

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

REGULAR BOARD MEETING MINUTES

333 South Beaudry Avenue, Board Room
1208 Magnolia Avenue, Gardena, CA 90247
10:00 a.m., Tuesday, September 10, 2024

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

Board President Jackie Goldberg called the meeting to order at 10:02 a.m.

The following Board members were present: Dr. George J. McKenna, III, Dr. Rocío Rivas, Mr. Scott Schmerelson, Mr. Nick Melvoin, Ms. Kelly Gonez, Ms. Tanya Ortiz Franklin, and Board President Jackie Goldberg.

Student Board Member Anely Cortez Lopez was present.

Superintendent Alberto M. Carvalho was present.

The Pledge of Allegiance was led by Student Board Member Cortez Lopez.

Remarks were heard from Ms. Goldberg regarding Latino Heritage Month.

BOARD PRESIDENT'S REPORTS

LABOR PARTNERS

Georgia Flowers Lee, United Teachers Los Angeles, spoke in support of Tab 15, and the Black Student Achievement Plan.

Maria Nichols, President, Associated Administrators of Los Angeles (AALA), shared remarks regarding the opening of the school year, and spoke about the working conditions of AALA members.

Ms. Goldberg highlighted the following time certain items:

Tab 15 will be heard at 3:00 p.m., Tab 16 will be heard at 1:30 p.m., and Tab 22 will be heard at 2:00 p.m.

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Board President Goldberg modified the Order of Business.
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CONSENT ITEMS

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

NEW BUSINESS FOR ACTION:

- TAB 3. BOARD OF EDUCATION REPORT NO. 021-24/25
Adoption of the Mitigated Negative Declaration and the Mitigation Monitoring and Reporting Program for the Garfield High School Major Modernization Project
- TAB 4. BOARD OF EDUCATION REPORT NO. 022-24/25
Project Approval for the James A. Garfield High School Major Modernization Project
- TAB 5. BOARD OF EDUCATION REPORT NO. 035-24/25
Define and Approve 13 Board District Priority and Region Priority Projects and Amend the Facilities Services Division Strategic Execution Plan to Incorporate Therein
- TAB 6. BOARD OF EDUCATION REPORT NO. 031-24/25
Donations of Money and Materials to the District
- TAB 7. BOARD OF EDUCATION REPORT NO. 032-24/25
Report of Cash Disbursements, Corporate Credit Card Charges
- TAB 9. BOARD OF EDUCATION REPORT NO. 027-24/25
Approval of Routine Personnel Actions
- TAB 10. BOARD OF EDUCATION REPORT NO. 028-24/25
Provisional Internship Permits

BOARD MEMBER RESOLUTIONS FOR ACTION:

- TAB 14. Mr. Schmerelson, Dr. Rivas - Suicide Awareness and Prevention Month (Res-002-24/25)
(Noticed August 13, 2024)

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

Whereas, In 2021, the Centers for Disease Control (CDC) and Prevention's Youth Risk Behavior Surveillance System (YRBSS) indicated that 42% of high school students in America experience persistent sadness or hopelessness every day for two straight weeks in a row with these numbers being high amongst females (57%), Hispanics (46%), multiracial (49%), and LGBTQ+ (69%);

Whereas, The same report from the CDC's Youth Risk Behavior Surveillance System indicated that 29% of high school students in America experience poor mental health, with these numbers being especially high amongst females (41%) and LGBTQ+ (52%);

Whereas, The same report from the CDC's Youth Risk Behavior Surveillance System indicated that 22% of high school students seriously considered suicide in 2021, with the highest demographic being LGBTQ+ students (45%);

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

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

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

Whereas, Despite the fact that mental illness is treatable and youth suicide is a preventable public health problem, ninety percent of deaths by suicide can be attributed to mental illness;

Whereas, Suicide rates increased by 36% between the years 2000 and 2021, responsible for being the second leading cause of death for people ages 10-14 and 20-34, according to the Centers for Disease Control (CDC);

Whereas, Suicide rates decreased slightly between 2018 and 2019, it was still the 10th leading cause of death in the United States and is the second leading cause of death among children between the ages of 10-14 and 15-24;

Whereas, The phone number of the Suicide and Crisis Hotline has changed to 988, available 24 hours a day, seven days a week;

Whereas, The focus on mental health aligns with the Los Angeles Unified School District's Strategic Plan on Pillar 1B, which focuses on student happiness at their schools, and Pillar 1C, which seeks to eliminate opportunity gaps. Furthermore, this also aligns with Pillars 2A, which establishes welcoming environments, 2B, the whole-child well-being, and 2C, strong social-emotional skills;

Whereas, Children and teens spend a significant amount of their young lives in school, and the personnel who interact with them daily are in a prime position to recognize the warning signs of suicide and make the appropriate referrals for help. School personnel are instrumental in helping students and their families by identifying students at risk and linking them to school and community mental health resources;

Whereas, An analysis of i-STAR incidents reported between 2016 and 2020 found that middle school rates of suicidal behavior and high schools reported the highest rates of substance-related incidents;

Whereas, Suicide prevention involves the collective efforts of families and caregivers, the school community, mental health practitioners, local community organizations, and

related professionals to reduce the incidence of suicide through education, awareness, and services;

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

Whereas, National Suicide Prevention Week will be observed from September 8-14, 2024, to help call public attention to the increasing incidence of suicide and to inform about suicide prevention and warning signs of suicide; now, therefore, be it

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

Resolved further, That throughout National Suicide Prevention Month, but especially during National Suicide Prevention Week (September 8-14, 2024), the District will use social media channels and direct communication to District families to raise awareness and promote resources on suicide prevention, especially resources focused on the needs of our most vulnerable students;

Resolved further, That the District will review and update as necessary the resources posted to the District's School Mental Health / Crisis Counseling and Intervention Services website and make sure that the website prominently features the new Suicide and Crisis Hotline Lifeline: 988;

Resolved further, That the Superintendent or his designee report to the Committee of the Whole Board within 120 days on improvements or progress that has been made on the distribution of mental health resources to all District students during the past year and potential future plans; and, be it finally

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

TAB 17. Ms. Gonez, Dr. McKenna, Dr. Rivas, Mr. Schmerelson, Mr. Melvoin, Ms. Ortiz Franklin, Ms. Goldberg, Ms. Lopez - Celebrating Latinx Heritage Month in the Los Angeles Unified School District (Res-010-24/25) (Waiver of Board Rule 72)

Whereas, The United States has observed Latino/a/e/x Heritage Month from September 15 to October 15 since 1988 to commemorate the contributions, heritage, achievements, and cultural influences of Latinx Americans in the United States;

Whereas, Latinx Heritage Month further recognizes the intersectionality and diversity of the U.S. Latinx population, honoring historical roots tied to Mexico, Central America, South America and the Caribbean as well as Indigenous, African or European ancestry;

Whereas, This month-long recognition serves as an opportunity for all Americans to learn more about Latinx history, promote cultural awareness and inclusivity, and celebrate

diversity both in the present and in our nation's history;

Whereas, The U.S. Latinx population has grown to become the second largest racial or ethnic group in the United States in the last decade, reaching 63.7 million Latinxs as of 2022 and accounting for 19.1% of all Americans;

Whereas, The state of California is home to the largest Latinx population in the country, where they comprise 40.3% of the state's overall population, and almost 50% of the population of the County of Los Angeles;

Whereas, Latinx students comprise more than 73% of the Los Angeles Unified School District student population, underscoring the importance and relevance of Latinx Heritage Month among the District's students and families;

Whereas, Recognizing and celebrating Latinx Heritage Month as a District furthers the work of our Strategic Plan to provide culturally relevant, empowering curriculum that inspires students to become leaders and advocates for their communities; and

Whereas, The District is committed, above and beyond this commemoration, to empowering students through culturally responsive and inclusive learning environments that celebrates the value and diversity of all its students; now, therefore, be it

Resolved, That the Governing Board of the Los Angeles Unified School District hereby recognizes and celebrates September 15 through October 15 as Latinx Heritage Month;

Resolved further, That the Office of the Superintendent will work to promote educational resources on Latinx history, culture, and heritage and make them widely available to staff, students, and families online through the District homepage and social media accounts; and, be it finally

Resolved, That by adoption of this resolution, the Board and Superintendent hereby encourage all students, staff, and families, to commemorate and celebrate the immense historical and cultural contributions that Latinx people have made and continue to make here in Los Angeles, California, and the United States.

RESOLUTIONS REQUESTED BY THE SUPERINTENDENT:

- TAB 20. Reappointment of Member and Appointment of Alternate Member to the School Construction Bond Citizens' Oversight Committee (Sup Res-002-24/25)

Resolved, That the Governing Board of the Los Angeles Unified School District ratifies the reappointment of Mr. Brian Mello, and the appointment of Ms. Ashley Kaiser as an alternate, representing the Associated General Contractors of California, as Members to the School Construction Bond Oversight Committee for a two-year term commencing immediately. Mr. Mello and Ms. Kaiser are not employees, officials, vendors, contractors, or consultants of the District.

- TAB 21. Reappointment of Member to the School Construction Bond Oversight Committee (Sup Res-003-24/25)

Resolved, That the Board of Education of the City of Los Angeles ratifies the renomination of Ms. Neelura Bell, representing the California Charter Schools Association, as Member to the School Construction Bond Oversight Committee for a two-year term commencing on August 30, 2024. Ms. Bell is not an employee, official, vendor, contractor, or consultant of the District.

CORRESPONDENCE AND PETITIONS:

TAB 23. Report of Correspondence including Williams Uniform Complaint Quarterly Report Summary (ROC-002-24/25)

NEW BUSINESS FOR ACTION (continued):

TAB 24. Item withdrawn prior to meeting

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Board President Goldberg resumed the Order of Business.

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BOARD PRESIDENT'S REPORTS (continued)

COMMITTEE CHAIR REPORTS

Mr. Schmerelson reported on the August 27, 2024 IPM Ad Hoc Committee.

APPOINTMENT OF BOARD REPRESENTATIVE TO THE CALIFORNIA SCHOOLS BOARDS
ASSOCIATION

Ms. Goldberg appointed Dr. Rivas as the Board Representative to the California School Boards Association

SUPERINTENDENT'S REPORTS

Remarks were heard from the Superintendent regarding the opening of schools, Norm Day, declining enrollment, changes to the process of school admission, the opening of new Special Education classes, and Proposition 28.

CONSENT ITEMS (continued)

The following speakers addressed the Board on consent item:

BOARD OF EDUCATION REPORT NO. 027-24/25

Approval of Routine Personnel Actions

- Alex Brown, Parent
- Rosten Woo, Parent
- Janet Sonneman, Parent

BOARD MEMBER RESOLUTION FOR ACTION

Mr. Schmerelson, Dr. Rivas - Suicide Awareness and Prevention Month (Res-002-24/25)
(Noticed August 13, 2024)

Mr. Schmerelson moved the following amendments to the resolution:

Amendment to be inserted after the first Whereas:

Whereas, Suicide loss profoundly impacts families, friends, teachers, and the entire school community, and providing comprehensive support to survivors is essential for healing and preventing future tragedies;

Amendments made to the 15th Whereas:

Whereas, An analysis of District data ~~i-STAR incidents~~ reported between 2016 and 2020 found that middle school rates of suicidal behavior and high schools reported the highest rates of substance-related incidents;

Amendments made to the fourth Resolved:

Resolved further, That the Superintendent or his designee report to the Board within 120 days on update on the distribution ~~improvements or progress~~ that has been made on the distribution of mental health resources to all District students during the past year and potential future plans; ~~and, be it finally~~

Amendments to be inserted after the fourth Resolved:

Resolved further, That the Los Angeles Unified School District will develop and implement a comprehensive support plan for survivors of suicide, including but not limited to:

- Providing access to mental health services and grief counseling for students, staff, and families affected by suicide loss.
- Offering training and resources to school personnel on how to support survivors of suicide.
- Establishing support groups and peer support networks for students, staff, and families.
- Collaborating with county, health, non-profit and community organizations to provide additional support services to survivors; and, be it finally

Remarks were heard from Mr. Schmerelson and Dr. Rivas regarding the resolution.

Joel Cisneros, Executive Director, Student Mental Health and Wellness Services, spoke about recognizing the signs of distress in students, and what students or family members can do if they see a student is distressed. In addition, he provided resources for students and families.

Remarks were heard from Board members and Student Board Member Lopez.

The following speakers addressed the Board:

- Sikivu Hutchinson, Parent
- Latanya Hull, Parent

BOARD MEMBER RESOLUTION FOR ACTION

Ms. Gonez - Celebrating Latinx Heritage Month in the Los Angeles Unified School District
(Res-010-24/25) (Waiver of Board Rule 72)

Remarks were heard from Ms. Gonez regarding the resolution.

The following speakers addressed the Board:

- Marisol Mora, Student
- Kimberly Pacheco, Student
- Maria Daisy Ortiz, Parent

The following speakers addressed the Board on Consent item:

CORRESPONDENCE AND PETITIONS

Report of Correspondence including Williams Uniform Complaint Quarterly Report Summary
(ROC-002-24/25)

- David Tokofsky, Community Member

Prior to the vote, Mr. McLean read the following statement:

Before action is taken on the Report of Correspondence regarding the Williams Uniform Complaint Quarterly Report Summary from the Director of the Educational Equity Compliance Office, a public hearing must be held.

This constitutes a public hearing on the report, and a maximum of 15 individuals who wish to address the Board on this item will be heard. Those who wish to speak and have not already signed-up should sign up online.

Ms. Gonez moved a waiver of Board Rule 72 for Tab 17 to allow action on Res-010-24/25, and moved that the Consent items be adopted.

Mr. Schmerelson seconded the motion.

Following discussion and by general consent, the Consent Items were adopted with Tab 14, Res-002-24/25, Suicide Awareness and Prevention Month, being adopted as amended.

Ms. Cortez Lopez recorded an advisory vote of aye.

The final version of Res-002-24/25 reads as follows:

Mr. Schmerelson, Dr. Rivas, Dr. McKenna, Mr. Melvoin, Ms. Gonez, Ms. Ortiz Franklin, Ms. Goldberg, Ms. Lopez - Suicide Awareness and Prevention Month (Res-002-24/25) (Noticed August 13, 2024)

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

Whereas, Suicide loss profoundly impacts families, friends, teachers, and the entire school community, and providing comprehensive support to survivors is essential for healing and preventing future tragedies;

Whereas, In 2021, the Centers for Disease Control (CDC) and Prevention's Youth Risk Behavior Surveillance System (YRBSS) indicated that 42% of high school students in America experience persistent sadness or hopelessness every day for two straight weeks in a row with these numbers being high amongst females (57%), Hispanics (46%), multiracial (49%), and LGBTQ+ (69%);

Whereas, The same report from the CDC's Youth Risk Behavior Surveillance System indicated that 29% of high school students in America experience poor mental health, with these numbers being especially high amongst females (41%) and LGBTQ+ (52%);

Whereas, The same report from the CDC's Youth Risk Behavior Surveillance System indicated that 22% of high school students seriously considered suicide in 2021, with the highest demographic being LGBTQ+ students (45%);

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

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

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

Whereas, Despite the fact that mental illness is treatable and youth suicide is a preventable public health problem, ninety percent of deaths by suicide can be attributed to mental illness;

Whereas, Suicide rates increased by 36% between the years 2000 and 2021, responsible for being the second leading cause of death for people ages 10-14 and 20-34, according to the Centers for Disease Control (CDC);

Whereas, Suicide rates decreased slightly between 2018 and 2019, it was still the 10th leading cause of death in the United States and is the second leading cause of death among children between the ages of 10-14 and 15-24;

Whereas, The phone number of the Suicide and Crisis Hotline has changed to 988, available 24 hours a day, seven days a week;

Whereas, The focus on mental health aligns with the Los Angeles Unified School District's Strategic Plan on Pillar 1B, which focuses on student happiness at their schools, and Pillar 1C, which seeks to eliminate opportunity gaps. Furthermore, this also aligns with Pillars 2A, which establishes welcoming environments, 2B, the whole-child well-being, and 2C, strong social-emotional skills;

Whereas, Children and teens spend a significant amount of their young lives in school, and the personnel who interact with them daily are in a prime position to recognize the warning signs of suicide and make the appropriate referrals for help. School personnel are instrumental in helping students and their families by identifying students at risk and linking them to school and community mental health resources;

Whereas, An analysis of District data reported between 2016 and 2020 found that middle school rates of suicidal behavior and high schools reported the highest rates of substance-related incidents;

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

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

Whereas, National Suicide Prevention Week will be observed from September 8-14, 2024, to help call public attention to the increasing incidence of suicide and to inform about suicide prevention and warning signs of suicide; now, therefore, be it

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

Resolved further, That throughout National Suicide Prevention Month, but especially during National Suicide Prevention Week (September 8-14, 2024), the District will use social media channels and direct communication to District families to raise awareness and promote resources on suicide prevention, especially resources focused on the needs of our most vulnerable students;

Resolved further, That the District will review and update as necessary the resources posted to the District's School Mental Health / Crisis Counseling and Intervention Services website and make sure that the website prominently features the new Suicide and Crisis Hotline Lifeline: 988;

Resolved further, That the Superintendent or his designee report to the Board within 120 days on update on the distribution that has been made on the distribution of mental health resources to all District students during the past year and potential future plans;

Resolved further, That the Los Angeles Unified School District will develop and implement a comprehensive support plan for survivors of suicide, including but not limited to:

- Providing access to mental health services and grief counseling for students, staff, and families affected by suicide loss.
- Offering training and resources to school personnel on how to support survivors of suicide.
- Establishing support groups and peer support networks for students, staff, and families.
- Collaborating with county, health, non-profit and community organizations to provide additional support services to survivors; and, be it finally

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

NEW BUSINESS FOR ACTION

TAB 1. BOARD OF EDUCATION REPORT NO. 020-24/25
Approval of Procurement Actions

Mr. Schmereson moved that the report be adopted. Ms. Gonez seconded the motion.

Remarks were heard from Mr. Melvoin regarding Attachment B, Item F, CaremarkPCS Health, LLC and SilverScript Insurance Company (collective CVS) for pharmacy benefit management services.

Pedro Salcido, Deputy Superintendent, Business Services & Operations, Sung Yun Lee, Deputy Chief Business Officer, and Priti Kapoor, Director of Benefits, responded to questions from Mr. Melvoin regarding Item F.

Ms. Ortiz Franklin asked the District's Government Relations team to consider working with the federal government regarding the overwhelming costs of pharmaceuticals in this country.

Mr. Salcido responded to questions from Mr. Melvoin regarding Attachment B, Item J, Arey Jones Educational Solutions; Blumm USA, Inc.; CDW Government, LLC, for personal computing devices and related equipment and services Districtwide.

Remarks were heard from the Superintendent regarding Item J.

Remarks were heard from Ms. Gonez, Ms. Goldberg, and Dr. Rivas regarding the translations bench contracts, Attachment B, Item G.

The Superintendent, and Luz Roldan, Director, Translations Unit, responded to questions from Dr. Rivas.

Remarks were heard from Mr. Schmerelson regarding the lack of interpreters in the District.

Antonio Plascencia, Senior Director of Engagement and Partnerships, responded to questions from Dr. Rivas regarding Attachment B, Item H, various vendors for the Partners for Student Success Program.

Dr. Rivas requested the list of schools who have partnered with each of these vendors. Mr. Plascencia will send the information to the Board.

After discussion and on roll call vote, the report was adopted, 7 ayes.

Ms. Cortez Lopez recorded an advisory vote of aye.

TAB 2: BOARD OF EDUCATION REPORT NO. 013-24/25
Approval of Facilities Contract Actions

Krisztina Tokes, Chief Facilities Executive, responded to questions from Ms. Gonez regarding Attachment A, Item A, Beta Investments & Contracts, Inc., for the HVAC replacement project.

Mr. Schmerelson expressed his appreciation for all employees who service District schools.

Soheil Katal, Chief Information Officer, responded to a question from Ms. Goldberg regarding Attachment A, Item E, Telenet VoIP, Inc. for video surveillance and monitoring systems.

Dr. Rivas expressed her thanks to the Transportation Services Division for their leadership and initiative to provide cleaner rides to school for our students, bringing about cleaner air, which demonstrates a deep commitment for both the wellbeing of our students and the environment and our city.

Remarks were heard from Superintendent Carvalho regarding the exceedingly high temperatures across the District and the steps the District is taking to provide HVAC units to the most impacted areas, and revisiting the prioritization of bond revenue utilization.

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

After discussion and on roll call vote, the report was adopted, 7 ayes.

Ms. Cortez Lopez recorded an advisory vote of aye.

TAB 8: BOARD OF EDUCATION REPORT NO. 040-24/25
Unaudited Actuals Report for Fiscal Year 2023-24 and Gann Limit Resolution

Mr. McLean read the following statement:

Before action is taken on Board Report No. 040-24/25, Unaudited Actuals Report for Fiscal Year 2023-24 and Gann Limit Resolution, a public hearing must be held.

This constitutes a public hearing on Report No. 040-24/25, Unaudited Actuals Report for Fiscal Year 2023-24 and Gann Limit Resolution, and a maximum of 15 individuals who wish to address the Board on the item will be heard. Those who wish to speak should sign up online. Speakers will be called by name.

Remarks were heard from Superintendent Carvalho regarding the Unaudited Actuals Report. He introduced Christopher Mount, Chief Business Officer, to provide an update on the 2023-24 unaudited actuals.

Highlights of the presentation included:

- Statutory obligations and reporting requirements
- 2023-24 Sources of fund revenues and expenses
- 2023-24 Budget to actual expenditures for all funds
- 2023-24 general fund with unrestricted and restricted dollars
- 2023-24 general fund unrestricted unassigned ending balance

Mr. Mount responded to questions from Mr. Melvoin.

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Board President Goldberg tabled the discussion on Tab 8 to allow for a 1:30 P.M. time certain.

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BOARD MEMBER RESOLUTIONS FOR ACTION

Mr. Schmerelson moved a Waiver of Board Rule 72 to allow action on Res-008-24/25. Ms. Gonez seconded the motion.

Ms. Gonez moved the following resolution with a 1:30 p.m. time certain:

TAB 16: Mr. Schmerelson, Ms. Goldberg - Observing October 6 as World Cerebral Palsy Day (Res-008-24/25) (Waiver of Board Rule 72)

Whereas, The Los Angeles Unified School District is committed to creating learning environments that promote inclusive education for students with disabilities to foster higher expectations for academic, social, and vocational outcomes;

Whereas, The District serves about 65,521 students with disabilities and provides 38 types of services while providing leadership, guidance, and support to schools to maximize learning for all students in a supportive and inclusive environment so that each student will contribute to and benefit from our diverse society;

Whereas, According to Johns Hopkins Medicine, cerebral palsy is the most common childhood physical disability and manifests in a range of motor symptoms from mild to severe, often leading to challenges in movement, balance, and posture;

Whereas, According to UCLA Health, approximately 10,000 babies are born each year with cerebral palsy in the United States, and it affects approximately 764,000 children and adults in total;

Whereas, Los Angeles County sees approximately 295 babies born each year with cerebral palsy;

Whereas, Communities of color have suffered through more challenging health outcomes due to a lack of affordable healthcare access and systemic barriers that affect millions of families;

Whereas, The District is committed to enhancing accessibility within schools for students with cerebral palsy and other motor disabilities, including the installation of ramps, accessible restrooms, toileting and hygiene supports, and other accessibility accommodations to ensure equal access to education for all students;

Whereas, Families around Los Angeles may rely on California Children's Services Medical Therapy Unit offices in Los Angeles, which emphasize the importance of access to early intervention and resources for informed decision-making regarding cerebral palsy management;

Whereas, The District has strategic partnerships with the Regional Centers throughout the region that provide assistance for students and families through training, case management, evaluations, and more;

Whereas, Cerebral palsy support groups and comprehensive online resources at regional centers in Los Angeles provide parents/caregivers with vital information and emotional support; and

Whereas, Families may have limited options for therapy services, primarily relying on California Children's Services Medical Therapy Units, which may be understaffed or geographically distant, with the alternative being private insurance or out-of-pocket payments; now, therefore, be it

Resolved, That the Governing Board of the Los Angeles Unified School District hereby proclaims October 6 as World Cerebral Palsy Day, celebrating the diversity and contributions of individuals with cerebral palsy, thus fostering a culture of acceptance, respect, and inclusion for all students;

Resolved further, That the Los Angeles Unified School District will initiate and emphasize awareness campaigns that expand knowledge of resources within schools and communities about cerebral palsy and other developmental disabilities, the challenges, and the methods to support individuals in educational settings through one event per school year and resources available in the Parent Center and at Parent-Teacher Association meetings, or other events;

Resolved further, That the Board encourages all qualified staff to promote the integration of inclusive practices and curriculum adaptations to meet the diverse needs of students with cerebral palsy, with greater knowledge and understanding of the Americans with Disabilities Act, Individuals with Disabilities Education Act, and Section 504 of the Rehabilitation Act, ensuring they receive a quality education tailored to their abilities and strengths so they can effectively achieve positive outcomes;

Resolved further, That the District will instruct administrators at their respective schools to develop a plan by March 2025 to increase recess and lunchtime inclusivity through improved staff training, particularly yard supervision staff, but extended to all staff, on fostering better communication and providing inclusive activities for use during these times and teaching students about inclusive activities while engaging in recess and lunch;

Resolved further, That District Regional Superintendents, their teams, or a designee will review these plans and will provide feedback to principals finalizing with their approval;

Resolved further, That the Board recommends the Superintendent to implement training programs for teachers and staff on effectively supporting students with cerebral palsy and other developmental disabilities in the classroom, including strategies for inclusive teaching, communication techniques, legal requirements, and the usage of assistive technology; and, be it finally

Resolved, That the District shall invite all District schools, at all grade levels, to engage in ability awareness activities in the classroom, ideally incorporating them into lesson

plans for students of all ages during the week preceding or following World Cerebral Palsy Day, recognizing its occurrence, at the discretion of school leadership.

Mr. Schmerelson seconded the motion.

Remarks were heard from Mr. Schmerelson regarding the resolution.

Mr. Schmerelson introduced Reena De Asis, Founder, Inclusive Sol, who spoke in support of the resolution.

Remarks were heard from board members and Student Board Member Lopez.

Jose Soto, Executive Director, Special Education, discussed supporting the plan of inclusivity across schools in the District.

Mr. Schmerelson moved the following amendments to the fourth Resolved:

Resolved further, That the District will instruct administrators at their respective schools to develop a plan by March 2025 to ~~enhance~~ increase recess and lunchtime inclusivity through ~~enhanced~~ improved staff training, particularly yard supervision staff, but extended to all staff, on fostering better communication and providing inclusive activities for use during these times and teaching students about inclusive activities while engaging in recess and lunch;

Ms. Gonez moved the amended resolution be adopted. Mr. Schmerelson seconded the motion.

After discussion and on roll call vote, the resolution was adopted as amended, 6 ayes, 1 absent, Ms. Ortiz Franklin.

Ms. Cortez Lopez recorded an advisory vote of aye.

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

The final vote was 7 ayes.

The final version of the resolution reads as follows:

Mr. Schmerelson, Ms. Goldberg, Dr. McKenna, Dr. Rivas, Mr. Melvoin, Ms. Gonez, Ms. Lopez
- Observing October 6 as World Cerebral Palsy Day (Res-008-24/25) (Waiver of Board Rule 72)

Whereas, The Los Angeles Unified School District is committed to creating learning environments that promote inclusive education for students with disabilities to foster higher expectations for academic, social, and vocational outcomes;

Whereas, The District serves about 65,521 students with disabilities and provides 38 types of services while providing leadership, guidance, and support to schools to maximize learning for all students in a supportive and inclusive environment so that each student will contribute to and benefit from our diverse society;

Whereas, According to Johns Hopkins Medicine, cerebral palsy is the most common childhood physical disability and manifests in a range of motor symptoms from mild to severe, often leading to challenges in movement, balance, and posture;

Whereas, According to UCLA Health, approximately 10,000 babies are born each year with cerebral palsy in the United States, and it affects approximately 764,000 children and adults in total;

Whereas, Los Angeles County sees approximately 295 babies born each year with cerebral palsy;

Whereas, Communities of color have suffered through more challenging health outcomes due to a lack of affordable healthcare access and systemic barriers that affect millions of families;

Whereas, The District is committed to enhancing accessibility within schools for students with cerebral palsy and other motor disabilities, including the installation of ramps, accessible restrooms, toileting and hygiene supports, and other accessibility accommodations to ensure equal access to education for all students;

Whereas, Families around Los Angeles may rely on California Children's Services Medical Therapy Unit offices in Los Angeles, which emphasize the importance of access to early intervention and resources for informed decision-making regarding cerebral palsy management;

Whereas, The District has strategic partnerships with the Regional Centers throughout the region that provide assistance for students and families through training, case management, evaluations, and more;

Whereas, Cerebral palsy support groups and comprehensive online resources at regional centers in Los Angeles provide parents/caregivers with vital information and emotional support; and

Whereas, Families may have limited options for therapy services, primarily relying on California Children's Services Medical Therapy Units, which may be understaffed or geographically distant, with the alternative being private insurance or out-of-pocket payments; now, therefore, be it

Resolved, That the Governing Board of the Los Angeles Unified School District hereby proclaims October 6 as World Cerebral Palsy Day, celebrating the diversity and contributions of individuals with cerebral palsy, thus fostering a culture of acceptance, respect, and inclusion for all students;

Resolved further, That the Los Angeles Unified School District will initiate and emphasize awareness campaigns that expand knowledge of resources within schools and communities about cerebral palsy and other developmental disabilities, the challenges, and the methods to support individuals in educational settings through one event per school year and resources available in the Parent Center and at Parent-Teacher Association meetings, or other events;

Resolved further, That the Board encourages all qualified staff to promote the integration of inclusive practices and curriculum adaptations to meet the diverse needs of students with cerebral palsy, with greater knowledge and understanding of the Americans with Disabilities Act, Individuals with Disabilities Education Act, and Section 504 of the Rehabilitation Act,

ensuring they receive a quality education tailored to their abilities and strengths so they can effectively achieve positive outcomes;

Resolved further, That the District will instruct administrators at their respective schools to develop a plan by March 2025 to enhance recess and lunchtime inclusivity through enhanced staff training, particularly yard supervision staff, but extended to all staff, on fostering better communication and providing inclusive activities for use during these times and teaching students about inclusive activities while engaging in recess and lunch;

Resolved further, That District Regional Superintendents, their teams, or a designee will review these plans and will provide feedback to principals finalizing with their approval;

Resolved further, That the Board recommends the Superintendent to implement training programs for teachers and staff on effectively supporting students with cerebral palsy and other developmental disabilities in the classroom, including strategies for inclusive teaching, communication techniques, legal requirements, and the usage of assistive technology; and, be it finally

Resolved, That the District shall invite all District schools, at all grade levels, to engage in ability awareness activities in the classroom, ideally incorporating them into lesson plans for students of all ages during the week preceding or following World Cerebral Palsy Day, recognizing its occurrence, at the discretion of school leadership.

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Board President Goldberg resumed the Order of Business.

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NEW BUSINESS FOR ACTION (continued)

TAB 8: BOARD OF EDUCATION REPORT NO. 040-24/25
Unaudited Actuals Report for Fiscal Year 2023-24 and Gann Limit Resolution

Board members resumed discussion.

Christopher Mount, Chief Financial Officer, Superintendent Carvalho, and Pedro Salcido, Deputy Superintendent, Business Services and Operations, responded to questions from board members.

Earlier in the meeting Mr. McLean read the public hearing statement.

The following speakers addressed the Board:

- Maria Luisa Palma, Parent
- David Tokofsky, Community Member
- Maria Daisy Ortiz, Parent

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

After discussion and on roll call vote, the report was adopted, 6 ayes, 1 absent, Dr. McKenna.

Ms. Cortez Lopez was absent.

Later in the meeting Dr. McKenna recorded an aye vote.

The final vote was 7 ayes.

TAB 12: BOARD OF EDUCATION REPORT NO. 036-24/25
2024 CCEIS Action Plan Amendment

Dr. Rivas moved that the report be adopted. Ms. Ortiz Franklin seconded the motion.

Dr. Jose Soto, Executive Director, Division of Special Education, Dr. Karla Estrada, Deputy Superintendent, Instruction, and Dixon Deutsch, Director, Division of Special Education, responded to questions from board members.

The following speakers addressed the Board:

- Karla G. Franco, Parent
- Christian Flagg, Community Coalition

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Board President Goldberg passed the gavel to Vice President Schmerelson.

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Speakers continued to address the Board:

- Alejandro Banuelos, Community Representative

After discussion and on roll call vote, the report was adopted, 4 ayes, 3 absent, Dr. McKenna, Ms. Goldberg, and Ms. Gonez.

Ms. Cortez Lopez was absent.

Later in the meeting, Dr. McKenna, Ms. Goldberg, and Ms. Gonez recorded aye votes.

The final vote was 7 ayes.

TAB 13: BOARD OF EDUCATION REPORT NO. 039-24/25
U.S. Environmental Protection Agency Clean School Bus Program Notice of Award

Dr. Rivas moved that the report be adopted. Ms. Ortiz Franklin seconded the motion.

Daniel Kang, Director of Transportation, responded to questions from Mr. Schmerelson.

Remarks were heard from Dr. Rivas.

On roll call vote, the report was adopted, 4 ayes, 3 absent, Dr. McKenna, Ms. Goldberg, and Ms. Gonez.

Ms. Cortez Lopez was absent.

Later in the meeting Dr. McKenna, Ms. Goldberg, and Ms. Gonez recorded aye votes.

The final vote was 7 ayes.

BOARD MEMBER RESOLUTIONS FOR ACTION (continued)

TAB 18: Ms. Ortiz Franklin, Dr. Rivas, Mr. Schmerelson, Mr. Melvoin, Ms. Gonez, Ms. Goldberg - Safe, Sustainable Streets: Walk & Roll to School (Res-011-24/25) (Waiver of Board Rule 72)

Whereas, The Los Angeles Unified School District is committed to student safety on and around campuses and the District's 2022-2026 Strategic Plan affirms the District's commitment to welcoming learning environments, which includes ensuring "safe passage" to and from school through coordination with local civic and safety organizations;

Whereas, The District is a leader in climate sustainability and is taking proactive steps and demonstrating progress to becoming the most sustainable and environmentally-friendly large urban school district in the country;

Whereas, Over the last three school years, students across all school levels report in the School Experience survey that they feel less safe in the neighborhood around their school than they did in previous years, with only 58.5% of elementary students, 55.2% of middle school students, and 51.6% of high school students reporting they feel safe in their community in the 2023-2024 school year;

Whereas, There were 336 traffic fatalities in Los Angeles City in 2023, an 8% increase from the previous year, 178 of which resulted in pedestrian death, and the leading cause of death for children between the ages of 4 and 14 in Los Angeles County is traffic collisions with disproportionate inequities in communities where Black and Brown families live;

Whereas, The City of Los Angeles has taken important steps to enhance traffic safety around Los Angeles Unified schools, including funding more than 500 crossing guards for the 2024-2025 school year, implementing "quick build" street safety projects at over 180 intersections at more than 40 schools, installing over 250 speed humps near 92 schools where speeding is a known issue, and establishing "school slow zones" with 15 mph speed limits on more than 450 street segments around 190 schools; and the District collaborates with the City's Safe Routes to School program, which maps recommended crossings to schools;

Whereas, Walking to school provides positive opportunities for students to meet their daily physical activity levels, cultivates a sense of responsibility and independence, contributes to time spent outdoors, which promotes positive health and can improve academic performance;

Whereas, The National Center for Safe Routes to School hosts an annual Walk & Roll to School Day, which will take place on October 9, 2024, an annual event that involves

communities from across the country walking and rolling to school on the same day, which informs students and caregivers about pedestrian safety practices, fosters a sense of community, shines light on the need for safe routes to and from school and contributes to cleaner environments; and

Whereas, One time events such as Walk & Roll to School Day can increase the visibility of families active travel to schools for drivers who share the roads; lead to the development of regular walking and bicycling programs by encouraging more families to use active travel to get to school; and strengthen the partnership between the District, cities, and caregivers to ensure student safety; now, therefore, be it

Resolved, That the Los Angeles Unified School District will celebrate annually the Walk & Roll to School Day beginning on October 9, 2024 and in future years will continue to celebrate this day as established by the National Center for Safe Routes to School;

Resolved further, That to support successful implementation of Walk & Roll to School Day, in collaboration with on-going efforts, community partners, and local government agencies, the District will conduct an assessment of the safety and capability to safely walk and roll to school; and, be it finally

Resolved, That the District will continue to advocate for local, state and federal funding and legislation to support safer, walkable school communities.

Remarks were heard from Ms. Ortiz Franklin regarding the resolution.

Remarks were heard from board members regarding the resolution.

The following speakers addressed the Board:

- Carle B., Community Member

Mr. Schmerelson moved a Waiver of Board Rule 72 to allow action on Res-011-24/25 and moved that the resolution be adopted. Dr. Rivas seconded the motion.

On roll call vote, the resolution was adopted, 4 ayes, 3 absent, Dr. McKenna, Mr. Melvoin, and Ms. Goldberg.

Ms. Cortez Lopez was absent.

Later in the meeting, Dr. McKenna, Mr. Melvoin, and Ms. Goldberg recorded aye votes.

The final vote was 7 ayes.

- - -
Board President Goldberg assumed the Chair.
- - -

PUBLIC HEARINGS

TAB 22: Charter Petitions for Public Hearing (002-24/25)

Global Education 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 414 students in grades TK-8 beginning its next term in the 2025 school year, with a proposed location of 4141 S. Figueroa St., Los Angeles, CA 90037 and 2009 W. Martin Luther King Jr. Blvd., Los Angeles, CA 90062.

Ednovate – USC Hybrid High College Prep (Board District 1, Region South)

Consideration of the level of support for a renewal start-up independent charter petition requesting to serve up to 500 students in grades 9-12 beginning its next term in the 2025 school year, with a proposed location of 3939 S. Vermont Ave., Los Angeles, CA 90037.

ICEF View Park Preparatory Middle (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 6-8 beginning its next term in the 2025 school year, with a proposed location of 5311 S. Crenshaw Blvd., Los Angeles, CA 90043.

Citizens of the World Charter School Silver Lake (Board District 2, Region East)

Consideration of the level of support for a renewal start-up independent charter petition requesting to serve up to 1,196 students in grades TK-8 beginning its next term in the 2025 school year, with a proposed location of 110 N. Coronado St., Los Angeles, CA 90026 and 2301-2323 Beverly Blvd., Los Angeles, CA 90057.

Ednovate – Brio College Prep (Board District 2, Region East)

Consideration of the level of support for a renewal start-up independent charter petition requesting to serve up to 500 students in grades 9-12 beginning its next term in the 2025 school year, with a proposed location of 350 S. Figueroa St., Suite 100, Los Angeles, CA 90071.

Ednovate – Esperanza College Prep (Board District 2, Region East)

Consideration of the level of support for a renewal start-up independent charter petition requesting to serve up to 500 students in grades 9-12 beginning its next term in the 2025 school year, with a proposed location of 414 S. Atlantic Blvd., East Los Angeles, CA 90022.

Para Los Niños Charter (Board District 2, Region East)

Consideration of the level of support for a renewal start-up independent charter petition requesting to serve up to 410 students in grades TK-5 beginning its next term in the 2025 school year, with a proposed location of 1617 E. 7th St., Los Angeles, CA 90021.

New West Charter (Board District 4, Region West)

Consideration of the level of support for a renewal start-up independent charter petition requesting to serve up to 1,225 students in grades 6-12 beginning its next term in the 2025 school year, with a proposed location of 1905 Armacost Ave., Los Angeles, CA 90026 and 11625 Pico Blvd., Los Angeles, CA 90064.

Downtown Value (Board District 5, Region South)

Consideration of the level of support for a renewal start-up independent charter petition requesting to serve up to 456 students in grades TK-8 beginning its next term in the 2025 school year, with a proposed location of 950 W. Washington Blvd., Los Angeles, CA 90015.

Equitas Academy #2 (Board District 5, Region West)

Consideration of the level of support for a renewal start-up independent charter petition requesting to serve up to 400 students in grades 5-8 beginning its next term in the 2025 school year, with a proposed location of 2723 W. 8th Street, Los Angeles, CA 90005.

Gabriella Charter 2 (Board District 5, Region East)

Consideration of the level of support for a renewal start-up independent charter petition requesting to serve up to 468 students in grades TK-8 beginning its next term in the 2025 school year, with a proposed location of 3736 Trinity St., Los Angeles, CA 90011 and 4312 S. Grand Ave., Los Angeles, CA 90037.

Monsenor Oscar Romero Charter Middle (Board District 5, Region West)

Consideration of the level of support for a renewal start-up independent charter petition requesting to serve up to 375 students in grades 6-8 beginning its next term in the 2025 school year, with a proposed location of 2670 W. 11th Street, Los Angeles, CA 90006.

Santa Monica Boulevard Community Charter (Board District 5, Region West)

Consideration of the level of support for a renewal conversion independent charter petition requesting to serve up to 950 students in grades TK-6 beginning its next term in the 2025 school year, with a proposed location of 1022 N. Van Ness Ave., Los Angeles, CA 90038.

Synergy Charter 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 360 students in grades TK-5 beginning its next term in the 2025 school year, with a proposed location of 900 E. 33rd Street, Los Angeles, CA 90011.

Fenton Avenue Charter (Board District 6, Region North)

Consideration of the level of support for a renewal conversion independent charter petition requesting to serve up to 832 students in grades TK-5 beginning its next term in the 2025 school year, with a proposed location of 11828 Gain St., Lake View Terrace, CA 91342.

Fenton Primary Center (Board District 6, Region North)

Consideration of the level of support for a renewal start-up independent charter petition requesting to serve up to 840 students in grades TK-2 beginning its next term in the 2025 school year, with a proposed location of 11351 Dronfield Ave., Pacoima, CA. 91331.

Mr. McLean read the following statement:

This constitutes a public hearing for the following schools:

- Global Education Academy
- Ednovate – USC Hybrid High College Prep

- ICEF View Park Preparatory Middle
- Citizens of the World Charter School Silver Lake
- Ednovate – Brio College Prep
- Ednovate – Esperanza College Prep
- Para Los Niños Charter
- New West Charter
- Downtown Value
- Equitas Academy #2
- Gabriella Charter 2
- Monseñor Oscar Romero Charter Middle
- Santa Monica Boulevard Community Charter
- Synergy Charter Academy
- Fenton Avenue Charter
- Fenton Primary Center

A maximum of 16 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.

The following speakers addressed the Board:

- Mide Macaulay, Ednovate Charter Schools
- Alejandra Chavez, Principal, Esperanza College Prep
- Saba Ramos and Jasmin Alvarez, Students
- Claudia Cortez, Parent
- Monica Montiel, Community Member
- Cindy Soto, Parent
- Patricia Morfin, Parent
- Dwayne Washington, Principal, ICEF View Park Preparatory Middle
- Selena Leyva, Teacher
- Maria Maldonado, Parent
- Cynthia Hernandez, Parent
- Yahaira Perez, Parent
- Yvette King Berg, Executive Director, Monseñor Oscar Romero Charter Middle
- Margarita Rodriguez, Parent
- Dr. Sharon Weir, Executive Director, New West Charter
- Jonathan Jackson, Parent
- Sigredo Lopez, Community Member
- Thelmy Moran, Parent
- Sandra Banuelos, Teacher
- Tanya Flores, Parent
- Manuel Santana, Community School Coordinator

Following public speakers, Mr. McLean read the following statement:

The Board will be taking action on the charter petitions at a subsequent meeting. Petitions denied may be submitted directly to the Los Angeles County Office of Education or directly to the State for action.

MISCELLANEOUS BUSINESS

TAB 25: Adoption of the 2024-2025 Board Meeting Schedule (Version 2) (003-24/25)

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

Remarks were heard from Ms. Goldberg regarding the changes made to the board meeting schedule.

The following speakers addressed the Board:

- Ana Carrion, Parent
- Monique Edwards, Community Member

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

Ms. Cortez Lopez was absent.

BOARD MEMBER RESOLUTIONS FOR ACTION (continued)

Ms. Gonez moved the following resolution with a 3:00 p.m. time certain:

TAB 15: Ms. Goldberg, Dr. Rivas, Ms. Gonez - Supporting Meaningful Teaching and Learning in the LAUSD Community Schools Initiative (Res-003-24/25) (Noticed August 13, 2024)

Whereas, The Los Angeles Unified School District Community Schools Initiative (CSI), in alignment with the California Community Schools Framework defines a Community School as one that takes a “whole-child” approach, with “an integrated focus on academics, health and social services, youth and community development, and community engagement”;

Whereas, Community Schools require expertise and assistance to develop a strong instructional and performance assessment program that is based on the science of learning and development--which finds that students learn best when curriculum, teaching, and assessment strategies are built on students’ prior knowledge and experiences, and focus on relevant and engaging learning tasks;

Whereas, Research (Cotton, 2003; Hallinger, 2003; Leithwood, Louis, Anderson & Wahlstrom, 2004, Robinson 2007) consistently shows that the principal’s instructional leadership role has a strong influence on learner performance and asserts that learner performance is likely to be greater where there is direct principal leadership involvement in planning and professional development;

Whereas, The UCLA Center for Transformation of Schools has identified obstacles to retaining Black, Indigenous, and People of Color (BIPOC) teachers and recommends that administrators and schools make a strong, lasting commitment to “the ideals and policies that best support students in cultivating critical awareness” and that “the use of standardized tests should be dramatically reduced and supplemented with more authentic and relevant performance assessment”;

Whereas, Performance assessment aligns with community-based learning because it enables students to demonstrate their learning in authentic ways and apply their knowledge and skills to new contexts by creating products, presentations and/or demonstrations that reflect understanding and mastery; and

Whereas, Hiring Community School Lead Teachers who rely on performance assessment versus student preparation for standardized testing will allow Community Schools to better support all five pillars of LAUSD's 2022-2026 Strategic Plan (Academic Excellence, Joy and Wellness, Engagement and Collaboration, Operational Effectiveness, and Investing in Staff); now, therefore, be it

Resolved, That the District will establish with the Supporting Meaningful Teaching and Learning Initiative (SMTLI) in order to strengthen the Los Angeles Unified School District Community Schools Initiative (CSI) and fully realize the promise of Community Schools as transformative for teaching, learning, joy and engagement, and student, family, and community well-being;

Resolved further, That schools that participate in the five CSI cohorts will be eligible to apply to participate in the SMTLI, and the Community Schools Steering Committee (CSSC) will recommend approval or denial of applications based on established criteria that could include quality of implementation of the Community Schools Framework and evidence of strong academic progress for all student groups;

Resolved further, That STMLI schools will be authorized to hire a Community Schools Grant funded Community School Lead Teacher through the Community Schools Partnership Program (CCSPP), who will support the goal of "remodeling instructional program commitment";

Resolved further, That Lead Teachers will receive professional development by Community School Coaches and UCLA Center for Community Schooling, as well as other relevant partners as appropriate including those with expertise in the support and development of school leaders;

Resolved further, That STMLI schools will demonstrate a team commitment that includes, at minimum, the principal and school staff, and will commit to participating in the Cohort for three years;

Resolved further, That STMLI schools will commit to remodeling their existing instruction program to integrate culturally relevant curriculum, community- and project-based learning, and civic engagement (e.g., through the integration of Linked Learning and/or other instructional strategies), and targeted AI integration;

Resolved further, That STMLI Principals will commit to engaging in instructional planning, observation of project- based instruction, attend and provide professional development related to community- and project-based learning, and provide sufficient resources for teachers to fully implement project-based learning;

Resolved further, That SMTLI schools will work in collaboration with the Division of Instruction to pilot innovative, authentic, rigorous and relevant assessments and, once established, will be excused from any and all standardized testing with the exception of

state-and federally-mandated assessments; and, be it finally

Resolved, That District staff, UNITE-LA staff, and labor and other partners will form a team to develop the operational aspects of develop a plan for how this initiative is communicated across the systems and structures of the CSI, and create an application and rubric for approval so that this new initiative can commence in the second semester of school year 24-25.

Dr. Rivas seconded the motion.

Ms. Goldberg moved the following amendments to the Resolved:

Resolved, That the District will establish with the Supporting Meaningful Teaching and Learning Initiative (SMTLI) in order to strengthen the Los Angeles Unified School District Community Schools Initiative (CSI) and fully realize the promise of Community Schools as transformative for teaching, learning, joy and engagement, and student, family, and community well-being;

Resolved further, That schools that participate in the five CSI cohorts will be eligible to apply to participate in the SMTLI, and the Community Schools Steering Committee (CSSC) will recommend approval or denial of applications based on established criteria that could include quality of implementation of the Community Schools Framework and evidence of strong academic progress for all student groups, and will be open to up to 10 schools;

Resolved further, That STMLI schools will be authorized to ~~hire~~ select a Community Schools Grant funded Community School Lead Teacher through the Community Schools Partnership Program (CCSPP), who will support the goal of “remodeling instructional program commitment”;

Resolved further, That Lead Teachers will receive professional development by Community School Coaches and UCLA Center for Community Schooling, as well as other relevant partners as appropriate including those with expertise in the support and development of school leaders;

Resolved further, That STMLI schools will demonstrate a team commitment that includes, at minimum, the principal, ~~and~~ school staff, and the Local School Leadership Council and/or other bodies inclusive of student and parent leadership, and will commit to participating in the Cohort for three years;

Resolved further, That STMLI schools will commit to remodeling their existing instruction program to integrate culturally relevant curriculum, community- and project-based learning, and civic engagement (e.g., through the integration of Linked Learning and/or other instructional strategies), and targeted AI integration;

Resolved further, That STMLI Principals will commit to engaging in instructional planning, observation of project- based instruction, attend and provide professional development related to community- and project-based learning, and provide sufficient resources for teachers to fully implement project-based learning;

Resolved further, That SMTLI schools will work in collaboration with the Division of Instruction to develop and pilot innovative, authentic, rigorous and relevant assessments to

provide information to teachers and parents regarding students' areas of strengths and areas of need. Once established, SMTLI schools will ~~and, once established, will be excused from any~~ ~~and all~~ standardized testing with the exception of state-and federally-mandated assessments; and, be it finally

Resolved, That District staff, ~~UNITE LA staff~~, and labor and other partners will form a team in the second semester of school year 24-25 to develop the operational aspects ~~of develop a plan~~ for how this initiative is to be implemented, and communicated across the systems and structures of the CSI, and to create an application and rubric for approval so that this new initiative can commence on July 1, 2025. ~~in the second semester of school year 24-25.~~

Remarks were heard from Ms. Goldberg and co-sponsors Dr. Rivas, and Ms. Gonez regarding the resolution.

Board members shared remarks and expressed concerns.

The following speakers addressed the Board:

- Maria Miranda, United Teachers Los Angeles
- David Tokofsky, Community Member
- Maria Nichols, AALA President
- Lisa, Parent
- Ingrid Villeda, 93rd Street Elementary
- Grant Schuster, Former Teacher
- Vicky Martinez, Parent
- Ana Garcia, Reclaim Our Schools LA

After discussion and on roll call vote, the resolution was adopted as amended, 4 ayes and 3 noes, Dr. McKenna, Mr. Melvoin, and Ms. Gonez.

Ms. Cortez Lopez was absent.

The final resolution reads as follows:

Ms. Goldberg, Dr. Rivas, Ms. Gonez, Mr. Schmerelson - Supporting Meaningful Teaching and Learning in the LAUSD Community Schools Initiative (Res-003-24/25) (Noticed August 13, 2024)

Whereas, The Los Angeles Unified School District Community Schools Initiative (CSI), in alignment with the California Community Schools Framework defines a Community School as one that takes a “whole-child” approach, with “an integrated focus on academics, health and social services, youth and community development, and community engagement”;

Whereas, Community Schools require expertise and assistance to develop a strong instructional and performance assessment program that is based on the science of learning and development-which finds that students learn best when curriculum, teaching, and assessment strategies are built on students' prior knowledge and experiences, and focus on relevant and engaging learning tasks;

Whereas, Research (Cotton, 2003; Hallinger, 2003; Leithwood, Louis, Anderson & Wahlstrom, 2004, Robinson 2007) consistently shows that the principal's instructional leadership role has a strong influence on learner performance and asserts that learner performance is likely to be greater where there is direct principal leadership involvement in planning and professional development;

Whereas, The UCLA Center for Transformation of Schools has identified obstacles to retaining Black, Indigenous, and People of Color (BIPOC) teachers and recommends that administrators and schools make a strong, lasting commitment to "the ideals and policies that best support students in cultivating critical awareness" and that "the use of standardized tests should be dramatically reduced and supplemented with more authentic and relevant performance assessment";

Whereas, Performance assessment aligns with community-based learning because it enables students to demonstrate their learning in authentic ways and apply their knowledge and skills to new contexts by creating products, presentations and/or demonstrations that reflect understanding and mastery; and

Whereas, Hiring Community School Lead Teachers who rely on performance assessment versus student preparation for standardized testing will allow Community Schools to better support all five pillars of LAUSD's 2022-2026 Strategic Plan (Academic Excellence, Joy and Wellness, Engagement and Collaboration, Operational Effectiveness, and Investing in Staff); now, therefore, be it

Resolved, That the District will establish with the Supporting Meaningful Teaching and Learning Initiative (SMTLI) in order to strengthen the Los Angeles Unified School District Community Schools Initiative (CSI) and fully realize the promise of Community Schools as transformative for teaching, learning, joy and engagement, and student, family, and community well-being;

Resolved further, That schools that participate in the five CSI cohorts will be eligible to apply to participate in the SMTLI, and the Community Schools Steering Committee (CSSC) will recommend approval or denial of applications based on established criteria that could include quality of implementation of the Community Schools Framework and evidence of strong academic progress for all student groups, and will be open to up to 10 schools;

Resolved further, That STMLI schools will be authorized to select a Community Schools Grant funded Community School Lead Teacher through the Community Schools Partnership Program (CCSPP), who will support the goal of "remodeling instructional program commitment";

Resolved further, That Lead Teachers will receive professional development by Community School Coaches and UCLA Center for Community Schooling, as well as other relevant partners as appropriate including those with expertise in the support and development of school leaders;

Resolved further, That STMLI schools will demonstrate a team commitment that includes, at minimum, the principal, school staff, and the Local School Leadership Council and/or other bodies inclusive of student and parent leadership, and will commit to participating in the Cohort for three years;

Resolved further, That STMLI schools will commit to remodeling their existing instruction program to integrate culturally relevant curriculum, community- and project-based learning, and civic engagement (e.g., through the integration of Linked Learning and/or other instructional strategies), and targeted AI integration;

Resolved further, That STMLI Principals will commit to engaging in instructional planning, observation of project- based instruction, attend and provide professional development related to community- and project-based learning, and provide sufficient resources for teachers to fully implement project-based learning;

Resolved further, That SMTLI schools will work in collaboration with the Division of Instruction to develop and pilot innovative, authentic, rigorous and relevant assessments to provide information to teachers and parents regarding students’ areas of strengths and areas of need. Once established, SMTLI schools will be excused from standardized testing with the exception of state-and federally-mandated assessments; and, be it finally

Resolved, That District staff, and labor and other partners will form a team in the second semester of school year 24-25 to develop the operational aspects for how this initiative is to be implemented, and communicated across the systems and structures of the CSI, and to create an application and rubric for approval so that this new initiative can commence on July 1, 2025.

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Board President Goldberg modified the Order of Business to allow for general public comment.

- - -

PUBLIC COMMENT

The following speakers addressed the Board on the subjects indicated:

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|---------------------------------------|---|
| • Diana Guillen, Parent | Standardized testing, school safety |
| • Maria Luisa Palma, Parent | Standardized testing |
| • Channing Martinez, Community Member | Black Student Achievement Plan |
| • Joseph Burney, Student | Black Student Achievement Plan |
| • Emmanuel Nwalozie, Student | Black Student Achievement Plan |
| • Aaron Hendry, Parent | Enrollment at Topanga Elementary School |
| • Treniece Thomas, Student | Black Student Achievement Plan |
| • Braxon Jordan, Student | Black Student Achievement Plan |
| • Dr. James Thomas, Community Member | Black Student Achievement Plan |
| • Cheryl Kono, Community Member | Shortage of Psychiatric Social Workers (PSW) |
| • Jennifer Lupo, PSW | School based PSWs |
| • Glenda Mejia, PSW | Cuts to school based PSWs |
| • S. Miria Jo, Parent | Enrollment at Topanga Elementary School |
| • Sanai Khalil, Student | Black Student Achievement Plan |
| • Sakinah Madyun, Parent | Black Student Achievement Plan |
| • Herman Jones, Parent | Black Student Achievement Plan |
| • Tijana Srdanov, Parent | Staffing exemption at Topanga Elementary School |
| • Armani, Parent | Importance of PSWs |

- - -
Board President Goldberg resumed the Order of Business.
- - -

NEW BUSINESS FOR ACTION (continued)

TAB 11: Board of Education Report No. 033-24/25
Textbooks and Instructional Materials Certification Resolution

Mr. McLean read the following statement:

Before action is taken on Board Report No. 033-24/25, Textbooks and Instructional Materials Certification Resolution, a public hearing must be held.

This constitutes a public hearing on Report No. 033-24/25, Textbooks and Instructional Materials Certification Resolution, and a maximum of 15 individuals who wish to address the Board on the item will be heard. Those who wish to speak should sign up online. Speakers will be called by name.

The following speakers addressed the Board:

- Maria Daisy Ortiz, Parent

Mr. Melvoin moved that the report be adopted. Mr. Schmerelson seconded the motion, which on roll call vote was adopted, 5 ayes, 2 absent, Ms. Gonez and Ms. Ortiz Franklin.

Kimberly Balala, Administrative Coordinator, Library Textbook Support, responded to a question from Mr. Schmerelson.

BOARD MEMBER RESOLUTIONS FOR INITIAL ANNOUNCEMENT

The following resolution will be for action October 22, 2024:

TAB 19: Mr. Schmerelson - Fostering Healthy Relationships through Digital Citizenship Week
(Res-007-24/25)

Whereas, The Los Angeles Unified School District has established the Instructional Technology Initiative (ITI) with its mission to focus on providing professional opportunities on instructional frameworks that leverage technology in purposeful and personalized ways;

Whereas, The ITI coordinates and collaborates with various district departments as well as external partners to serve the needs of District students;

Whereas, The ITI has established mandatory digital citizenship classes for students, exploring topics such as artificial intelligence, responsible digital use, and social media lessons to help build a responsible digital culture in the classroom and beyond;

Whereas, The District distributes professional development opportunities for teachers over the summer that focus on best practices to incorporate technology as a tool to better

instruct and manage classroom settings;

Whereas, The LAUSD community is constantly surrounded by technological advancements, whether they are in the classroom, at home, in public spaces, or taking public transit, among other areas;

Whereas, The District is expanding opportunities for eSports programs that incorporate STEAM curriculum, allowing students an accessible pathway into the arts and sciences;

Whereas, The District has established the 2024 Digital Citizenship Challenge, incorporating leaderboards and prizes for the schools that meet or exceed digital citizenship standards;

Whereas, Digital Citizenship fits into LAUSD's strategic plan, focusing on pillars 1A (high-quality instruction), 1C (eliminating opportunity gaps), 2B (whole-child well-being), and 2C (strong social-emotional skills);

Whereas, Academic settings maintain a responsibility to their students to foster a safe environment, teaching students about subjects such as civic engagement and being responsible citizens while addressing the negative impacts of cyberbullying and the difference between truths, half-truths, lies, facts, and opinions;

Whereas, The Governing Board of the Los Angeles Unified School District passed the Critical Media Literacy resolution on March 9, 2021, specifically addressing the misinformation campaigns on Instagram, Facebook, and Twitter/X, among other social media platforms, and what the District can do to teach students about online misinformation;

Whereas, The rise of artificial intelligence has posed a danger to student learning, taking content from the internet and reflecting information to users as factual even when it is to the contrary; and

Whereas, Studies also show that widespread damage of misinformation has a direct cause of violence, rejection of modern medicine/science, and increase in depression and suicide among student populations and their families and others; now, therefore, be it

Resolved, That the Governing Board of the Los Angeles Unified School District will acknowledge the week of Monday, October 16 to Sunday, October 22, 2024, as Digital Citizenship Week;

Resolved further, That all students will complete the Digital Citizenship course to demonstrate ability to discern online scams, AI manipulation and forms of digital misinformation and cyberbullying;

Resolved further, That the Board recommends that the superintendent or a designee oversee opportunities for parents and guardians to participate in Digital Citizenship Week through the parent center, email updates, and other appropriate mediums to teach them about online scams, AI manipulation in pictures and videos, and best practices for such instances; and, be it finally

Resolved, That District staff will update the Board regarding this matter no later than May 2025 through a presentation during that month's Committee of the Whole or through an informative.

ADJOURNMENT

By general consent, the meeting was adjourned at 5:07 p.m.

APPROVED BY THE BOARD: April 8, 2025



MS. JACKIE GOLDBERG
PRESIDENT



MR. MICHAEL A. MCLEAN
EXECUTIVE OFFICER OF THE BOARD

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