than January 31, 2021; 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.

29. Ms. García, Mr. Melvoin – She Leads! Affirming Los Angeles Unified School District’s Commitment to Gender Equity (Res-019-19/20)

Whereas, The Los Angeles Unified School District believes that all students, employees, stakeholders, and community members deserve respect and equal opportunity, regardless of their sex or gender identity;

Whereas, One of the core values of the Governing Board of the Los Angeles Unified School District is equity, and this commitment to equity includes a responsibility to address systemic gender inequities that have historically disadvantaged women and in particular women of color;

Whereas, Every young person in the District and around the world, no matter their sex or gender identity, should be able to see themselves represented in leadership positions across all fields, so that they know that anything is possible for their future;

Whereas, Women are 50.8 percent of the U.S. population, they earn more than 57 percent of undergraduate degrees and 59 percent of all master’s degrees. Although they hold almost 52 percent of all management and professional-level jobs, American women lag substantially behind men in terms of their representation in leadership positions;

Whereas, Federal data shows that women make up 76 percent of the K-12 teacher workforce, but only hold 52 percent of principalships, and account for less than 25 percent of all K-12 superintendents; and

Whereas, We have a responsibility to ensure that our employees are not subject to the same systemic gender equity gaps that impact society; now, therefore, be it

Resolved, That the Governing Board of the Los Angeles Unified School District directs the Superintendent to conduct a study of the District’s strengths and areas for development regarding the equitable employment and representation of women in leadership positions, including, but not limited to:

- Female and/or non-binary representation across all departments, from school sites to central offices;
- Female and/or non-binary representation in leadership positions, across the District as well as cross-referenced with overall data within individual departments; and
- Female and/or non-binary representation in school site positions, cross-referenced by all school levels (early education, elementary, middle, high schools, etc.); and, be it finally

Resolved, That the Superintendent provide a report with a breakdown of current data and resulting plan to bolster any gender equity gaps elucidated by this study, to be presented to the Board no later than March 1, 2020, to coincide with the District’s recognition of Gender Equality Month.

30. **ITEM WITHDRAWN PRIOR TO MEETING**



## **Resolutions Requested by the Superintendent**

31. Reappointment of Member to the Personnel Commission (Osiri)  
(Sup Res 006-19/20)

Resolved, That the Governing Board of the Los Angeles Unified School District reappoints Devin Osiri as the classified employee representative member of the Personnel Commission of the Los Angeles Unified School District for a three year term commencing immediately pursuant to California Education Code Section 4524.

## **Miscellaneous Business**

### **Correspondence and Petitions**

32. Report of Correspondence (ROC-003-19/20)

### **Minutes for Board Approval (Min-003-19/20)**

33. November 13, 2018, Regular Board Meeting, 1:00 p.m.  
May 7, 2019, Special Board Meeting, 1:00 p.m.  
May 28, 2019, Special Board Session, 9:00 a.m.  
June 11, 2019, Special Board Session, 10:00 a.m.

## **Announcements**

34. Election of Board Member Representative to the California School Boards Association (CSBA) Board of Directors (014-19/20)  
A CSBA Region 21 Representative is nominated during odd years to a two year term for the Delegate Assembly held in December. A representative of the Los Angeles County Board of Education participates in the selection as a member of CSBA Region 21.

**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/11-05-19RegBd>

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