

BOARD OF EDUCATION OF THE CITY OF LOS ANGELES
Governing Board of the Los Angeles Unified School District

REGULAR MEETING MINUTES
333 South Beaudry Avenue, Board Room
11:00 a.m., Tuesday, December 10, 2024

The Board of Education of the City of Los Angeles, acting as the Governing Board of the Los Angeles Unified School District, met in regular session on Tuesday, December 10, 2024, at the Los Angeles City Board of Education Administrative Offices, Board Room, 333 South Beaudry Avenue, Los Angeles, California.

Mr. Michael A. McLean, Executive Officer of the Board, called the meeting to order at 11:27 a.m.

The following Board Members were present: Ms. Sherlett Newbill, Dr. Rocío Rivas, Mr. Nick Melvoin, Ms. Karla Griego, Ms. Kelly Gonez, and Board President Scott Schmerelson.

Superintendent Alberto M. Carvalho was present.

Ms. Tanya Ortiz Franklin joined the meeting via teleconference at 11:38 a.m.

LABOR PARTNERS

Georgia Flowers Lee, Vice President of United Teachers Los Angeles NEA (UTLA), addressed the Board regarding the Black Student's Achievement Program (BSAP), School Closures and Combining Schools, the 2024-25 First Interim Report presentation, and the Housing Task Force.

Lourdes Quevedo, Science Teacher, UTLA Chapter Chair at Monroe High School, UTLA's Valley West Board of Directors highlighted the challenges facing Monroe High School as a community school. She criticized the District's new interpretation of the UTLA contract regarding community schools and professional development.

Ivannia Nolasco, Chapter Chair, Northridge Middle School, UTLA's Valley West Board of Directors, addressed multiple incidents at Northridge Middle School. She demanded that the District provide meaningful and relevant professional development to truly support community schools, rather than simply enforcing mandated sessions.

Walter Lopez, a Stock worker at the LAUSD Procurement Center and SEIU Local 99 member, raised concerns about the District's practice of subcontracting work, which undermines the workforce.

Janae Tyler, Hamilton High School's Parent & Family Center Director and SEIU Local 99 member, expressed her concerns regarding the inadequate wages for the District's classified workers, calling for immediate action to rectify the issue.

Elizabeth Thomas Parker, Special Education Assistant and Vice President of SEIU Local 99, echoed these concerns, emphasizing the urgent need for fair compensation for classified workers within the District.

Maria Nichols, President of the Associated Administrators of Los Angeles, voiced strong support for SEIU Local 99, condemning the long work hours and the unacceptable wages while demanding an end to outsourcing practices. She also firmly backed UTLA's call for improved professional development for community schools.

Gil Gamez, President of the Los Angeles School Police Officers Association, asserted the importance of the District's commitment to protecting the Black Student Achievement Program and denounced the trend of outsourcing police work.

COMMITTEE REPORTS

Mr. Schmerelson reported on the December 3, 2024 Committee of the Whole.

CONSENT ITEMS

Remarks were heard from Mr. McLean regarding the Consent Calendar.

NEW BUSINESS FOR ACTION:

Items for action below to be adopted by a single vote:

- Tab 2. BOARD OF EDUCATION REPORT NO. 075-24/25
Approval of Facilities Contract Actions
- Tab 3. BOARD OF EDUCATION REPORT NO. 128-24/25
Report of Cash Disbursements, Request to Reissue Expired Warrants
- Tab 4. BOARD OF EDUCATION REPORT NO. 130-24/25
Donations of Money and Materials to the District
- Tab 6. BOARD OF EDUCATION REPORT NO. 133/24/25
FY24 Capital Facilities Fund (School Impact Fees)
- Tab 7. BOARD OF EDUCATION REPORT NO. 125-24/25
Approval of Routine Personnel Actions
- Tab 8. BOARD OF EDUCATION REPORT NO. 126-24/25
Provisional Internship Permits
- Tab 9. BOARD OF EDUCATION REPORT NO. 134-24/25
Approval of the California Community Schools Partnership Program Grant Award

BOARD MEMBER RESOLUTION FOR ACTION

- Tab 12 Ms. Gonez, Mr. Schmerelson, Dr. Rivas, Ms. Hendy Newbill, Mr. Melvoin - 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 ~~and/or 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 HEARING

Tab 13. BOARD OF EDUCATION REPORT NO. 024-24/25
Charter Petitions for Public Hearing

Later in the meeting, Mr. McLean read the public hearing statement.

CORRESPONDENCE AND PETITIONS

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

Speakers addressed the Board on the following items on the consent calendar:

Tab 4 - Board of Education Report No. 130-24/25 Donations of Money and Materials to the District

- David Tokofsky - Community member

Tab 7 - Board of Education Report No. 125-24/25 Approval of Routine Personnel Actions

- Eric J. White, Community member, Reclaim Our Schools LA

Mr. McLean read the following public hearing statement:

This constitutes a public hearing for:

- Crete Academy
- KIPP Scholar Academy
- KIPP Sol Academy
- Los Angeles Leadership Academy
- Ivy Bound Academy of Math, Science, and Technology Charter Middle School
- KIPP Corazon Academy
- Future is Now Career Technical Education Preparatory
- Discovery Charter Preparatory 2
- Montague Charter Academy for the Arts and Sciences
- KIPP Philosophers Academy
- Watts Learning Center

A maximum of 15 individuals who wish to address the Board on this item will be heard. Those who wish to speak should sign up online. Speakers will be called by name.

Tab 13 - Board of Education Report No. 024-24/25 Charter Petitions

- Keith Dell'Aquila, California Charter School Association
- Valerie Amaya, Instructional Aide, Los Angeles Leadership Academy
- Karla Davalos, School Leader, KIPP Sol Academy
- Lila Santos, Parent, Montague Charter Academy for the Arts and Sciences
- Veronica Gentile, Parent, Discovery Charter Preparatory 2
- Tommy McConnell, Leader, KIPP Scholar Academy
- Chantal Wimberly, Educator, KIPP Philosophers Academy
- Dr. Diandra Bremond, Brotherhood Crusade, Crete Academy
- Brett Mitchell, Co-Founder, Crete Academy
- Hattie Mitchell, Crete Academy
- Eugene Fischer, Chairman of the Board of Directors, Watts Learning Center
- Jude Pinckney, Student, Ivy Bound Academy of Math, Science, and Technology Charter Middle School
- Ruth Cazares, Parent, KIPP Corazon Academy

Later in the meeting the following speakers addressed the Board on Tab 13 - Board of Education Report No. 024-24/25 Charter Petitions:

- Steve Barr, Founder, Green Dot Public Schools
- Chris Rosales, International Brotherhood of Electrical Workers
- Benjamin Frank, International Brotherhood of Electrical Workers
- Mayra Hildred, International Brotherhood of Electrical Workers

Ms. Gonez made brief remarks regarding Tab 12: Res-037-24/25 - Ms. Gonez, Mr. Schmerelson, Dr. Rivas, Ms. Hendy Newbill, Mr. Melvoin - Celebrating and Accelerating Access to Computer Science Education in the Los Angeles Unified School District

Ms. Gonez moved that the Consent Items be adopted. Mr. Schmerelson seconded the motion.

On roll call vote, the Consent Items were adopted. The vote was 6 ayes, 1 absent, Dr. Rivas.

Student Board Member Lopez recorded an advisory vote of aye.

Later in the meeting Dr. Rivas recorded a vote of aye.

The final vote was 7 ayes.

NEW BUSINESS FOR ACTION

Tab 1. BOARD OF EDUCATION REPORT NO. 104 – 24/25
Approval of Procurement Actions

Matt Friedman, Interim Chief Procurement Officer, Superintendent Carvalho, Lydia Acosta Stephens, Executive Director, Multilingual and Multicultural Education Department, and Andres Chait, Chief of Operations responded to questions from Board Members.

Remarks were heard from Student Board Member Lopez.

Dr. Rivas moved the item to be adopted. Ms. Gonez seconded the motion.

On roll call vote the item was adopted. The vote was 7 ayes.

Student Board Member Lopez recorded an advisory vote of aye.

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Executive Officer of the Board, Mr. McLean modified the Order of Business for a time certain item

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BOARD MEMBER RESOLUTIONS FOR ACTION

Remarks were heard from Ms. Gonez regarding the following resolution:

Tab 11: Ms. Gonez, Mr. Melvoin, Ms. Hendy Newbill, Mr. Schmerelson, Ms. Lopez - Readers to Leaders: Advancing Literacy for Every Child in Los Angeles (Res-031-24/25) (Noticed November 19, 2024)

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.

Ms. Gonez moved the resolution. Mr. Melvoin seconded the motion.

The following speakers addressed the Board:

- Maria Luisa Palma, Community Member, Parent
- Martha Meza, Parent
- Rosio Elosa, Parent
- Olga Corona De La Cruz, Regional Director, ReadLA
- Violeta Montero, Parent
- Maria Daisy Ortiz, Community Member

Remarks were heard from Student Board Member Cortez Lopez on behalf of the student body.

Dr. Karla V. Estrada, Deputy Superintendent of Instruction, Ms. Acosta Stephens, Executive Director, Multilingual and Multicultural Education Department and Dr. Frances Baez, Chief Academic Officer responded to questions from Board Members.

After discussion and on roll call vote the item was adopted. The vote was 6 ayes. 1 absent, Ms. Newbill.

Student Board Member Cortez Lopez recorded a vote of aye.

Later in the meeting Ms. Newbill recorded a vote of aye.

The final vote was 7 ayes.

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Executive Officer of the Board, Mr. McLean resumed the Order of Business
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NEW BUSINESS FOR ACTION

Tab 5 BOARD OF EDUCATION REPORT NO. 122-24/25 - 2024-25 First Interim Report, Multi-Year Projections, and Resolutions to Release Committed Fund Balance December 10, 2024

Remarks were heard from Superintendent Carvalho regarding the 2024-25 First Interim Report and he briefly shared the action taken to achieve positive certification for the report.

Christopher Mount, Chief Financial Officer, made a presentation on the 2024-25 First Interim Report. The presentation highlighted the following topics:

- Purpose of a First Interim
- First Interim Highlights
- Budget Timeline
- Important Context for First Interim
 - Fund 17
 - General Fund Restricted and Unrestricted Funds
 - Multi-Year Projection: Ending Balances
 - General Fund Unrestricted
 - General Fund Unrestricted/Unassigned
 - Structural Deficit
 - Enrollment vs. Employee Position Counts by Type
 - Enrollment vs. Employee Headcount by Type
 - Adult Education Fund
 - Cafeteria Fund
 - Fiscal Outlook

Earlier in the meeting, during the presentation, Mr. Mount, Mr. Pedro Salcido, Deputy Superintendent of Business Services and Operations, and Superintendent Carvalho responded to questions from Board Members regarding the budget presentation.

Ms. Griego asked if the District went through any other structural deficits prior to 2008. Mr. Mount will research and provide follow-up to her question.

Mr. Mount and Mr. Salcido responded to additional questions from Board members.

Mr. Carvalho informed the Board that as a result of potential Labor implications attached to the following questions, staff has plans to have a deeper discussion regarding the topics in a different venue and will follow-up at that time:

- Requests to receive more context regarding the increase in numbers of certificated supports and the decrease in teacher supports, and clearly distinguish what the 91 percent increase looks like and the positions attached to that increase. *(Slide 15 of the presentation)*

Ms. Gonez moved to adopt the item. Dr. Rivas seconded the motion.

The item was adopted. The vote was 6 ayes. 1 absent, Ms. Ortiz Franklin.

Later in the meeting Ms. Ortiz Franklin recorded an aye vote on the item.

The final vote was 7 ayes.

Final remarks were heard from Superintendent Carvalho regarding the First Interim Report.

PUBLIC COMMENT

The following speakers addressed the Board on the subjects indicated:

Michael Gray, Music Teacher	Professional Development (PD) at community schools
Bryan Zambrano, Student	Black Student Achievement Plan (BSAP)
Brent Simily, Woodland Hills Academy	PD
Emily Grijalva, Mendez HS	PD
Christie Caric, Town Ave Community school	PD
Romy Griego, Student	BSAP
Maki Draper, Student	BSAP
Keyshawn H., Student	BSAP
Jade Santini Rome, Parent	BSAP
Shelby Richardson, Student Advocate	BSAP
Karina Lopez, Community Member	School Safety

ADJOURNMENT

The meeting adjourned at 3:53 p.m.

APPROVED BY THE BOARD:

JACKIE GOLDBERG
PRESIDENT

MICHAEL MCLEAN
EXECUTIVE OFFICER OF THE BOARD

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