

**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  
1208 Magnolia Avenue, Gardena, CA 90247  
11:00 a.m., Tuesday, December 10, 2024

**Roll Call**

**Pledge of Allegiance**

**Board President's Reports**

Labor Partners

Committee Chair Reports

- Special Education Committee
- Committee of the Whole
- Procurement/Facilities Committee
- Charter Schools Committee
- Greening Schools and Climate Control Committee

**Superintendent's Reports**

**Consent Items**

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

**General Public Comment (Approximately 3:30 P.M.)**

Providing Public Comment

The Board of Education encourages public comment on the items for action on this Regular Board Meeting agenda and all other items related to the District. Any individual wishing to address the Board must register to speak using the Speaker Sign Up website: <https://boardmeeting.lausd.net/speakers>, and indicate whether comments will be provided over the phone or in person. Registration will open 24 hours before the meeting. Each action item will allow for ten (10) speakers, except those items for which a Public Hearing will be held will allow for 15 speakers, and 20 speakers may sign up for general Public Comment.

Each speaker will be allowed a single opportunity to provide comments to the Board, with the exception of public hearings, and shall be given two minutes for their remarks. **Speakers signed up to speak on an agenda item must constrain their remarks specifically to the item or items on the agenda or may be ruled out of order.**

Public comment can be made in-person or by telephone, and members of the public must sign up on-line for either method, as described above. Members of the public can only make remote public comment by calling 1-888-475-4499 (Toll Free) and entering the Meeting ID: **879 7060 8197**.

Speakers addressing items not on the agenda will be heard at approximately 3:30 p.m. Speakers commenting on items on the consent calendar will be heard prior to the Board's consideration of the items, and speakers on items not on the consent calendar will be heard when the item is before the Board.

Speakers who do not register online to provide comments may use the following alternative methods to provide comments to Board Members:

- Email all Board Members at [boardmembers@lausd.net](mailto:boardmembers@lausd.net);
- Mail comments via US Mail to 333 S. Beaudry Ave., Los Angeles, CA 90017; and
- Leave a voicemail message at 213-443-4472, or fax 213-241-8953. Communications received by 5 p.m. the day before the meeting will be distributed to all Board Members.

Speakers who have registered to provide public comments over the phone need to follow these instructions:

1. Call 1-888-475-4499 (Toll Free) and enter Meeting ID: **879 7060 8197** at the beginning of the meeting.
2. Press #, and then # again when prompted for the Participant ID.
3. Remain on hold until it is your turn to speak.
4. Call in from the same phone number entered on the Speaker Sign Up website. If you call from a private or blocked phone number, we will be unable to identify you.
5. When you receive the signal that your phone has been removed from hold and or unmuted, please press \*6 (Star 6) to be brought into the meeting.

Please contact the Board Secretariat at 213-241-7002 if you have any questions.

The Office of the Inspector General would like to remind you that they investigate the misuse of LAUSD funds and resources as well as retaliation for reporting any misconduct. Anyone can make a report via the OIG hotline on their website (<https://www.lausd.org/oig>), by telephone at 213-241-7778, or by emailing [inspector.general@lausd.net](mailto:inspector.general@lausd.net). Reports are confidential and you can remain anonymous if you wish.

#### Attending the Meeting

Please note there are three ways members of the public may watch or listen this Regular Board Meeting: (1) online ([Granicus stream](#) or [join the zoom webinar](#)) (2) by telephone by calling 1-888-475-4499 (Toll Free) and entering the Meeting ID: **879 7060 8197**, or (3) in person.

## **New Business for Action**

1. Board of Education Report No. 104-24/25  
Procurement Services Division  
(Approval of Procurement Actions) Recommends the ratification of the contract actions taken by the Procurement Services Division within delegated authority as listed in Attachment “A” including the approval of award of Professional Service Contracts not exceeding \$250,000: New Contracts; Contract Amendment; Purchase Orders; Goods and General Services Contracts: Purchase Orders; District Card Transactions; Rental of Facilities; Travel/Conference Attendance; General Stores Distribution Center; and Book/Instructional Material Purchase Orders; and approve Professional Service Contracts (exceeding \$250,000): New Contracts; Contract Amendment; and Goods and General Services Contracts (exceeding \$250,000): New Contracts; Piggyback Contracts; and After the Fact Transactions as listed in Attachment “B.”
2. Board of Education Report No. 075-24/25  
Procurement Services Division – Facilities Contracts  
(Approval of Facilities Contract Actions) Recommends the ratification of the Procurement Services Division contract actions taken by Facilities Contracts under delegated authority as listed in Attachment “A” including: award of advertised construction contracts; award of job order contracts; approval of change orders; completion of contracts; award of informal contracts; award of architectural and engineering contracts; extra services/amendments for architectural and engineering contracts and approve the proposed contract listed in Attachment B including formally competed Design-Build contract for the Major Modernization Project at Irving STEAM Magnet MS.
3. Board of Education Report No. 128-24/25  
Accounting and Disbursements Division  
(Report of Cash Disbursements, Request to Reissue Expired Warrants) Recommends ratification of cash disbursements totaling \$ \$1,023,172,326.28 which were made against funds of the District from October 1, 2024 through October 31, 2024; approval to reissue expired warrants that were not cashed within the prescribed period totaling \$ 942.77.
4. Board of Education Report No. 130-24/25  
Accounting and Disbursements Division  
(Donations of Money and Materials to the District) Recommends approval of the donation of money to the District totaling \$ 116,235.60.
5. Board of Education Report No. 122-24/25  
Office of the Chief Financial Officer  
(2024-25 First Interim Report, Multi-Year Projections, and Resolutions to Release Committed Fund Balance December 10, 2024) Recommends approval of the 2024-25 First Interim Financial Report, which contains a “positive” certification (“Attachment A”). In addition, recommends approval to submit the First Interim Report to the Los Angeles County Superintendent of Schools (CSS); recommends approval of the enclosed Resolution to Release Committed Fund Balance in Fiscal Year 2024-25; and recommends approval to Release Committed Fund Balance to Assigned Balance in Fiscal Year 2024-25.

6. Board of Education Report No. 133-24/25  
Office of the Chief Financial Officer  
(FY24 Capital Facilities Fund (School Impact Fees) Annual Accounting Report) Recommends adoption of the attached resolution regarding the Capital Facilities Fund Annual Accounting Report in accordance with Government Code Sections 66000 et seq.
7. Board of Education Report No. 125-24/25  
Human Resources Division  
(Approval of Routine Personnel Actions) Recommends approval of 2,454 routine personnel actions such as elections, promotions, transfers, leaves, terminations, separations, permits and approval of senior contracts.
8. Board of Education Report No. 126-24/25  
Human Resources Division  
(Provisional Internship Permits) Recommends approval of the continuing employment of 21 teachers who are employed under the Provisional Internship Permit requirements, allowing the District to continue to staff subject field shortage classrooms.
9. Board of Education Report No. 134-24/25  
Division of Instruction  
(Approval of the California Community Schools Partnership Program Grant Award)  
Recommends ratification for the California Community Schools Partnership Program (CCSPP) Implementation Grant, Cohort 3 for a total grant award of \$8,550,000 over a five-year period, through June 30, 2029.
10. Board of Education Report No. 111-24/25 **POSTPONED TO JANUARY 14**  
Office of Government Relations  
(Education Compacts) Recommends authorization of the Education Compact with the City of Lomita.

### **Board Member Resolutions for Action**

11. Ms. Gonez - Readers to Leaders: Advancing Literacy for Every Child in Los Angeles (Res-031-24/25) (Noticed November 19, 2024) **1:00 P.M. TIME CERTAIN**

Whereas, The Los Angeles Unified School District (District) has included in its 2022-2026 Strategic Plan a focus on Reading and English Language Arts within its first pillar, Academic Excellence, and the Governing Board of the Los Angeles Unified School District set a District goal to move third-grade students, on average, 30 points closer to proficiency in reading/English Language Arts on the Smarter Balanced Summative Assessments, using 2021-22 data as baseline data;

Whereas, The District has embraced evidence-based literacy instruction aligned to the science of reading – a comprehensive body of research across education and neuroscience that tells us how children learn to read;

Whereas, The District is continuously monitoring and analyzing the strategies, supports, and resources that are attributable to student progress by studying how coaching, instructional practices, culturally relevant curriculum, professional development, tutoring, and other activities

most effectively support student academic growth;

Whereas, 45.43 % of all LAUSD third graders met or exceeded standards in English Language Arts, according to the 2024 California Assessment of Student Performance and Progress (CAASPP) Smarter Balanced Summative Assessments, and, all student groups made positive progress during the 2023-24 school year as compared with 2022-2023;

Whereas, 37.6% of students from low-income backgrounds met or exceeded standards in English Language Arts, according to the 2024 CAASPP, a gain of more than 5 percentage points from the 2022-23 school year;

Whereas, The District further saw progress for English Learners in English Language Arts, doubling the percentage of students meeting and exceeding standards to nearly 9% and exceeding pre-pandemic levels of achievement, according to the 2024 CAASPP;

Whereas, The District has explicitly committed to evidence-based literacy/structured literacy instruction, for all students;

Whereas, The Board passed the resolution, “Recognizing and Addressing the Educational Implications of Dyslexia in LAUSD Schools,” in 2017, which “ensures the provision of free and appropriate public education by providing an evidence-based, multisensory, direct, explicit, structured, and sequential approach to instructing students with dyslexia, as required by AB 1369, such as those used by Intensive Diagnostic Educational Centers (IDEC);”

Whereas, The District is one of only a handful of districts across the state that has invested time and resources to support and equip teachers, coaches, instructional aide, and other educators with professional development and ongoing support to implement evidence-based literacy instruction and adopt instructional materials aligned to such instruction; and

Whereas, There is more work to be done to ensuring proficiency in Reading/English Language Arts for all students, and the District is committed to continuing its work to ensure all students are proficient readers by end of third grade; now, therefore, be it:

Resolved, That the Los Angeles Unified School District shall provide an annual progress report on English Language Arts (ELA)/literacy student performance and efforts based on beginning-of-year, middle-of-year, and end-of-year data, across all student groups (including English Learners, Latina/os, African-American/Black students, students with disabilities and students in foster care), and include updates on:

- Implementation of evidence-based literacy instruction, including curriculum changes, staffing changes, percentage of teachers and principals receiving professional development on evidence-based literacy instruction, percentage of teachers receiving ongoing coaching and support, and percentage of schools using evidence-based literacy instruction;
- Implementation of the Interventionist Program;
- Tutoring opportunities, participation rates, and effectiveness;
- Implementation of the 2017 resolution on Dyslexia;
- Family engagement on literacy, including efforts to ensure families understand the data on their child’s reading proficiency levels, build parent/caregiver knowledge on how children, including children with disabilities and multilingual learners, learn to read and how to support their children’s literacy at home; and be it finally,

Resolved, That in order to ensure families can be active participants in their students' learning, the District shall (1) ensure families receive timely updates on their students' beginning-of-year, middle-of-year, and end-of-year data after each assessment period in an accessible and culturally/linguistically responsive way and (2) develop a family-friendly guide that shares information on how to support their students' language and literacy development at home and includes components of the literacy progress reports noted above in a manner that is accessible and digestible to parents in their home language.

12. Ms. Gonez - Celebrating and Accelerating Access to Computer Science Education in the Los Angeles Unified School District (Res - 037-24/25) (Waiver of Board Rule 72)

Whereas, The Los Angeles Unified School District is committed to preparing all students for success in college, careers, and life by equipping them with 21st-century skills;

Whereas, Computer science and coding are disciplines that foster critical thinking, creativity, and problem-solving and prepare students for high-demand careers in an increasingly digital and technology-driven global economy;

Whereas, California leads the nation in open computing jobs, with 45,245 positions available as of January 2023, yet only 9,339 students graduated in computer science in 2020, underscoring a critical gap that highlights the urgent need for early and widespread exposure to computer science;

Whereas, Just 5% of California high school students are enrolled in a computer science course, demonstrating the need for broader access;

Whereas, Only 40% of California high schools offer computer science courses, well below the national average of 53%;

Whereas, A lack of qualified teachers plays a significant role in stalling efforts to expand access to computer science courses, and to address this issue, Governor Newsom signed [Assembly Bill 1251 \(Rivas, 2023\)](#) to explore ways to streamline the process of becoming a computer science teacher;

Whereas, The District recognizes the importance of addressing equity gaps in computer science education and supports programs like "Girls Who Code" to ensure all students, particularly girls and underrepresented groups, have access to high-quality learning opportunities;

Whereas, The District has committed to providing computer science education for all students by 2025, including ensuring every student receives 20 hours of computer science instruction annually from Pre-kindergarten to 5th grade, completes at least one rigorous and relevant computer science course in grades 6-8, and has access to a comprehensive computer science pathway in grades 9-12; and

Whereas, Schools such as Valley Oaks Center for Enriched Studies (VOCES) are leading by example, hosting events like Teen Tech Live 5.0 during this year's Computer Science Education Week, which highlight the transformative power of coding to inspire students to explore careers in technology; now, therefore be it;

Resolved, That the Los Angeles Unified School District reaffirms its commitment to expanding

access to computer science education, particularly for underrepresented student groups, and promoting initiatives that close equity gaps in technology fields;

Resolved further, That the District acknowledges the importance of coding and computer science in preparing students for the workforce of the future and commits to integrating these skills into a well-rounded education for all students;

Resolved further, That the Governing Board of the Los Angeles Unified School District hereby reaffirms and promotes the week of December 9 through 15, 2024, as Computer Science Education Week;

Resolved further, That the District provide an update during a meeting of the Board's Committee of the Whole as well as an informative on the implementation of Board Resolution [Res-039-17/18] *Empowering Today's Learners for Tomorrow's Increasingly Digital World through Access and Equity of Digital Tools and Resources (5/8/18)* and the District's progress toward achieving the goal of computer science education for all students by 2025;

Resolved further, That these updates shall heretofore be provided in the form of an annual report to the Board to ensure continued progress toward the equitable expansion of computer science education districtwide;

Resolved further, That the District compile and share a guide of digital resources and tools available for educators, organized thematically and by grade level, to support enhanced digital equity, the effective use of instructional technology, and expanded access to computer science instruction;

Resolved further, That the District encourages the state to continue to take steps to close the computer science teacher shortage and invest in building a diverse, qualified pipeline of computer science educators; and, be it finally,

Resolved, That the District encourages all schools, educators, and students to participate in Computer Science Education Week activities such as Hour of Code, where students have the opportunity to explore the world of coding through engaging activities, December 9 through 13, 2024.

## **Public Hearings**

### 13. Charter Petitions for Public Hearing (024-24/25)

Crete Academy (Board District 1, Region South)

Consideration of the level of support for a renewal start-up independent charter petition requesting to serve up to 355 students in grades TK-6 beginning its next term in the 2025-2026 school year, with a proposed location of 6103 Crenshaw Blvd., Los Angeles, CA 90043 and 1729 W. Martin Luther King Jr. Blvd., Los Angeles, CA 90062.

KIPP Scholar Academy (Board District 1, Region South)

Consideration of the level of support for a renewal start-up independent charter petition requesting to serve up to 450 students in grades 5-8 beginning its next term in the 2025-2026 school year, with a proposed location of 6100 S. Hoover St., Los Angeles, CA 90044.

KIPP Sol Academy (Board District 2, Region East)

Consideration of the level of support for a renewal start-up independent charter petition requesting to serve up to 485 students in grades 5-8 beginning its next term in the 2025-2026 school year, with a proposed location of 4800 E. Cesar Chavez Ave., Los Angeles, CA 90022.

Los Angeles Leadership Academy (Board District 2, Region East)

Consideration of the level of support for a renewal start-up independent charter petition requesting to serve up to 490 students in grades 6-12 beginning its next term in the 2025-2026 school year, with a proposed location of 234 E. Ave. 33 Los Angeles, CA 90031 and 2670 Griffin Ave., Los Angeles, CA 90031.

Ivy Bound Academy of Math, Science, and Technology Charter Middle (Board District 3, Region North)

Consideration of the level of support for a renewal start-up independent charter petition requesting to serve up to 180 students in grades 5-8 beginning its next term in the 2025-2026 school year, with a proposed location of 15355 Morrison St., Sherman Oaks, CA 91403.

KIPP Corazon Academy (Board District 5, Region East)

Consideration of the level of support for a renewal start-up independent charter petition requesting to serve up to 1142 students in grades TK-8 beginning its next term in the 2025-2026 school year, with a proposed location of 9325 Long Beach Blvd., South Gate, CA 90280 and 8616 Long Beach Blvd., South Gate, CA 90280.

Future is Now Career Technical Education Preparatory (Board District 5, Region West)

Consideration of the level of support for a new start-up independent charter petition requesting to serve up to 525 students in grades 9-12 beginning its next term in the 2025-2026 school year, with a proposed location of 400 W. Washington Blvd., Los Angeles, CA 90015.

Discovery Charter Preparatory 2 (Board District 6, Region North)

Consideration of the level of support for a renewal start-up independent charter petition requesting to serve up to 350 students in grades 9-12 beginning its next term in the 2025-2026 school year, with a proposed location of 13570 Eldridge Ave., Sylmar, CA 91342.

Montague Charter Academy for the Arts and Sciences (Board District 6, Region North)

Consideration of the level of support for a conversion independent charter petition requesting to serve up to 990 students in grades TK-5 beginning its next term in the 2025-2026 school year, with a proposed location of 13000 Montague St., Pacoima, CA 91331.

KIPP Philosophers Academy (Board District 7, Region South)

Consideration of the level of support for a renewal start-up independent charter petition requesting to serve up to 450 students in grades 5-8 beginning its next term in the 2025-2026 school year, with a proposed location of 1999 E. 102<sup>nd</sup> St., Los Angeles, CA 90002.

Watts Learning Center (Board District 7, Region South)

Consideration of the level of support for a renewal start-up independent charter petition requesting to serve up to 375 students in grades TK-5 beginning its next term in the 2025-2026 school year, with a proposed location of 310 W. 95<sup>th</sup> St., Los Angeles, CA 90003.



## Correspondence and Petitions

14. Report of Correspondence (ROC-006-24/25)

## Board Member Resolutions for Initial Announcement

15. Dr. Rivas, Mr. Schmerelson - Community-Centered Greening Initiatives: Strengthening Equity Through Parent Engagement and External Partnerships (2024) (Res-038-24/25)

Whereas, In alignment with the Los Angeles Unified School District (District) 2022-2026 Strategic Plan, Pillar 3: Engagement and Collaboration, the District is committed to fostering strong relationships and honoring diverse perspectives by engaging students, parents, and community partners in greening initiatives that center equity and inclusion;

Whereas, Consistent with Pillar 2: Joy and Wellness, the District recognizes that creating welcoming, green learning environments promotes whole-child well-being, strengthens social-emotional skills, and enhances students' ability to thrive academically and personally;

Whereas, The District is committed to increasing green space on campuses to 30% by 2035, prioritizing low-income communities and communities of color, through converting asphalt to green space, addressing soil contamination, and ensuring ADA compliance (Res 002-22/23);

Whereas, The District recognizes that strong external partnerships are critical to mitigating the financial costs of greening initiatives while amplifying their impact;

Whereas, The District acknowledges that meaningful engagement with Black and brown communities is essential to ensuring equity in greening initiatives and recognizes the need for robust, ongoing parent and community participation;

Whereas, The emerging green economy presents significant opportunities to create pathways for Black and brown students and families into sustainable, high-wage jobs that address climate challenges;

Whereas, Strong partnerships with labor organizations are essential to ensuring these pathways are accessible, lead to high-quality careers, and support family-sustaining wages; and

Whereas, Research demonstrates that community involvement in the design and implementation of green infrastructure projects is a key factor in their long-term success and sustainability; now, therefore, be it

Resolved, That the Governing Board of the Los Angeles Unified School District (Board) expresses its sincere gratitude to all community partners, parents, and students for their dedication to fostering equitable, sustainable, and thriving learning environments, and commits to accelerating efforts to strengthen these vital relationships;

Resolved further, That the Board directs the Superintendent, in collaboration with the Office of Eco-Sustainability, to invest in and strengthen external partnerships to advance greening initiatives by mitigating costs for partners through District resources, including but not limited to eligible bond funds. This includes costs associated with ADA retrofits, district staff time, project fees, and testing requirements, thereby incentivizing collaboration and maximizing the impact of

greening projects. Furthermore, the Superintendent shall ensure that staffing time dedicated to these initiatives reflects the scale and complexity of each project, with a focus on streamlining processes and promoting equitable access to greening projects in underserved and marginalized communities;Resolved further, That the District shall strengthen community engagement in greening initiatives prioritizing the leadership of Black and brown communities, by (1) expanding the Office of Eco-Sustainability to include culturally reflective and regional support systems, and (2) creating more opportunities for parent-led collaboration in school-based greening and climate resilience efforts;

Resolved further, That the Superintendent shall conduct a Green Jobs Pathways Study centered on Black and brown communities to augment partnerships with local businesses, trade unions, and educational institutions, mapping pathways into the green economy for students and families with an emphasis on creating and incentivizing opportunities that lead to high-paying careers. The study will identify emerging green sectors, such as renewable energy and sustainable construction, among others, and align existing District programs to enhance career readiness by expanding pilot initiatives and partnerships that provide internships, apprenticeships, and certifications; and, be it finally

Resolved, That the Superintendent shall present to the Board within 90 days a comprehensive plan outlining the steps, timelines, and responsible parties for implementing the directives in this resolution, including clear, measurable benchmarks and goals to assess progress.

## 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.

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.

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:  
<https://www.lausd.org/boe#calendar73805/20241225/event/71695>

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