

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

REGULAR MEETING ORDER OF BUSINESS

333 South Beaudry Avenue, Board Room
10:00 a.m., Tuesday, September 10, 2024

Roll Call

Pledge of Allegiance

Board President's Reports

Labor Partners

Committee Chair Reports

- IPM Ad Hoc Committee

Appointment of Board Representative to the California School Boards Association

Consent Items

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

Superintendent's Reports

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

Providing Public Comment

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

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

Public comment can be made in-person or by telephone, and members of the public must sign up on-line for either method, as described above. Members of the public can only make remote public comment by

calling 1-888-475-4499 (Toll Free) and entering the Meeting ID: **879 7060 8197**.

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

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

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

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

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

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

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

Attending the Meeting

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

New Business for Action

1. [Board of Education Report No. 020-24/25](#)
Procurement Services Division
(Approval of Procurement Actions) Recommends the ratification of the contract actions taken by the Procurement Services Division within delegated authority as listed in Attachment A including the approval of award of Professional Service Contracts not exceeding \$250,000: New Contracts; Contract Amendments; Purchase Orders; Goods and General Services Contracts: Purchase Orders; District Card Transactions; Rental of Facilities; Travel/Conference Attendance; General Stores Distribution Center; and Book/Instructional Material Purchase Orders; and approve Professional Service Contracts (exceeding \$250,000): New Contracts; and Goods and General Services Contracts (exceeding \$250,000): New Contracts; and Piggyback Contracts as listed in Attachment B.
2. [Board of Education Report No. 013-24/25](#)
Procurement Services Division – Facilities Contracts
(Approval of Facilities Contract Actions) Recommends ratification of the Procurement Services Division contract actions taken by Facilities Contracts under delegated authority as listed in Attachment “A” including: award of advertised construction contracts; award of job order contracts; award of job order contract amendments; approval of change orders; completion of contracts; award of informal contracts; rejection of bids; award of professional pilot program; extra services/amendments for architectural and engineering contracts and approve the proposed contract listed in Attachment B including; Major Modernization Project at Garfield HS.
3. [Board of Education Report No. 021-24/25](#)
Office of Environmental Health & Safety
(Adoption of the Mitigated Negative Declaration and the Mitigation Monitoring and Reporting Program for the Garfield High School Major Modernization Project) Recommends adoption of the Mitigated Negative Declaration (MND) and Mitigation Monitoring and Reporting Program (MMRP) for the proposed Garfield High School Major Modernization Project prepared in compliance with the California Environmental Quality Act (CEQA) (Public Resources Code §21000 et seq.) and State CEQA Guidelines (California Code of Regulations, Title 14, Division 6, Chapter 3 §15000 et seq.).
4. [Board of Education Report No. 022-24/25](#)
Facilities Services Division
(Project Approval for the James A. Garfield High School Major Modernization Project)
Recommends approval of the proposed James A. Garfield High School Major Modernization Project (Project), and authorization of the Chief Procurement Officer and/or the Chief Facilities Executive and/or their designee(s) to execute all reasonable instruments to implement the proposed Project, including budget modifications and the purchase of equipment and materials.
5. [Board of Education Report No. 035-24/25](#)
Facilities Services Division
(Define and Approve 13 Board District Priority and Region Priority Projects and Amend the Facilities Services Division Strategic Execution Plan to Incorporate Therein) Recommends the definition and approval of 13 Board District Priority and Region Priority projects, as listed on Exhibit A, and amend the Facilities Services Division Strategic Execution Plan to incorporate therein for a total proposed budget of \$1,155,491.

6. [Board of Education Report No. 031-24/25](#)
Accounting and Disbursements Division
(Donations of Money and Materials to the District) Recommends approval of the donation of money to the District totaling \$1,046,651.81
7. [Board of Education Report No. 032-24/25](#)
Accounting and Disbursement Division
(Report of Cash Disbursements, Corporate Credit Card Charges) Recommends ratification of cash disbursements totaling \$1,143,779,573.98 which were made against funds of the District from July 1, 2024, through July 31, 2024, and approval of corporate card charges totaling \$7,928.50 for the quarter ended June 30, 2024.
8. [Board of Education Report No. 040-24/25](#) **PUBLIC HEARING**
Office of the Chief Business Officer
(Unaudited Actuals Report for Fiscal Year 2023-24 and Gann Limit Resolution) Recommends approval of the Unaudited Actuals Report for Fiscal Year 2023-24 (Attachment A) and direct staff to take all necessary actions to submit the Report to the County Superintendent of Schools as required by Ed Code, and adoption of the Gann Limit Resolution as required under Ed Code Section 42132 (Attachment B).
9. [Board of Education Report No. 027-24/25](#)
Human Resources Division
(Approval of Routine Personnel Actions) Recommends approval of 3,898 routine personnel actions such as elections, promotions, transfers, leaves, terminations, separations, permits and contracts.
10. [Board of Education Report No. 028-24/25](#)
Human Resources Division
(Provisional Internship Permits) Recommends approval of the continuing employment of 10 teachers who are employed under the Provisional Internship Permit requirements, allowing the District to continue to staff subject field shortage classrooms.
11. [Board of Education Report No. 033-24/25](#) **PUBLIC HEARING**
Division of Instruction **NO EARLIER THAN 4:00 PM**
Library and Textbook Support
(Textbooks and Instructional Materials Certification Resolution) Recommends adoption of the resolution certifying the sufficiency of textbooks and instructional materials in the core and required subject areas.
12. [Board of Education Report No. 036-24/25](#)
Division of Special Education
(2024 CCEIS Action Plan Amendment) Recommends approval of the Division of Special Education's 2024 Comprehensive Coordinated Early Intervening Services (CCEIS) Program Action Plan.

13. [Board of Education Report No. 039-24/25](#)
Transportation Services Division
(U.S. Environmental Protection Agency Clean School Bus Program Notice of Award)
Recommends approval to accept award totaling \$19.75 million to offset the costs to purchase 50 electric school buses. The award is issued through the Environmental Protection Agency (EPA), an agency of the United States government tasked with human health and environmental protection matters. These new buses shall replace the oldest diesel buses in the District's fleet.

Board Member Resolutions for Action

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.

15. [Ms. Goldberg, Dr. Rivas, Ms. Gonez - Supporting Meaningful Teaching and Learning in the LAUSD Community Schools Initiative \(Res-003-24/25\)](#) **TO BE WITHDRAWN**

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.

16. [Mr. Schmerelson, Ms. Goldberg - Observing October 6 as World Cerebral Palsy Day \(Res-008-24/25\) \(Waiver of Board Rule 72\)](#) **12:30 P.M. TIME CERTAIN**

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.

17. [Ms. Gonez - 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.

18. [Ms. Ortiz Franklin - 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.

Board Member Resolutions for Initial Announcement

19. [Mr. Schmerelson - Fostering Healthy Relationships through Digital Citizenship Week \(Res-007-24/25\) \(For Action October 22, 2024\)](#)

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.

Resolutions Requested by the Superintendent

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.

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.

Public Hearings

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 414 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 6-12 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 440 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-6 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.

Correspondence and Petitions

23. [Report of Correspondence including Williams Uniform Complaint Quarterly Report Summary \(ROC-002-24/25\)](#)

PUBLIC HEARING

New Business for Action, continued

24. [ITEM WITHDRAWN PRIOR TO MEETING](#)

Miscellaneous Business

25. [Adoption of the 2024-2025 Board Meeting Schedule \(Version 2\) \(003-24/25\)](#)

Adjournment

Please note that the Board of Education may consider at this meeting any item referred from a Board Meeting 5 calendar days prior to this meeting (Education Code 54954.2(b)(3)). The Board of Education may also refer any item on this Order of Business for the consideration of a committee or meeting of the Board of Education.

Requests for disability related modifications or accommodations shall be made 24 hours prior to the meeting to the Board Secretariat in person or by calling (213) 241-7002.

If you or your organization is seeking to influence an agreement, policy, site selection or any other LAUSD decision, registration may be required under the District's Lobbying Disclosure Code. Please visit <http://ethics.lausd.net/> to determine if you need to register or call (213) 241-3330.

Materials related to an item on this Order of Business distributed to the Board of Education are available for public inspection at the Security Desk on the first floor of the Administrative Headquarters, and at:

<https://www.lausd.org/boe#calendar73805/20240928/event/71684>

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

TAB 1



Board of Education Report

File #: Rep-020-24/25, **Version:** 1

Approval of Procurement Actions

September 10, 2024

Procurement Services Division

Action Proposed:

Ratify the contract actions taken by the Procurement Services Division within delegated authority as listed in Attachment “A” including the approval of award of Professional Service Contracts not exceeding \$250,000: New Contracts; Contract Amendments; Purchase Orders; Goods and General Services Contracts: Purchase Orders; District Card Transactions; Rental of Facilities; Travel/Conference Attendance; General Stores Distribution Center; and Book/Instructional Material Purchase Orders; and approve Professional Service Contracts (exceeding \$250,000): New Contracts; and Goods and General Services Contracts (exceeding \$250,000): New Contracts; and Piggyback Contracts as listed in Attachment “B.”

Background:

Procurement Services staff prepares monthly reports for contract actions necessary for the execution of the projects approved by the Board for the educational and operational requirements of the District in accordance with Board delegated authority to the Superintendent.

Expected Outcomes:

Approval of these items will allow the goods and services provided by these contracts furnishing the equipment, supplies, or services to the Los Angeles Unified School District that support Board policies and goals.

Board Options and Consequences:

The Board can approve all actions presented, or postpone selected actions pending receipt of additional information. Non-ratification of actions awarded under delegated authority in Attachment “A” will result in immediate unavailability of products or discontinuance of services, or both. While non-ratification may be legally defensible, it would likely result in costly litigation over discontinued payments or if the District attempts to reclaim payments made to a vendor. District costs will likely increase as fewer vendors compete for future procurements. Postponement of actions presented for approval in Attachment “B” will delay contract award or delivery dates.

Policy Implications:

This action does not change District policy and conforms to *California Education Code section 17604* that permits the Board of Education to delegate authority for Procurement Services (Board Report 444-17/18), which the Board exercised on May 8, 2018.

Budget Impact:

The contract actions presented are within the budget authority previously approved by the Board. Ratification of contracts awarded under delegation of authority and within their Board approved budget listed in Attachment “A” includes:

File #: Rep-020-24/25, **Version:** 1

- Award of Professional Service Contracts not exceeding \$250,000: New Contracts; Contract Amendments; Purchase Orders; and
- Goods and General Services Contracts not exceeding \$250,000: Procurement Transactions - Purchase Orders; Rental of Facilities; Travel/Conference Attendance; District Card Transactions; General Stores Distribution Center; and Book/Instructional Material Purchase Orders.

Request for Approval of Procurement Actions not under delegated authority listed in Attachment “B” includes:

- Professional Service Contracts (exceeding \$250,000): New Contracts; and
- Goods and General Services Contracts (exceeding \$250,000): New Contracts; and Piggyback Contracts.

Student Impact:

Not applicable.

Equity Impact:

See attached for applicable items.

Issues and Analysis:

There are no policy implications on these agreements. The Business and Government Services Team, Office of the General Counsel, has reviewed and approved the agreements as to form.

Attachments:

Attachment “A” - Ratification of Contracts Awarded Under Delegated Authority

Attachment “B” - Request for Approval of Contracts Not Under Delegated Authority

Previously adopted Board report referenced in the policy implications section:

- Adopted May 8, 2018: [Board Report No. 444-17/18](https://drive.google.com/file/d/1LObScI2aOLv21Poz24gkLDhfVRiE6a8K/view?usp=share_link)
<https://drive.google.com/file/d/1LObScI2aOLv21Poz24gkLDhfVRiE6a8K/view?usp=share_link>
- California Education Code Section 17604 ([CE Code 17604](https://drive.google.com/file/d/17i1CYUp6UH9-Gg-3DJMkxNEuH1uUQERc/view?usp=share_link))
<https://drive.google.com/file/d/17i1CYUp6UH9-Gg-3DJMkxNEuH1uUQERc/view?usp=share_link>

Informatives:

Not applicable.

Submitted:

08/13/24

File #: Rep-020-24/25, Version: 1

RESPECTFULLY SUBMITTED,



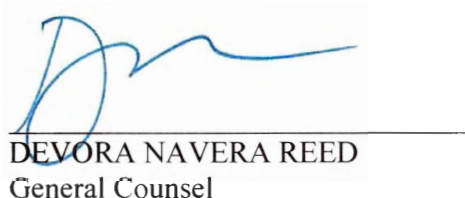
ALBERTO M. CARVALHO
Superintendent

APPROVED & PRESENTED BY:



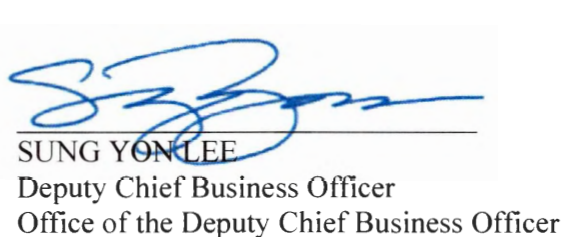
PEDRO SALCIDO
Deputy Superintendent
Business Services & Operations

REVIEWED BY:



DEVORA NAVERA REED
General Counsel

APPROVED & PRESENTED BY:



SUNG YON LEE
Deputy Chief Business Officer
Office of the Deputy Chief Business Officer


☒ Approved as to form.

REVIEWED BY:



NOLBERTO DELGADILLO
Deputy Chief Business Officer, Finance

APPROVED & PRESENTED BY:



CHRISTOPHER MOUNT-BENITES
Chief Procurement Officer
Procurement Services Division

☒ Approved as to budget impact statement.

ATTACHMENT A

APPROVAL OF PROCUREMENT CONTRACTS: RATIFICATION OF DELEGATED AUTHORITY**A. PROFESSIONAL SERVICES CONTRACTS/AMENDMENTS/ASSIGNMENTS ALREADY AWARDED NOT EXCEEDING \$250,000****Item A**

<u>DIVISION OF RISK MANAGEMENT</u>				\$35,000
<u>CONTRACTOR</u>	<u>IDENTIFI- CATION NO.</u>	<u>CONTRACT TERM</u>	<u>SOURCE OF FUNDS</u>	<u>AMOUNT</u>
Willis Towers Watson Management, Ltd.	C2711	05/13/24 – 05/12/25	Liability Self- Insurance Fund (100%)	\$35,000

Ratification of a competed contract procured through a Request for Proposals (RFP) process for the creation of a captive insurance company, the Los Angeles Unified School District Insurance Company, LLC, to insure and manage the non-insured/retained auto liability, general liability, and workers' compensation exposures of the District, as well as other insurance coverages deemed necessary by the captive company. On June 4, 2024, the Board authorized the Resolution to create the captive insurance company ([Board Report No. 311-23/24](#)).

Captive insurance is established when a business owner sets up an insurance company to insure its own risks. Since a captive insurer is wholly owned and controlled by its insureds, it is less susceptible to price fluctuations, and offers the insured more control over underwriting and claims settlement activities. It is a priority of the District to implement sustainable budgeting practices to ensure the appropriate allocation of funds and services. The services provided by this vendor are needed to maintain certain required insurance coverages and will facilitate the transition towards a value-based, multi-year budget and investment plans to better direct funds that drive student outcomes. Students will benefit from more efficient and equitable distribution of school and District budgets. The District will benefit from lower costs and greater control over coverage and claims decisions. These services will allow the District to better handle its distinct risk-management needs.

Three proposals were received and all were deemed qualified. The source selection committee was composed of nine subject matter experts and executive staff from risk management and business operations. Proposals were evaluated on experience and qualifications of firm and personnel, project approach and their implementation plan.

These services align with: Pillar 4 – Operational Effectiveness by prioritizing sustainable budgeting practices that will support the development and implementation of annual zero-based budgeting.

ATTACHMENT A

APPROVAL OF PROCUREMENT CONTRACTS: RATIFICATION OF DELEGATED AUTHORITY**Requesters:**

Sung Yon Lee, Deputy Chief Business Officer
Office of the Deputy Chief Business Officer

Dawn Watkins, Chief Risk Officer
Division of Risk Management and Insurance Services

Equity Impact:

Component	Score	Score Rationale
Recognition	2	The Captive Insurance Company, while not actively recognizing historical inequities, seeks to decrease costs by managing the general liability exposures, freeing up funds to further support student needs.
Resource Prioritization	2	The Captive Insurance Company is designed to manage the significant financial liability obligations continue to be allocated effectively to meet the needs of students and the wider school.
Results	2	The Captive Insurance Company is likely to result in closed opportunity gaps. By managing the program internally, it helps ensure that the District continues to provide essential services and opportunities.
TOTAL	6	

ATTACHMENT A

APPROVAL OF PROCUREMENT CONTRACTS: RATIFICATION OF DELEGATED AUTHORITY**A. PROFESSIONAL SERVICES CONTRACTS/AMENDMENTS/ASSIGNMENTS ALREADY AWARDED NOT EXCEEDING \$250,000****Item B**

<u>OFFICE OF THE DEPUTY SUPERINTENDENT</u>	\$112,520
<u>BUSINESS SERVICES AND OPERATIONS</u>	

<u>CONTRACTOR</u>	<u>IDENTIFI- CATION NO.</u>	<u>CONTRACT TERM</u>	<u>SOURCE OF FUNDS</u>	<u>AMOUNT</u>
Trinus Corp.	C2712	07/08/24 – 12/31/24	General Funds (100%)	\$112,520

Ratification of a competed contract procured through an Informal Request for Proposal (IRFP) process conducted by the Procurement Services Division, to provide a study of the operational effectiveness of Information Technology Services (ITS).

Eight proposals were received and deemed qualified. The evaluation committee was comprised of three subject matter experts from the Office of the Deputy Superintendent, Business Services and Operations, Office of the Chief Business Officer, and Procurement Services Division. The proposals were scored based on the following evaluation criteria: experience and qualifications of firm; experience and qualifications of personnel, statement of work compliance and work plan; price; and Small Business Enterprise (SBE) participation. The selected firm was the highest scored proposer.

Trinus Corporation has conducted business with the District since 2017, and has provided similar services to Edwards Life Sciences, Boston Scientific, and LA County.

These services align with: Pillar 4 Operational Effectiveness by implementing an external assessment to balance short and long-term needs so resources are aligned to maximize return on investment.

Requester:

Pedro Salcido, Deputy Superintendent
Business Services and Operations

ATTACHMENT A

APPROVAL OF PROCUREMENT CONTRACTS: RATIFICATION OF DELEGATED AUTHORITY**Equity Impact:**

Component	Score	Score Rationale
Recognition	1	This contract is being brought forward to ensure Information Technology Services (ITS) is operating as effectively and efficiently as possible. This contract does not recognize historical inequities.
Resource Prioritization	1	The resources to perform this study are not prioritized based on student need.
Results	2	The results of this study may identify opportunities to better serve schools to close opportunity and/or achievement gaps. Further, the results may identify savings that can be reinvested to support closing opportunity and/or achievement gaps.
TOTAL	4	

ATTACHMENT A

APPROVAL OF PROCUREMENT CONTRACTS: RATIFICATION OF DELEGATED AUTHORITY**A. PROFESSIONAL SERVICES REVENUE CONTRACTS/AMENDMENTS/ASSIGNMENTS
ALREADY AWARDED NOT EXCEEDING <\$500,000>****Item C****DIVISION OF ADULT CAREER AND EDUCATION**

<\$205,800>

<u>CONTRACTOR</u>	<u>IDENTIFI- CATION NO.</u>	<u>CONTRACT TERM</u>	<u>SOURCE OF FUNDS</u>	<u>AMOUNT</u>
Los Angeles and Orange Counties Building and Construction Trades Council Apprenticeship Readiness Fund (The Fund)	C2708-1	03/01/23 – 12/31/25	Revenue	<\$205,800*>

Ratification of an amendment to increase capacity of existing revenue contract with the Los Angeles and Orange Counties Building and Construction Trades Council Apprenticeship Readiness Fund (The Fund) to provide funding that supports the Division of Adult and Career Education's (DACE) Multi-Craft Core Curriculum (MC3) apprenticeship readiness training program(s). The increased capacity is expected to support the enrollment of approximately 42 additional students in the MC3 program.

A lack of awareness exists about career opportunities available through union apprenticeship training; resulting in lost opportunities for individuals to participate in careers that provide family sustaining wages, medical benefits, and a pension. The MC3 apprenticeship readiness program was created to introduce students to various apprenticeship programs and prepare them to enter a union registered apprenticeship program in the building and construction trades.

The MC3 curriculum is delivered in a cohort-style eleven-week training program that includes classroom instruction, hands-on building projects, tours to various registered apprenticeship training centers, guest speakers, OSHA 10 safety training, First Aid/CPR, job readiness training, team building activities, and student presentations. Students receive safety certifications and the industry recognized MC3 certification. The MC3 program has successfully placed 225 students into union registered apprenticeship programs after successfully completing the program.

The Fund has provided MC3 students with supportive wrap-around services, which includes case management and job placement assistance since 2020.

The MC3 program supports Pillar 1: Academic Excellence, through Priority 1D: College and Career Readiness by collaborating with industry partners to provide students with pathway opportunities into lifelong careers in the building and construction industry through apprenticeship training.

Initial Contract Value: <\$490,000>

ATTACHMENT A

APPROVAL OF PROCUREMENT CONTRACTS: RATIFICATION OF DELEGATED AUTHORITY

*Amendment 1: <\$205,800>
Aggregate Contract Value: <\$695,800>

Requester:

Renny L. Neyra, Executive Director
 Division of Adult and Career Education

Equity Impact:

Component	Score	Score Rationale
Recognition	3	The Division of Adult and Career Education (DACE) addresses inequality in the construction industry by recruiting women, minorities, veterans, and low-income individuals into the MC3 apprenticeship readiness program to provide pathway opportunities into a unionized registered apprenticeship training.
Resource Prioritization	4	Revenue funding secured through The Fund will help support MC3 training related expenses by eliminating out-of-pocket cost to students, providing weekly stipends, job placement assistance, case management services, and other wrap around supportive services to ensure successful completion of the MC3 program.
Results	3	In collaboration with our MC3 partners, DACE has worked to eliminate barriers for students by expanding access to pre-apprenticeship training opportunities for underserved groups and preparing individuals to enter a registered apprenticeship program in the building and construction industry that provides family-sustaining wages, medical benefits, a pension, and a lifelong career.
TOTAL	10	

ATTACHMENT A

APPROVAL OF PROCUREMENT CONTRACTS: RATIFICATION OF DELEGATED AUTHORITY**B. PROFESSIONAL SERVICES NO-COST MEMORANDUM OF UNDERSTANDING/
AMENDMENTS/ ASSIGNMENTS ALREADY AWARDED****Item D****DIVISION OF INSTRUCTION**

<u>CONTRACTOR / IDENTIFICATION NO.</u>	<u>DESCRIPTION</u>	<u>CONTRACT TERM</u>	<u>SITE</u>	<u>AMOUNT</u>
Access Youth Academy/ C2701-1	After-School Youth Squash, Education and Enrichment Programming	02/26/24 – 06/30/27	Districtwide	\$0
Girls Make Beats, Inc. / C2606	Summer Internship Program	07/09/24 – 07/08/27	Districtwide	\$0

ATTACHMENT A

APPROVAL OF PROCUREMENT CONTRACTS: RATIFICATION OF DELEGATED AUTHORITY**Item E – July 2024****C. PROFESSIONAL SERVICES NOT EXCEEDING \$250,000****JULY 2024 = \$791,137****YTD = \$791,137**

The contract actions represented below are those actions put in place within each sponsoring school's or division's approved budget. These delegated procurement methods represent streamline ordering tools that assist schools and offices in meeting immediate mission-essential needs for professional services.

	<u>July</u> <u>Qty of POs</u>	<u>YTD</u> <u>Qty of POs</u>	<u>July Total</u>	<u>YTD</u> <u>Total</u>
Purchase Orders – <i>July 2024</i>	68	68	\$791,137 <i>(Median - \$8,338)</i>	\$791,137

JULY 2024 = \$27,843,612**D. GOODS AND GENERAL SERVICES NOT EXCEEDING \$250,000****YTD = \$27,843,612**

The contract actions represented below are those actions put in place within each sponsoring school's or division's budget. These delegated procurement methods represent streamline ordering tools that assist schools and offices in meeting immediate mission-essential needs for goods or general services.

	<u>July Qty of</u> <u>POs/</u> <u>Transactions</u>	<u>YTD</u> <u>Qty of POs/</u> <u>Transactions</u>	<u>July Total</u>	<u>YTD</u> <u>Total</u>
<i>Purchase Orders – July 2024</i>	2,386	2,386	\$11,058,603 <i>(Median – \$995)</i>	\$11,058,603
DISTRICT CARD TRANSACTIONS (i.e., P-Card, Fuel Card, Toshiba Card, etc.) – <i>July 2024</i>	4,122	4,122	\$2,262,693 <i>(Median - \$100)</i>	\$2,262,693
Rental Facilities – <i>July 2024</i>	3	3	\$9,390 <i>(Median - \$3,670)</i>	\$9,390
Travel/Conference Attendance - <i>July 2024</i>	14	14	\$30,479 <i>(Median – 2,314)</i>	\$30,479
GENERAL STORES DISTRIBUTION CENTER – <i>July 2024</i>	76	76	\$1,446,538 <i>(Median - \$7,058)</i>	\$1,446,538
BOOK/INSTRUCTIONAL MATERIAL PURCHASE ORDERS (BPO) – <i>July 2024</i>	808	808	\$13,035,909 <i>(Median - \$8,429)</i>	\$13,035,909
GRAND TOTAL – July 2024				\$28,634,749

ATTACHMENT B

REQUEST FOR APPROVAL OF PROCUREMENT CONTRACTS NOT UNDER DELEGATED AUTHORITY

A. APPROVAL OF PROFESSIONAL SERVICE CONTRACTS/AMENDMENTS/AUTHORIZATION TO INCREASE CONTRACT CAPACITY EXCEEDING \$250,000

Item F

DIVISION OF RISK MANAGEMENT AND INSURANCE SERVICES \$530,130,000

<u>CONTRACTOR</u>	<u>IDENTIFI- CATION NO.</u>	<u>CONTRACT TERM</u>	<u>SOURCE OF FUNDS</u>	<u>AMOUNT</u>
CaremarkPCS Health, LLC and SilverScript Insurance Company (collective CVS)	C3417 (RFP 2000003321)	01/01/25 – 12/31/27	Health and Welfare Fund (100%)	\$530,130,000

Approval of formally competed contract procured through a Request for Proposals (RFP) process, to provide pharmacy benefit management services to District employees, retirees and eligible dependents.

Pursuant to the Health Benefits Bargaining Agreement, also referred to as a Memorandum of Understanding (MOU), the Division of Risk Management and Insurance Services, on behalf of the Health Benefits Committee (HBC), requests Board approval for a three-year contract with CaremarkPCS Health, LLC and SilverScript Insurance Company (collective CVS) to provide District-sponsored Pharmacy Benefit Management (PBM) services.

The PBM administers the prescription drug program for employees, retirees, and eligible dependents enrolled in all Anthem Blue Cross medical plans. The standard portfolio of services includes, but is not limited to the following:

- Prescription drug benefits through retail and mail-order
- Claims processing
- Employer Group Waiver Plan (EGWP) for Medicare Part D drug coverage
- Account management support
- Pass through formulary drug rebates
- Drug utilization management and formulary management services
- Monitor industry trends and advice on prescription drug plan changes
- Education and communication components for members

The recommended contract award is crucial to maintain prescription drug coverage for approximately 76,000 individuals; active employees (37,000), retirees (2,000), and their eligible dependents (37,000) enrolled in Anthem Blue Cross medical plans. This contract represents approximately half of the District's costs for pharmacy benefit management services. The current contract expires on December 31, 2024. In anticipation of the Annual Benefits Open Enrollment in November, Benefits Administration initiated an early procurement process to prepare for any transition. A competitive procurement process by the Procurement

ATTACHMENT B

REQUEST FOR APPROVAL OF PROCUREMENT CONTRACTS NOT UNDER DELEGATED AUTHORITY

Services Division was conducted. The Source Selection Committee (SSC) reviewed proposals and recommended awarding the contract to CVS, the incumbent, based on the established evaluation criteria.

Three proposals were received and two were deemed qualified. The source selection committee was comprised of three voting members from Benefits Administration and Teamsters Union Local 572, one non-voting member from Benefits Administration. The Segal Group, a health benefits consulting firm advising the HBC, served as technical advisors. Factors utilized to score the proposals included: firm experience; network and formulary disruption; response to the questionnaire; Small Business Enterprise (SBE) participation; Work-Based Learning Partnership (WBLP) plan; and price. The recommended contractor was the highest scored proposer.

Benefits Administration and the HBC actively manage health and welfare plans and costs to reduce other post-employment benefits (OPEB) and control rising costs. Through aggressive negotiations in the procurement process, the proposed contract cost is lower than the current contract by approximately 14.4% while maintaining existing coverage levels. This cost containment was achieved through guaranteed pass-through of discounts and rebates.

CVS has been providing services to the District since 2009.

The PBM contract is aligned with the District's Strategic Plan Pillars #4- Operational Effectiveness and #5- Investing in Staff. The evaluation of proposals and extensive price negotiations resulted in lower costs, which supports sustainable budgeting and data-driven decision-making. Additionally, this service aligns with Pillar #5 as the procurement of pharmacy benefits management services is essential for attracting and retaining qualified employees by offering comprehensive health and fringe benefits packages.

Requester:

Dawn Watkins, Chief Risk Officer
Division of Risk Management & Insurance Services

Equity Impact:

Component	Score	Score Rationale
Recognition	1	Pharmacy benefit management for District employees do not recognize historical inequities based on the Student Equity Needs Index criterion.
Resource Prioritization	1	Pharmacy benefit management for District employees do not prioritize resources based on the Student Equity Needs Index criterion.
Results	3	As part of the District's mission to ensure academic achievement and empower tomorrow's leaders, it is vital that District employees have access to quality healthcare and prescription drug benefits to maintain good health, attendance, and continuity for students' educational growth. Providing these benefits, helps attract and retain quality employees, thereby supporting all students.
TOTAL	5	

ATTACHMENT B

**REQUEST FOR APPROVAL OF PROCUREMENT CONTRACTS NOT UNDER
DELEGATED AUTHORITY**

**A. APPROVAL OF PROFESSIONAL SERVICE CONTRACTS/AMENDMENTS/AUTHORIZATION
TO INCREASE CONTRACT CAPACITY EXCEEDING \$250,000**

Item G

DIVISION OF SPECIAL EDUCATION / STUDENT HEALTH AND HUMAN SERVICES / STUDENT MEDICAL SERVICES & MEDI-CAL PROGRAMS / TRANSLATIONS UNIT **\$4,330,000**

<u>CONTRACTOR</u>	<u>IDENTIFI- CATION NO.</u>	<u>CONTRACT TERM</u>	<u>SOURCE OF FUNDS</u>	<u>AMOUNT</u>
Various Vendors*	C2703 through C2707 C2709 C2710	09/15/24 – 05/11/26	General Funds (100%)	\$4,330,000***

***NEW CONTRACTORS:** Global Interpreting Network; LanguageLine Solutions; Linguabee, LLC; Piedmont Global Languages Solutions (PGLS); Propio Language Solutions LLC; SignGlasses and Universe Technical Translation

****EXISTING CONTRACTORS:** Accommodating Ideas, Inc.; Accurate Communications, Inc.; All World Language Consultants, Inc.; Avantpage, Inc.; Barbier International; Cal Interpreting & Translations; Daniel Shambo Sabore; Excel Interpreting; Hanna Interpreting Services; HolaDoctor, Inc.; Interpreters Unlimited; Kellers Translations Development; Language Bank; Lifesigns Now; LinguaLink Language Solutions, Inc.; Lionbridge Technologies, Inc.; and TranslateExpress, Inc.

Approval to award seven (7) new formally competed contracts procured through a Request for Proposals (RFP) process, to be added to the existing bench of 32 contracts** via “refresh”, and to increase the overall capacity of the bench contracts by \$4,330,000. The authority to increase or decrease the contract amounts up to the aggregate value of \$17,650,000. An expanded Translation & Interpretation Services bench is necessary to ensure the District can support the increasing demand for services from various departments.

The contractors will provide oral interpretation, written/document translation, and sign language services for the Division of Special Education (including for Individualized Education Program (IEP) meetings and documents), the Division of Communications, Engagement, and Collaboration (including the Translations Unit) and the Medical Services Division (which includes the Student Medical Services Branch and the Student Mental Health and Wellness Branch). Board of Education meetings, including committee meetings may be supported by this bench contract. All schools and offices requesting oral, sign language interpretation, and document translation will benefit from these contracts.

The “refresh” solicitation received proposals from 14 vendors, of which seven were deemed qualified. The source selection committee, composed of 12 subject matter experts from the Division of Special Education, Student Health and Human Services Branch, the Translations Unit, and the Student Medical Services Branch, evaluated the proposals. The scoring criteria included: qualification and experience of firm;

ATTACHMENT B**REQUEST FOR APPROVAL OF PROCUREMENT CONTRACTS NOT UNDER DELEGATED AUTHORITY**

qualification and experience of proposed personnel; work plan/project approach; price; Small Business Enterprise (SBE) participation; and Work-Based Learning Partnership (WBLP) plan.

All seven vendors are new to the District. They all have extensive experience providing written translation, oral and sign language interpretation to various federal, state and local government organizations.

The services provided by these vendors support Strategic Plan Pillar 1, Academic Excellence, Pillar 2, Joy and Wellness, and Pillar 3, Engagement and Collaboration, language access and education equity by providing oral interpretation and document translation to the non-English speaking community

Initial Authorized Value:	\$13,320,000
➤ Division of Special Education:	\$12,000,000
➤ Translation Unit:	\$1,320,000

***Additional Authorized Value:	\$4,330,000
➤ Division of Special Education:	\$2,825,000
➤ Student Health & Human Services:	\$500,000
➤ Student Medical Services:	\$400,000
➤ Translation Unit:	\$605,000

Aggregate Value For Thirty-Nine (39) Contracts: \$17,650,000

Requesters:

Jose Soto, Executive Director
Division of Special Education

Joel Cisneros, Executive Director
Student Health and Human Services

Ron Tanimura, Director
Student Medical Services & Medi-Cal Programs

Luz Roldan, Director
Translation Unit

Equity Impact:

Component	Score	Score Rationale
Recognition	4	By identifying and addressing inequities, this contract ensures that parents of students with limited English proficiency receive equal language access by providing information in their native or preferred language. This also enables students to access communication in all environments throughout the school day and during extracurricular activities.

ATTACHMENT B

REQUEST FOR APPROVAL OF PROCUREMENT CONTRACTS NOT UNDER DELEGATED AUTHORITY

Component	Score	Score Rationale
Resource Prioritization	4	Prioritizing resources based on students' needs, this contract would enable non-English speaking and deaf and hard of hearing students and their parents/guardians to engage through oral and sign language interpretation as well as written translation services.
Results	4	Language access in education is crucial for enhancing achievement, as it guarantees that parents and students receive information and instruction in their primary language. This enables students to excel academically and allows parents to make informed decisions about their children's education.
TOTAL	12	

ATTACHMENT B
REQUEST FOR APPROVAL OF PROCUREMENT CONTRACTS NOT UNDER
DELEGATED AUTHORITY

A. APPROVAL OF PROFESSIONAL SERVICE CONTRACTS/AMENDMENTS/AUTHORIZATION TO INCREASE CONTRACT CAPACITY EXCEEDING \$250,000

Item H

<u>OFFICE OF COMMUNICATIONS, ENGAGEMENT & COLLABORATION</u>				\$2,100,000
<u>CONTRACTOR</u>	<u>IDENTIFI- CATION NO.</u>	<u>CONTRACT TERM</u>	<u>SOURCE OF FUNDS</u>	<u>AMOUNT</u>
Various Vendors*	Various	01/15/20 – 01/14/25	General Funds (100%)	\$2,100,000**

Authorization to increase capacity of the Partners for Student Success (PFSS) Program contract bench by \$2,100,000. The authority to increase or decrease the amounts of these contracts will be limited to the aggregate value of \$42,100,000. The contract bench, consisting of 73 formally competed contracts supports schools serving the Targeted Student Population (TSP), including English Learners, re-designated English learners and low-income students, and foster youth. Authority to increase or decrease the amounts of these contracts will be limited to the aggregate value of \$42,100,000.

The PFSS Program was established in response to [Board Resolution 036-16/17](#), and is a matching-funds program open to all TK-12 schools. Schools opt-into the program by submitting an application to their Region offices to request partner-matching funds (33.33% to 50%) for the issuance of a Purchase Order to a vendor on the PFSS bench. These vendors provide a range of academic and social-emotional support services. Region offices review applications and approve based on funding availability. Utilizing the pre-selected list of agreed upon services/goods included in the vendors' master contract, schools work with the selected vendor(s) to identify the scope and term of services to be provided. Schools can access information regarding the program, including the variety of available services and fixed prices via an established procurement master agreements [webpage](#). A list of schools who have utilized the PFSS grant can be seen [here](#).

The services provided by these vendors, fall within Strategic Plan Pillar 1, Academic Excellence and Pillar 2, Joy and Wellness, helping schools provide high-quality instruction, enrichment experiences, college and career readiness resources, and cultivate strong social-emotional skills for students.

Initial Aggregate Value:	\$5,000,000
1 st Authorized Increase:	\$15,000,000
2 nd Authorized Increase:	\$10,000,000
3 rd Authorized Increase:	\$10,000,000
**Additional Authorized Value:	\$2,100,000
Aggregate Value For Seventy-Three (73) Contracts: \$42,100,000	

Requesters:

Shannon Coppa, Chief of Office of Communications, Engagement & Collaboration

ATTACHMENT B

REQUEST FOR APPROVAL OF PROCUREMENT CONTRACTS NOT UNDER DELEGATED AUTHORITY

Jana Carter, Chief of Office of Communications, Engagement & Collaboration

***CONTRACTORS:** 9 Dots Community Learning Center (C29); A World Fit for Kids (C30); Advancement Through Opportunity and Knowledge dba Children Youth and Family Collaborative (4400007634); After School Interscholastic Sports Academy dba ASISA (**SBE**) (C31); Angels Gate Cultural Center (C32); Arithmetic Solutions (C33); Boys & Girls Club of Burbank & Greater East Valley (C34); Boys & Girls Club of Carson (C35); Boys & Girls Club of Los Angeles Harbor (4400007641); Boys & Girls Club of West San Gabriel Valley (C1256); Boys & Girls Club of the West Valley (C36); Center for Powerful Public Schools (4400007645); College Summit, Inc. dba Peerforward (4400007646); Communities in Schools Los Angeles (C37); Educare Foundation (C38); ETM-LA dba Education through Music-Los Angeles (C39); Families in Schools (C40); Find A Tree, LLC (C41); Fulfillment Fund (C42); Graham Strategies, Inc. dba The Financial Aid Shop (C43); Grand Vision Foundation (4400007654); Guitars in the Classroom (C44); Inner-City Arts (C45); International Trade Education Programs, Inc. dba EXP (4400007657); Kaplan Test Prep a division of Kaplan Inc. (C1257); LA's Best (C1529); Living Advantage, Inc. (4400007660); Los Angeles Brotherhood Crusade, Black United Fund, Inc. (C46); Los Angeles Choreographers and Dancers (4400007662); Los Angeles Education Partnership (C47); The Los Angeles Legacy Project (4400007664); Los Angeles United Methodist Urban Foundation/Kids City (4400007665); New Hope Academy of Change (C1259); Parent Engagement Academy (4400007667); Partnership for Los Angeles Schools (4400007668); Playworks Education Energized (4400007669); Revolution Prep, LLC (C48); Seneca Family of Agencies (C49); Shmoop University, Inc. (C50); DIY Girls (4400007675); Social and Public Art Resource Center (4400007676); Studentnest, Inc. dba Studentnest.com (C51); Study Smart Tutors, Inc. (4400007678); Success for All Foundation, Inc. (C52); Teacher Created Materials, Inc. (4400007680); The Actors' Gang (4400007681); The H.E. Art Project dba artworxLA (4400007682); The Plus Me Project (4400007683); TPR Education, LLC (C53); The Unusual Suspects Theatre Company (C54); Total Education Solutions (4400007686); Two Bit Circus Foundation (C55); Variety Boys and Girls Club (C1587); Woodcraft Rangers (C56); Yancy Life Transition Center (4400007690); Young Producers Group, Inc. (C57); !!!Apple iPad & Android Tablet Tutoring!!! (C1156); After-School All-Stars, Los Angeles (4400009776); Boys & Girls Club of Venice (C1255); Children's Institute, Inc. (C1525); Community Partners (C1157); Danielle Moore dba Teaching One Moore (C1158); Harbor Area Gang Alternatives Program dba Gang Alternatives Program (GAP) (C1159); Los Angeles Maritime Institute (C1161); Mundo Academy (C1162); OneGoal (C1526); PowerMyLearning, Inc. (4400009814); Shoulet Blunt LLC dba Imago (C1163); UNITE-LA (C1184); University of Southern California-Center for Enrollment, Research, Policy & Practice (C1165); Associated for Educational Success (4400009982); Businesses United in Investing, Lending and Development (BUILD) (C671); City Year, Inc. (C1245)

ATTACHMENT B
REQUEST FOR APPROVAL OF PROCUREMENT CONTRACTS NOT UNDER
DELEGATED AUTHORITY

Equity Impact:

Component	Score	Score Rationale
Recognition	4	Program actively recognizes inequities in that it is focused on supporting English Language Learners, redesignated English learners, foster youth and low-income students.
Resource Prioritization	4	Program effectively prioritizes student needs in that schools identify the services and the targeted student population they will support, as well as using the Student Equity Needs Index (SENI 2.0), continuation schools and the Priority Schools list to identify high and highest need schools.
Results	3	Services and products are likely to result in closing achievement gaps since the program's goal is supporting academic excellence. Direct services to schools include a variety of intervention services, professional development and instructional programs that will support schools with engaging students and closing achievement gaps.
TOTAL	11	

ATTACHMENT B

REQUEST FOR APPROVAL OF PROCUREMENT CONTRACTS NOT UNDER DELEGATED AUTHORITY**B. APPROVAL OF PROFESSIONAL SERVICE CONTRACTS/AMENDMENTS/AUTHORIZATION TO INCREASE CONTRACT CAPACITY EXCEEDING \$250,000****Item I****OFFICE OF THE GENERAL COUNSEL****\$750,000**

<u>CONTRACTOR</u>	<u>IDENTIFI- CATION NO.</u>	<u>CONTRACT TERM</u>	<u>SOURCE OF FUNDS</u>	<u>AMOUNT</u>
Various Vendors*	C1033 through C1038 C1602	05/10/23 – 05/09/28 includes two (2) one- year renewal options	General Funds (100%)	\$750,000**

*Garcia Hernandez Sawhney LLP; Harris & Associates (**SBE**); Liebert Cassidy Whitmore; Paul Hastings LLP; Public Interest Investigations, Inc.; Sanders Roberts LLP; Van Dermyden Nakus (**SBE**)

Authorization to increase capacity of seven (7) formally competed contracts by \$750,000, with firms who specialize in investigation services related to misconduct allegations in the workplace. The contractors support the District in conducting investigations to determine whether alleged misconduct took place so that the District may take appropriate corrective actions. Authority to increase or decrease the amounts of these contracts will be limited to the aggregate value of \$1,500,000.

The bench of contracts was established in 2023. The source selection committee consisted of three subject matter experts from the Office of the General Counsel.

By investigating allegations of misconduct, the District will be able to hold individuals accountable for not exhibiting high performance standards. This action supports Pillar 5's High Performance Standards Priority.

Initial Aggregate Value: \$750,000

**Additional Authorized Value: \$750,000

Aggregate Value For Seven (7) Contracts: \$1,500,000

Requester:

Devora Navera Reed, General Counsel
Office of the General Counsel

ATTACHMENT B
REQUEST FOR APPROVAL OF PROCUREMENT CONTRACTS NOT UNDER
DELEGATED AUTHORITY

Equity Impact:

Component	Score	Score Rationale
Recognition	3	A legal bench of investigative firms assists the Office of the General Counsel (OGC) in its handling of high profile, confidential and sensitive cases including allegations of workplace discrimination or harassment in violation of law or District policies, child abuse, employee misconduct, fraud, embezzlement, money laundering, theft, insurance claims, tort actions, contracts and transactions, and employment law.
Resource Prioritization	4	Students benefit from the legal bench of investigative firms through timely completion of investigations allowing administration to make decisions to protect the community we serve, resulting in a safer work and learning environment.
Results	3	With the bench of investigative firms, the District will be able to address allegations of misconduct and/or substandard performance, which may likely result in closing achievement gaps.
TOTAL	10	

ATTACHMENT B**REQUEST FOR APPROVAL OF PROCUREMENT CONTRACTS NOT UNDER DELEGATED AUTHORITY****C. APPROVAL OF GOODS AND GENERAL SERVICES CONTRACTS/AMENDMENTS/ AUTHORIZATION TO INCREASE CONTRACT CAPACITY EXCEEDING \$250,000**

Authority to award contracts for furnishing equipment, supplies and general services. The total amount listed is a not-to-exceed contract authority and is based on an estimate since the expenditures made against contracts are based upon purchased and/or approved invoices.

Item J**INFORMATION TECHNOLOGY SERVICES****\$332,000,000**

<u>CONTRACTOR</u>	<u>IDENTIFI- CATION NO.</u>	<u>CONTRACT TERM</u>	<u>SOURCE OF FUNDS</u>	<u>AMOUNT</u>
Arey Jones Educational Solutions;	C2690	09/15/24 – 09/14/29	Various per	\$330,000,000
Blumm USA, Inc.;	C2713	includes two (2)	requesting	
CDW Government, LLC	C2714	one-year renewal	school or	
(IFB 2000002948)		options	office	
			(100%)	

Approval of three (3) formally competed contracts procured through an Invitation for Bid (IFB) process, to provide personal computing devices and related equipment and services Districtwide. The authority to increase and decrease individual amounts for these contracts will be limited to the aggregate amount of \$330,000,000.

The products and related services will be provided to all schools and offices within the District. The requested chromebooks, laptops, desktops and other related equipment/services will be provided through these contracts, at a discounted price. Furthermore, by using an IFB, the awarded devices will be compatible with LAUSD's network and computing environment.

Three bids were received and all were deemed qualified. The three winning bidders are the lowest, most responsive and responsible bidders for these items. All awarded vendors have provided reliable, low-cost services to the District for the last 12 years.

The requested action supports the District's Strategic Plan Pillar No. 4 – Operational Effectiveness. Under Priority 4B – "Modernizing Infrastructure," it states that it is a priority to "modernize facilities and technological infrastructure." The contracts will support Operational Effectiveness by providing student access to learning devices, including desktops, laptops, and tablet computers at the best available price.

Requester:

Soheil Katal, Chief Information Officer
Information Technology Services

ATTACHMENT B
REQUEST FOR APPROVAL OF PROCUREMENT CONTRACTS NOT UNDER
DELEGATED AUTHORITY

Equity Impact:

Component	Score	Score Rationale
Recognition	3	The proposed action affirmatively recognizes historical inequities. This contractual agreement is designed to ensure equitable access to technology for all students.
Resource Prioritization	3	The proposed action prioritizes resources based on students' need. The intended solution seeks to afford students an elevated level of access to technology resources.
Results	3	The proposed action will likely to result in closed opportunity gaps and/or closing achievement gaps. Facilitating student access to a device will empower the District to advance digital equity, thereby ensuring the uninterrupted continuity of the instructional program.
TOTAL	9	

ATTACHMENT B

REQUEST FOR APPROVAL OF PROCUREMENT CONTRACTS NOT UNDER DELEGATED AUTHORITY

B. APPROVAL OF GOODS AND GENERAL SERVICES CONTRACTS/AMENDMENTS/ AUTHORIZATION TO INCREASE CONTRACT CAPACITY EXCEEDING \$250,000

Authority to award contracts for furnishing equipment, supplies and general services. The total amount listed is a not-to-exceed contract authority and is based on an estimate since the expenditures made against contracts are based upon purchased and/or approved invoices.

Item K

INFORMATION TECHNOLOGY SERVICES (CONT.)

<u>CONTRACTOR</u>	<u>IDENTIFI- CATION NO.</u>	<u>CONTRACT TERM</u>	<u>SOURCE OF FUNDS</u>	<u>AMOUNT</u>
Terra Network Solutions	C2696 (IFB 2000003579)	10/01/24 – 09/30/29 includes two (2) one- year renewal options	General Funds (100%)	\$2,000,000

Approval of formally competed contract procured through an Invitation for Bid (IFB) process, to provide low-voltage cabling hardware and related services for District schools and offices.

The execution of this contract will help ensure that Districtwide networks are operating efficiently and prevent failures resulting in internet downtimes. Contract will cover both hardware and labor related to low-voltage network cabling repairs at existing LAUSD sites. Without this contract ITS may not be able to ensure the timely repair and restoration of LAUSD networks for schools and offices.

Seven bids were received, and the award was made to the lowest, responsive and responsible bidder. Terra Network Solutions is a veteran owned business with over 16 years of IT related experience. They are currently contracted with Costco Wholesale, Wachter, and Fedvet.

Low voltage cabling hardware and related services align with the Operational Effectiveness Pillar 4 of the LAUSD Strategic Plan. This contracted service will help ensure that District networks are in full operations with minimal down time, which may adversely affect the ability of District staffing to perform their duties and the quality of education for students.

Requester:

Soheil Katal, Chief Information Officer
Information Technology Services

ATTACHMENT B
REQUEST FOR APPROVAL OF PROCUREMENT CONTRACTS NOT UNDER
DELEGATED AUTHORITY

Equity Impact:

Component	Score	Score Rationale
Recognition	1	This contract does not recognize historical inequities. The services to be provided are for low-voltage cabling hardware and services.
Resource Prioritization	2	This contract somewhat prioritizes resources based on student need. This contract is supplemental to internal resource shortfalls to address cabling problem to restore needed services at District sites, which ensures students receive a seamless educational experience.
Results	1	This contract is unlikely to result in closed opportunity gaps and/or closing achievements gaps as these services are to provide timely repair and restoration of low voltage cabling for District communication systems.
TOTAL	4	

ATTACHMENT B**REQUEST FOR APPROVAL OF PROCUREMENT CONTRACTS NOT UNDER DELEGATED AUTHORITY****C. APPROVAL OF GOODS AND GENERAL SERVICES CONTRACTS**

Authorize the utilization of a piggyback contract in effect. The proposed action complies with the Public Contract Code Sections 10299 and 20118, which allows school districts to utilize other governmental agencies' established contracts and does not change District Policies.

Item L**FOOD SERVICES DIVISION****\$3,331,959**

<u>CONTRACTOR</u>	<u>IDENTIFI- CATION NO.</u>	<u>CONTRACT TERM</u>	<u>SOURCE OF FUNDS</u>	<u>AMOUNT</u>
Tekvision, Inc.	C2688 (PEPPM Contract #536222-066)	One-time purchase	Kitchen Infrastructure and Training Funds (KIT) (100%)	\$3,331,959

Approval of a piggyback contract through PEPPM (a national purchasing cooperative serving education agencies and other public sector government agencies) to provide hardware and installation of Point-Of-Sale (POS) systems for various District school cafeteria sites.

The POS terminal system(computer and screen), mobile POS tablets and POS PIN Pads will replace existing outdated equipment that is out of warranty. These replacement systems and machines will be used to serve students at meal service lines in the cafeterias. The POS terminal systems will be located at the point where students scan their Universal ID on the PIN Pad to verify their information and record it as a served meal. The mobile tablets will be used on mobile carts to record transactions for efficiency. The services include new hardware, installation, disposal of legacy POS terminals, reformatting of LAUSD data, and a five-year warranty.

Tekvision, Inc. has been in the Information Technology and POS industries for over 30 years and has been working with the District since 2009. Some of their current clients include Johnson City School Food Services, Huntington Beach School District, and South Pasadena Unified School District.

The POS equipment purchase aligns with the Joy and Wellness Pillar 2 and Operational Effectiveness Pillar 4 of the LAUSD Strategic Plan. Cafeteria replacement hardware will support the provision of school meals that are nutritious, promote students' overall wellness and support innovative operations to ensure lasting organizational success by updating the core technology component of Food Services. This will improve operational efficiency with seamless operations at District meal service lines.

Requester:

Manish Singh, Director
Food Services Division

ATTACHMENT B
REQUEST FOR APPROVAL OF PROCUREMENT CONTRACTS NOT UNDER
DELEGATED AUTHORITY

Equity Impact:

Component	Score	Score Rationale
Recognition	3	The contract affirmatively recognizes historical inequities. The Food Services Division recognizes those in most need in our communities by facilitating free and reduced meal programs. Food Services operates the largest School Breakfast Program and the second largest National School Lunch Program in the United States. It serves over 550,000 meals each day, which include a healthy breakfast, lunch, and supper after school. Food Services supports the District's Good Food Procurement Resolution that supports a regional food system that is ecologically sound, economically viable, and socially responsible. It plans meals in compliance with the United States Department of Agriculture and California Department of Education nutrition standards.
Resource Prioritization	3	The contract prioritizes resources based on student needs. Food Services operates over 600 locations that are staffed with employees that directly serve the needs of the student population. The replacement of the Cafeteria Management System is expected to bring numerous improvements to these operations that are expected to reduce costs, increase efficiencies and raise student and parent satisfaction with the meal programs.
Results	3	The contract is likely to result in closed opportunity gaps and/or closing achievement gaps. The implementation of a new Cafeteria Management System will provide students with opportunities to participate in work-based learning partnerships for District secondary school students to receive practical education relating to real-life work experience. This is in conjunction with the District's Linked Learning initiative, which recognizes the benefits to students, vendors and our communities by helping students graduate better prepared for post-secondary training and careers. The Point of Sale system will enable the division to enact meal transactions quickly thereby allowing students to get a healthy fresh meal in the short allotted times for meals.
TOTAL	9	

ATTACHMENT B
REQUEST FOR APPROVAL OF PROCUREMENT CONTRACTS NOT UNDER
DELEGATED AUTHORITY

C. APPROVAL OF GOODS AND GENERAL SERVICES CONTRACTS

Authorize the utilization of a piggyback contract in effect. The proposed action complies with the Public Contract Code Sections 10299 and 20118, which allows school districts to utilize other governmental agencies' established contracts and does not change District Policies.

Item M

<u>OFFICE OF DATA AND ACCOUNTABILITY / DIVISION OF INSTRUCTION</u>				<u>\$7,200,000</u>
<u>CONTRACTOR</u>	<u>IDENTIFI- CATION NO.</u>	<u>CONTRACT TERM</u>	<u>SOURCE OF FUNDS</u>	<u>AMOUNT</u>
9 to 5 Computers	C2687 (TIPS #240101)	10/01/24 – 5/31//29 includes two (2) one- year renewal options	Educator Effectiveness Block Grant (69%) General Funds (31%)	\$7,200,000

Approval of piggyback contract through TIPS #240101 contract to purchase testing earbuds and headsets for the Division of Instruction and Student Testing Branch.

This student testing earbuds and headsets contract is necessary to ensure that all students have the proper tools for the administration of Districtwide State-mandated testing. Earbuds will be purchased for students in grades 2-12, while headsets will be purchased for students in grades K-1. These will be used for the i-Ready diagnostic assessment in August and for both i-Ready My Path and IXL personalized instruction throughout the year. The total number of earbuds and headsets required is based on the current student population. For the 2024-2025 school year, we estimate needing approximately 378,495 earbuds and 83,920 headsets. Additionally, 300,000 extra earbuds will be acquired for students in grades 3-8 and 11-12 for use during the annual SBA and CAST assessments in the Spring of 2025.

Five piggyback contracts were assessed, and the award was made to the lowest unit price contract that aligns with the District's requirements. Further negotiation yielded additional unit price discounts. 9 to 5 Computers is a current LAUSD vendor who has been supplying the District with IT related materials for over two years.

The purchase of student testing earbuds and headsets aligns with the Academic Excellence Pillar 1 of the LAUSD strategic plan. The earbuds and headsets shall provide the necessary capabilities needed for students to maintain procedural equity and uniformity during the testing process. The availability of earbud devices contributes to the effort of 100% graduation rates as well as proficiency for all students.

ATTACHMENT B
REQUEST FOR APPROVAL OF PROCUREMENT CONTRACTS NOT UNDER
DELEGATED AUTHORITY

Requesters:

William R. Johnston, Executive Director
Office of Data and Accountability

John Vladovic, Executive Director
Division of Instruction

ATTACHMENT B
REQUEST FOR APPROVAL OF PROCUREMENT CONTRACTS NOT UNDER
DELEGATED AUTHORITY

Equity Impact:

Component	Score	Score Rationale
Recognition	4	The District is required to administer state tests to all eligible students. Earbuds and headsets are a required device students are allowed to use during the test administration. The District has historically provided earbuds for testing as required by the state.
Resource Prioritization	4	Schools are required to provide earphones or earbuds to English Learners students when they take the listening portion of a state test. General Education, English Learners, and Special Education Students use the earphones when using the text-to-speech support/accommodation and when listening audio clips and videos embedded throughout the tests.
Results	4	By providing earbuds or headsets, all students are provided an equal opportunity to access the tests, so that they can show what they know and are able to do.
TOTAL	12	

TAB 2



Board of Education Report

File #: Rep-013-24/25, **Version:** 1

Approval of Facilities Contracts Actions

September 10, 2024

Procurement Services Division - Facilities Contracts

Action Proposed:

Ratify the Procurement Services Division (PSD) contract actions taken by Facilities Contracts under delegated authority as listed in Attachment “A” including: award of advertised construction contracts; award of job order contracts; award of job order contract amendments; approval of change orders; completion of contracts; award of informal contracts; rejection of bids; award of professional pilot program; extra services/amendments for architectural and engineering contracts and approve the proposed contract listed in Attachment B including; Major Modernization Project at Garfield HS.

Background:

Facilities Contracts staff prepares monthly reports for contract actions necessary for the execution of projects approved by the Board and contained in the FSD Strategic Execution Plan (SEP), and for the maintenance and operation of District facilities in accordance with District policies and Board-delegated authority. As described in the November 12, 2013, Board Report #048-13/14 Informative, detailed information is provided on the Facilities Services website.

Expected Outcomes:

Approval of these items will allow services provided by these contracts to proceed in support of FSD projects, District policies and goals, and the Board-approved FSD-SEP.

Board Options and Consequences:

The Board can approve all actions presented or postpone selected actions pending receipt of additional information. Non-ratification of actions awarded under delegated authority in Attachment “A” will result in the immediate discontinuance of services. While non-ratification may be legally defensible, it will likely result in costly litigation over discontinued payments or if the District attempts to reclaim payments made to a vendor. District costs will likely increase as fewer contractors compete for future procurements.

Policy Implications:

This action does not change District policy and conforms to California Education Code section 17604 that permits the Board of Education to delegate authority for Facilities Contracts (Board Report #444-17/18), which the Board exercised on May 8, 2018.

Budget Impact:

The contract actions presented are within the budget authority previously approved by the Board. Unless indicated otherwise, all contract actions are Bond funded.

File #: Rep-013-24/25, **Version:** 1

Student Impact:

The contract actions will help ensure that the students are provided with safe and healthy environments, and up to-date facilities that promote learning.

Equity Impact:

Not Applicable.

Issues and Analysis:

There are no policy implications on these agreements.

Attachments:

Attachment “A” - Ratification of Facilities Contracts Actions Awarded Under Delegated Authority

Attachment “B” - Approval of Facilities Contracts Actions Not Under Delegated Authority

Linked Materials

Previously adopted Board report(s) referenced:

- In the background [Board Report No. 048-13/14 <https://drive.google.com/file/d/1q-FUsW7AXKe8h0A4KY-J3OVby30HueD6/view>](https://drive.google.com/file/d/1q-FUsW7AXKe8h0A4KY-J3OVby30HueD6/view), dated November 12, 2013, Informative
- In the policy implications [Board Report No. 444-17/18 <https://drive.google.com/file/d/16sRw7yPe-tScbr2wG8AMTWB9QSeiQazM/view>](https://drive.google.com/file/d/16sRw7yPe-tScbr2wG8AMTWB9QSeiQazM/view), dated May 8, 2018.

Informatives:

Not Applicable.

Submitted:

08/09/24

File #: Rep-013-24/25, Version: 1

RESPECTFULLY SUBMITTED,

APPROVED BY:




ALBERTO M. CARVALHO
Superintendent




PEDRO SALCIDO
Deputy Superintendent,
Business Services & Operations

REVIEWED BY:

APPROVED BY:



DEVORA NAVERA REED
General Counsel



SUNG YON LEE
Deputy Chief Business Officer
Business Services and Operations

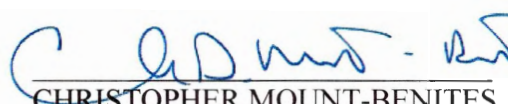
☒ Approved as to form.

REVIEWED BY:

APPROVED & PRESENTED BY:



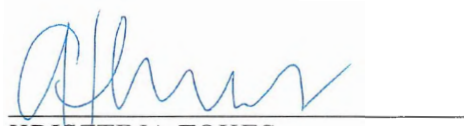
NOZBERTO DELGADILLO
Deputy Chief Business Officer, Finance



CHRISTOPHER MOUNT-BENITES
Chief Procurement Officer
Procurement Services Division

☒ Approved as to budget impact statement

REVIEWED BY:



KRISZTINA TOKES
Chief Facilities Executive

☒ Approved as to facilities impact

ATTACHMENT A

RATIFICATION OF CONTRACTS AWARDED UNDER DELEGATED AUTHORITY

AWARD OF ADVERTISED CONSTRUCTION CONTRACTS

Item A

<u>CONTRACTOR</u>	<u>IDENTIFI-CATION NO.</u>	<u>DESCRIPTION</u>	<u>CONTRACT TERM</u>	<u>AMOUNT</u>
Beta Investments & Contracts, Inc. (SBE)	2310038	<u>Riley HS</u> HVAC Replacement Project Board Member: <u>Tanya Ortiz Franklin</u>	06/25/24 – Completion	\$4,183,100 Bond Funds (100%)

Ratification of formally competed best value contract selected from nine (9) bids received to deliver a Heating, Ventilation and Air Conditioning (HVAC) replacement project at Thomas Riley High School - CYESIS as authorized on May 10, 2016 ([Board Report No. 386-15/16](#)).

The project upgrades HVAC systems and seismically retrofits the foundations of the classroom, gymnasium, nursing, library, and administration buildings. The HVAC systems are over 15 years old and are beyond economical repair. The project will include site accessibility improvements to the buildings, as well as the relocation of a new main switchboard and installation of a new outdoor Los Angeles Department of Water and Power (LADWP) transformer for service to the buildings. Pillar 4 of the Strategic Plan is supported by this action.

The contractor has worked with the District since 1994.

Requester:

Steve Boehm, Acting Director of Facilities Project Execution
Facilities Services Division

ATTACHMENT A

RATIFICATION OF CONTRACTS AWARDED UNDER DELEGATED AUTHORITY

AWARD OF ADVERTISED CONSTRUCTION CONTRACTS

Item B

<u>CONTRACTOR</u>	<u>IDENTIFI-CATION NO.</u>	<u>DESCRIPTION</u>	<u>CONTRACT TERM</u>	<u>AMOUNT</u>
Pinmor Construction, LLC	2410029	<u>Castle Heights ES</u> Classroom Replacement Project Board Member: <u>Dr. George J Mckenna III</u>	05/13/24 – Completion	\$33,610,282 Bond Funds (100%)

Ratification of formally competed best value contract selected from five (5) bids received to provide classroom replacements and improvements at Castle Heights Elementary School as authorized on November 14, 2017 ([Board Report No. 189-17/18](#)).

The project entails the construction of a new two-story classroom building with associated interim housing. This classroom replacement project removes aging portable buildings and constructs a new classroom building. The school has eight portable buildings with nine classrooms that will either be relocated or demolished. Included in the project are nine new classrooms and support spaces; infrastructure to support the new facilities including an enhanced information technology network convergence system; new clock system, upgrades to landscape, hardscape, parking, and playground areas in project-related areas; installation of interim housing classrooms, as well as site work, path of travel, and other required improvements. The project will also address upgrades to aging infrastructure including sewer, water, electrical and gas as required. Americans with Disabilities Act (ADA), Division of State Architect (DSA), and any other required improvements or mitigations to ensure compliance with local, state and/or federal requirements. Pillar 4 of the Strategic Plan is supported by this action.

The contractor has worked with the District since 2021.

Requester:

Steve Boehm, Acting Director of Facilities Project Execution
Facilities Services Division

ATTACHMENT A

RATIFICATION OF CONTRACTS AWARDED UNDER DELEGATED AUTHORITY

AWARD OF ADVERTISED CONSTRUCTION CONTRACTS

Item C

<u>CONTRACTOR</u>	<u>IDENTIFICATION NO.</u>	<u>DESCRIPTION</u>	<u>CONTRACT TERM</u>	<u>AMOUNT</u>
Pinmor Construction, LLC	2410030	<u>Castle Heights ES HVAC Replacement Board Member: Dr. George J Mckenna III</u>	05/13/24 – Completion	\$10,586,480 Bond Funds (100%)

Ratification of formally competed best value contract selected from five (5) bids received to construct and deliver the project to replace Heating, Ventilation and Air Conditioning (HVAC) Systems (at multiple buildings) at Castle Heights Elementary School, as authorized on January 12, 2021 ([Board Report No. 110-20/21](#)).

Pinmor Construction, LLC will replace approximately 41,000 square feet of HVAC systems at multiple buildings, and will utilize interim housing (classrooms) to deliver the project. Pillar 4 of the Strategic Plan is supported by this action.

The contractor has worked with the District since 2021.

Requester:

Steve Boehm, Acting Director of Facilities Project Execution
Facilities Services Division

ATTACHMENT A

RATIFICATION OF CONTRACTS AWARDED UNDER DELEGATED AUTHORITY

AWARD OF ADVERTISED CONSTRUCTION CONTRACTS

Item D

<u>CONTRACTOR</u>	<u>IDENTIFICATION NO.</u>	<u>DESCRIPTION</u>	<u>CONTRACT TERM</u>	<u>AMOUNT</u>
Royal Construction and Builders Inc. (SBE)	2410053	<u>San Pedro ES Accessibility Enhancement Project Board Member: Jackie Goldberg</u>	04/22/24 – Completion	\$2,537,000 Bond Funds (100%)

Ratification of formally competed best value contract selected from seven (7) bids received to provide Americans with Disabilities Act (ADA) improvements at San Pedro ES as authorized on December 7, 2021 ([Board Report No. 144-21/22](#)).

The project upgrades the following facilities to comply with the ADA and improve program accessibility: door hardware, thresholds, accessible paths of travel, signs, restrooms, drinking fountains, a sink/sink cabinet, assistive listening devices, intercoms, a metal ramp, pieces of accessible furniture, an assembly seat, railings, existing elevator modifications, a playground component, parking areas, and door modifications/auto openers. Pillar 4 of the Strategic Plan is supported by this action.

The contractor has worked with the District since 2006.

Requester:

Steve Boehm, Acting Director of Facilities Project Execution
Facilities Services Division

ATTACHMENT A

RATIFICATION OF CONTRACTS AWARDED UNDER DELEGATED AUTHORITY

AWARD OF ADVERTISED CONSTRUCTION CONTRACTS SOUTH REGION BUNDLE \$2,911,006

Item E

<u>CONTRACTOR</u>	<u>IDENTIFICATION NO.</u>	<u>DESCRIPTION</u>	<u>CONTRACT TERM</u>	<u>AMOUNT</u>
Telenet VoIP, Inc. (SBE)	<u>224235</u>	<u>52nd St ES</u>	Various	<u>\$183,083</u>
	<u>224232</u>	<u>75th St ES</u>		<u>\$217,260</u>
	<u>224224</u>	<u>95th St ES</u>		<u>\$163,647</u>
	<u>224249</u>	<u>Dorsey HS</u>		<u>\$378,619</u>
	<u>224228</u>	<u>Gompers MS</u>		<u>\$303,743</u>
	<u>224230</u>	<u>Griffith ES</u>		<u>\$178,218</u>
	<u>224202</u>	<u>Hawkin HS C / DAGS</u>		<u>\$252,722</u>
	<u>224222</u>	<u>Hillcrest ES</u>		<u>\$177,655</u>
	<u>224223</u>	<u>King Jr ES</u>		<u>\$196,094</u>
	<u>224231</u>	<u>La Salle Ave ES</u>		<u>\$193,135</u>
	<u>227229</u>	<u>Markham MS</u>		<u>\$351,974</u>
	<u>224225</u>	<u>Western Ave TECH Magnet</u>		<u>\$188,542</u>
	<u>224226</u>	<u>Woodcrest ES</u>		<u>\$171,604</u>

Ratification of thirteen (13) formally competed best value contracts to provide video surveillance and monitoring systems Districtwide per District specifications. Contractors will also provide IP enabled intrusion alarm systems per District specifications.

These services provide operational effectiveness and modernize infrastructure. Pillar 4 of the Strategic Plan is supported by this action.

Contract Value: \$2,911,006 (Certificates of Participation 2023A Funds 100%)

Requester:

Soheil Katal, Chief Information Officer
Information Technology Services

ATTACHMENT A

RATIFICATION OF CONTRACTS AWARDED UNDER DELEGATED AUTHORITY

JOB ORDER CONTRACTS AWARDS – GENERAL CONTRACTING BENCH \$18,000,000

Item F

<u>CONTRACTOR</u>	<u>IDENTIFICATION NO.</u>	<u>CONTRACT TERM</u>
Reyes Electrical Contractor, Inc. (SBE)	2430032 / C1117	06/21/24 - 06/20/25
Alternate Power & Construction, Inc. (SBE)	2430033 / C1118	06/20/24 - 06/19/25
Thomasville Construction, Inc. (SBE)	2430034 / C1120	06/17/24 - 06/16/25
R Brothers, Inc. (SBE)	2430035 / C1121	06/14/24 - 06/13/25
Beta Investments & Contracts, Inc. (SBE)	2430036 / C1123	06/25/24 - 06/24/25
MIK Construction, Inc.	2430037 / C1125	06/25/24 - 06/24/25
Fredrick Towers, Inc. (SBE)	2430038 / C1127	06/13/24 - 06/12/25
Geronimo Concrete, Inc. (SBE)	2430039 / C1129	06/17/24 - 06/16/25
California Certified Construction & Electrical, Inc. (SBE)	2430040 / C1130	06/21/24 - 06/20/25

Ratification of nine (9) formally competed Job Order Contract awards procured via RFQ R-24043 to provide general contracting services Districtwide. The authority to increase or decrease individual amounts for these contracts will be limited to the aggregate amount of \$18,000,000.

These services provide operational effectiveness and modernize infrastructure. Pillar 4 of the Strategic Plan is supported by this action.

NOT-TO-EXCEED AGGREGATE AMOUNT
\$18,000,000 (100% Bond Funds)

Requester:

Steve Boehm, Acting Director Project Execution Branch
Facilities Services Division

ATTACHMENT A

RATIFICATION OF CONTRACTS AWARDED UNDER DELEGATED AUTHORITY

JOB ORDER CONTRACTS AMENDMENTS

Item G

<u>CONTRACTOR</u>	<u>IDENTIFICATION NO.</u>	<u>CONTRACT TERM INCLUDING THIS AMENDMENT</u>	<u>AMOUNT</u>
Telenet VoIP, Inc. (SBE)	2430002 / (2430002.01)	10/03/2023 through 10/01/2024	*\$1,200,000 Bond Funds (100%)

Ratification of Job Order Contract Amendment to increase contract capacity of a formally competed contract to provide electrical contracting services Districtwide.

The contractor has worked with the District since 2006. These services provide operational effectiveness and modernize infrastructure. Pillar 4 of the Strategic Plan is supported by this action.

Initial Contract Value:	\$ 350,000
*Amendment No. 1	\$ 1,200,000
<i>(Executed Date: 06/24/24)</i>	

Aggregate Contract Value: \$1,550,000

Requester:

Greg Garcia, Acting Director of Facilities Maintenance & Operations
Facilities Services Division

** Current Ratification*

ATTACHMENT A

RATIFICATION OF CONTRACTS AWARDED UNDER DELEGATED AUTHORITY

Item H

B. APPROVAL OF CHANGE ORDERS

July 2024 = \$5,839,851

		<u>QUANTITY</u>	<u>AMOUNT</u>
	i. New Construction contract change orders that do not individually exceed 10 percent for July 2024 (Average Transaction: \$39,631; Median Transaction: \$13,401)	27	\$1,070,034
	ii. New Construction contract credit change orders for July 2024:	2	<\$111,700>
	iii. Existing Facilities contract change orders that do not individually exceed 15 percent for July 2024 (Average Transaction: \$17,055; Median Transaction: \$5,792):	313	\$5,100,940
	iv. Existing Facilities contract credit change orders for July 2024:	13	<\$456,759>
	v. Existing Facilities contract change orders that individually exceed 15 percent (but do not exceed 25 percent) for July 2024, requiring 75 percent approval by the Board:	0	\$0

C.	COMPLETION OF CONTRACTS – July 2024	23	\$16,591,227
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D.	AWARD OF INFORMAL CONTRACTS (Not Exceeding \$114,500)		
	A & B Letters for July 2024 (Average Transaction: \$37,057; Median Transaction: 21,335)	20	\$742,145

ATTACHMENT A

RATIFICATION OF CONTRACTS AWARDED UNDER DELEGATED AUTHORITY

AWARD OF PROFESSIONAL PILOT PROGRAM

Item I

<u>CONTRACTOR</u>	<u>IDENTIFICATION NO.</u>	<u>DESCRIPTION</u>	<u>CONTRACT TERM</u>	<u>AMOUNT</u>
Los Angeles Cleantech Incubator, Inc.	2420057/ (C2722)	District-wide Detailed Route Energy Analysis for Buses	06/24/24 – Closeout	\$0

Ratification of a sole source, no-cost agreement to conduct detailed route energy analysis for school bus routes operating out of four (4) depots: Gardena Bus Garage, Newman Nutrition Center, San Julian Bus Garage, and Sun Valley Bus Garage.

This is a pilot project to provide a school bus fleet electrification analysis through a proprietary, software-based planning tool, EVopt, developed by Microgrid Labs, Inc. (MGL). The District will receive information regarding routes that are electrifiable, the size of bus batteries required for each route; charger power ratings to meet the operating schedule of the bus fleet; the energy capacity required from the utility; and the capital cost of the project for budgeting and grant writing purposes. Training on the use of the software, EVopt, will be provided to the Transportation Services Branch so that any future route analysis can be self-performed. The analysis and training shall be performed by MGL who will be receiving pilot program funding from Los Angeles Cleantech Incubator.

These services provide operational effectiveness and modernize infrastructure. Pillar 4 of the Strategic Plan is supported by this action.

Requester:

Christos Chrysiliou, Chief Eco-Sustainability Officer
Eco-Sustainability Office

ATTACHMENT A

RATIFICATION OF CONTRACTS AWARDED UNDER DELEGATED AUTHORITY

**EXTRA SERVICES / AMENDMENTS FOR ARCHITECTURAL AND
ENGINEERING CONTRACTS****\$79,231****Item J**

CONTRACT NOS.	1920003/4400006934; 1920023/4400007774; 1920023/4400007774; 2120147/4400009640; 2120147/4400009640; 2220020/4400009934; 2220032/4400010184; 2220041/4400010542; 2320024/4400011365;
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Extra services are for design work that is not covered under the original Agreement. June and July Extra Services are listed at the following link: [BOE 013 Extra Services](#)

These services provide operational effectiveness and modernize infrastructure. Pillar 4 of the Strategic Plan is supported by this action.

**ATTACHMENT B
APPROVAL OF CONTRACTS NOT UNDER DELEGATED AUTHORITY**

**A. AUTHORIZATION TO AWARD A DESIGN-BUILD MAJOR
MODERNIZATION PROJECT CONTRACT**

Item K

<u>CONTRACTOR</u>	<u>IDENTIFICATION NO.</u>	<u>DESCRIPTION</u>	<u>AMOUNT</u>
Hensel Phelps	2410034	Garfield HS Major Modernization Project	\$124,905,065 <i>100% Bond Funds</i>

Authorization to award a formally competed contract for the design and construction of the Garfield High School Major Modernization Project to Hensel Phelps, in partnership with NAC Architecture. The contractor was selected using the design build (Education Code 17250) procurement method. The Project will provide safe and updated school facilities that support 21st century teaching and learning.

The Board of Education authorized the project on November 15, 2022 ([Board Report No. 074-22/23](#)). Prior to the Board of Education authorizing this contract award, it must adopt the Mitigated Negative Declaration (MND) for the Project, as presented by the Office of Environmental Health and Safety (Board Report No. 21-24/25), and subsequently approve the Project, as presented by the Facilities Services Division (Board Report No. 22-23/24), at its September 10, 2024 Board Meeting.

[Click here to view project scope, schedule, and budget](#)

Board Member: Dr. Rocío Rivas

Contract Term: Contract execution through DSA certification and closeout

Contract Value: \$124,905,065

Requester:

Aaron Bridgewater, Director of Asset Management
Facilities Services Division

TAB 3



Board of Education Report

File #: Rep-021-24/25, **Version:** 1

Adoption of the Mitigated Negative Declaration and the Mitigation Monitoring and Reporting Program for the Garfield High School Major Modernization Project

September 10, 2024

Office of Environmental Health & Safety

Action Proposed:

Review and adopt the Mitigated Negative Declaration (MND) and Mitigation Monitoring and Reporting Program (MMRP) for the proposed Garfield High School Major Modernization Project (Project) prepared in compliance with the California Environmental Quality Act (CEQA) (Public Resources Code §21000 et seq.) and State CEQA Guidelines (California Code of Regulations, Title 14, Division 6, Chapter 3 §15000 et seq.).

Background:

On November 16, 2021, the Los Angeles Unified School District Board of Education (Board) approved project definition for site due diligence, planning, and feasibility activities necessary at Garfield High School (Garfield HS or Campus) for a major modernization (Board Report No. 122-21/22). Subsequently, on November 15, 2022, the Board approved the project redefinition for the major modernization (Board Report No. 074-22/23) and a budget of \$150 million with construction anticipated to begin Q1-2026 and be completed in Q3-2029.

The proposed Project is located within the 19.3-acre school campus at 5101 East Sixth Street in East Los Angeles, an unincorporated area within Los Angeles County (Board District 2, Region East). Garfield HS opened in 1925. All existing buildings were constructed between 1925 and 2012. The campus has been identified eligible as a historic district due to its students' participation in the 1968 civil rights movement known as the "Blowouts". All buildings present during the Blowouts are included in the historic district, however particular significance is placed on the football field and its bleachers. As of the 2023-2024 Electronic Capacity Assessment Review, the School served approximately 2,200 students in grades 9 through 12.

The proposed Project will construct new facilities, including a four-story Classroom Building with 31 general and specialty classrooms and support spaces, library and administration space. The proposed Project also includes exterior painting for all remaining buildings and structures at the School, and limited modernization of existing structures and infrastructure upgrades to ensure compliance with the Americans with Disabilities Act. The proposed Project will maintain the School's current capacity and total number of classrooms (84 classrooms).

The proposed Project includes the demolition of two permanent buildings (Parking Garage & Classroom Building 100 and Library & Classroom Building 200), two relocatable buildings, and a second-story pedestrian bridge. Interim facilities will be installed to allow the School to remain operational and minimize impact during construction.

The proposed Project also includes utility upgrades; Internet Protocol (IP) convergence; a new parking lot; new outdoor learning environments; the removal and replacement of trees; landscaping and irrigation; hardscaping; fencing, gates and site furnishings.

The Campus is not on any hazardous waste site lists under Section 65962.5 of the Government Code. A Preliminary Environmental Assessment-Equivalent (PEA-E) was conducted for the proposed Project in accordance with the Department of Toxic Substances Control (DTSC) guidelines. A Soil Removal Plan (SRP) would be implemented as part of the proposed Project to address the removal of contaminated soil. Similar reports would be prepared to address suspect asphalt and building materials encountered during construction. There is no direct student or staff exposure to the impacted soils since the affected soils are under asphalt pavement or will be off-limits. The SRP would ensure students and staff are not exposed to impacted soils during the removal work.

The District's Office of Environmental Health and Safety (OEHS) evaluated the proposed Project to determine its potential impacts on the environment in accordance with CEQA, Public Resources Code §21000, et seq., and State CEQA Guidelines, Title 14 California Code of Regulations §15000 et seq.

Environmental review of the Project found that there would be no significant impacts as a result of the construction and operation of the Project with the implementation of Los Angeles Unified's Standard Conditions of Approval and mitigation measures. This evaluation, as documented in the Initial Study (IS), resulted in the preparation of a MND (State Clearinghouse Number 2024040744). The IS/MND was circulated for a 30-day public review period from April 17, 2024, to May 17, 2024. Copies of the IS/MND, PEA-E, and SRP were available for review electronically on the OEHS website and on the State Clearinghouse website. Printed copies were also made available for public review at OEHS District Headquarters at Beaudry and at Garfield High School.

The Notice of Intent to Adopt a Mitigated Negative Declaration (Notice of Intent or NOI) was posted on the OEHS website during the public review period, mailed the NOI to all owner/occupants located within a 0.25-mile radius of the Project site, to parents/guardians of students, and published the NOI in two local newspapers (Daily News and La Opinión). The NOI was filed with the Los Angeles County Clerk and with the State Clearinghouse for distribution to potentially affected state agencies, and the District mailed copies of the NOI directly to potentially affected state agencies, local agencies, tribal agencies pursuant to AB 52, and known interested parties.

During the public review period, a public community meeting was held on May 8, 2024, to provide information about the Project and receive comments on the IS/MND. The public community meeting was advertised along with the NOI through direct mailing of occupants within 0.25-mile of the Project site, door-to-door distribution of event flyers, and in two local newspapers (Daily News and La Opinión). The meeting included an overview of the proposed Project and the contents and findings of the IS/MND, and gave faculty, staff, agencies, organizations, parents/guardians, and community members the opportunity to make verbal and written comments on the Project and the IS/MND.

At the end of the public review period, the District received comment letters from two agencies and verbal comments from individuals during the community meeting. All letters and verbal comments were responded to by the District and are included in the attached Responses to Comments (RTC). The requirements set forth in the CEQA Guidelines Section 15073.5 regarding recirculation are not met.

Expected Outcomes:

Staff anticipates that the Board will review and make a determination on the attached Resolution to adopt the MND and MMRP pursuant to CEQA and State CEQA Guidelines. This action is required prior to the Board considering approval of the Project.

Board Options and Consequences:

A “Yes” vote to adopt the MND and the MMRP would enable the District to proceed with the proposed Project as proposed in the MND and the MMRP.

A “No” vote to adopt the MND would prevent the Board from approving the proposed Project, and the proposed Project could not proceed into construction.

Policy Implications:

This action does not change District policy. This action helps facilitate the Facilities Services Division Strategic Execution Plan and supports the goals and objectives of the School Upgrade Program (SUP). On August 24, 2021, the Board adopted an update to the SUP to integrate Measure RR funding and priorities into its operational framework and approved the Measure RR Implementation Plan (Implementation Plan) to help guide the identification of sites and development of project proposals (Board Report No. 027-21/22). The Implementation Plan included, among other things, the development of seven major modernization projects, one in each Board District. This Project is located in Board District 2.

Budget Impact:

This action does not have a budget impact.

Student Impact:

The proposed Project, once completed, will help ensure that the students attending the school are provided with a safe and healthy environment, and up-to-date facilities that promote learning.

Equity Impact:

The intent of the major modernization project is to address buildings and grounds that pose a safety concern and have the greatest need for upgrades with emphasis placed on seismic safety, reducing Los Angeles Unified’s reliance on relocatable buildings, and addressing the most critical/severe physical conditions. While the Project is extensive in nature, less critical items may not be addressed. This approach allows the District to reach more schools with the limited funding available.

Issues and Analysis:

Environmental review of the proposed Project found that, with the incorporation of mitigation measures, Los Angeles Unified’s Standard Conditions and Approvals, Project Design Features, as well as all applicable state, federal, and local regulations, there would be no significant impacts as a result of the Project.

The District is the “Lead Agency” as defined in the State CEQA Guidelines §§15050-15053, and the Board shall review and consider the MND, MMRP, and its supporting documents and comments.

Attachments:

Attachment A: Resolution of the Los Angeles Unified School District Board of Education Adopting the Mitigated Negative Declaration for the Garfield High School Major Modernization Project

Attachment B: Initial Study/ Mitigated Negative Declaration and Appendices. Due to the file size, may be viewed/downloaded from the [CEQA website](https://drive.google.com/file/d/16fv85VAddvpDYBOTvuu4gUHdSYJWD9e4/view?)
[<https://drive.google.com/file/d/16fv85VAddvpDYBOTvuu4gUHdSYJWD9e4/view?](https://drive.google.com/file/d/16fv85VAddvpDYBOTvuu4gUHdSYJWD9e4/view?)

File #: Rep-021-24/25, **Version:** 1

Attachment C: Mitigation Monitoring and Reporting Program

Attachment D: Responses to Comments

Linked materials of previously adopted Board reports referenced in the background and policy implications sections:

- Adopted November 16, 2021, [Board Report No. 122-21/22](https://drive.google.com/file/d/1O9hjhnuVnQl46HAqwKfo41H0qExKfJl9/view?usp=sharing)
<<https://drive.google.com/file/d/1O9hjhnuVnQl46HAqwKfo41H0qExKfJl9/view?usp=sharing>>
- Adopted November 15, 2022, [Board Report No. 074-22/23](https://drive.google.com/file/d/12lo9Y8XFDVffgoT0hBpZ6jKyYaDG1YM7/view?usp=sharing)
<<https://drive.google.com/file/d/12lo9Y8XFDVffgoT0hBpZ6jKyYaDG1YM7/view?usp=sharing>>
- Adopted August 24, 2021, [Board Report No. 027-21/22](https://drive.google.com/file/d/1XMZgFgMU1gwtbpCdIOqkRn9mnHhj6dG_/view?usp=sharing)
<https://drive.google.com/file/d/1XMZgFgMU1gwtbpCdIOqkRn9mnHhj6dG_/view?usp=sharing>

Informatives:

None.

Submitted:

08/05/24

File #: Rep-021-24/25, Version: 1


RESPECTFULLY SUBMITTED,


ALBERTO M. CARVALHO
Superintendent


APPROVED BY:


PEDRO SALCIDO
Deputy Superintendent
Business Services & Operations

REVIEWED BY:


DEVORA NAVERA REED
General Counsel

APPROVED & PRESENTED BY:



ANDRES E. CHAIT
Chief of School Operations

☒ Approved as to form.

REVIEWED BY:


NOLBERTO DELGADILLO
Deputy Chief Business Officer, Finance

APPROVED & PRESENTED BY:


CARLOS A. TORRES
Director
Office of Environmental Health & Safety

☒ Approved as to budget impact statement.

ATTACHMENT A

RESOLUTION OF THE LOS ANGELES UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION ADOPTING THE MITIGATED NEGATIVE DECLARATION AND MITIGATION MONITORING AND REPORTING PROGRAM FOR THE GARFIELD HIGH SCHOOL MAJOR MODERNIZATION PROJECT

Whereas, on November 16, 2021, the Los Angeles Unified School District Board of Education (Board) approved project definition for site due diligence, planning, and feasibility activities necessary at Garfield High School (Garfield HS or Campus) for a major modernization (Board Report No. 122-21/22). Subsequently, on November 15, 2022, the Board approved the project redefinition for the major modernization (Board Report No. 074-22/23) and a budget of \$150 million with construction anticipated to begin Q1-2026 and be completed in Q3-2029; and

Whereas, under Measure RR and in conjunction with other, ongoing Los Angeles Unified Facilities programs, the District is proposing to upgrade, modernize, and replace aging and deteriorating school facilities; update technology; and address school facilities inequities to provide students with physically and environmentally safe, secure, and updated school facilities that support 21st century learning at hundreds of neighborhood schools District-wide; and

Whereas, the proposed Project is located within the 19.3-acre school campus at 5101 East Sixth Street in East Los Angeles, an unincorporated area within Los Angeles County (Board District 2, Region East). Garfield HS opened in 1925. All existing buildings were constructed between 1925 and 2012. The campus has been identified eligible as a historic district due to its students' participation in the 1968 civil rights movement known as the "Blowouts". All buildings present during the Blowouts are included in the historic district, however particular significance is placed on the football field and its bleachers. As of the 2023-2024 Electronic Capacity Assessment Review, the School served approximately 2,200 students in grades 9 through 12; and

Whereas, the proposed Project will construct new facilities, including a four-story Classroom Building with 31 general and specialty classrooms and support spaces, library and administration space. The proposed Project also includes exterior painting for all remaining buildings and structures at the School, and limited modernization of existing structures and infrastructure upgrades to ensure compliance with the Americans with Disabilities Act. The proposed Project will maintain the School's current capacity and total number of classrooms (84 classrooms); and

Whereas, the proposed Project includes the demolition of two permanent buildings (Parking Garage & Classroom Building 100 and Library & Classroom Building 200), two relocatable buildings, and a second-story pedestrian bridge. Interim facilities will be installed to allow the School to remain operational and minimize impact during construction; and

Whereas, the proposed Project also includes utility upgrades; Internet Protocol (IP) convergence; a new parking lot; new outdoor learning environments; the removal and replacement of trees; landscaping and irrigation; hardscaping; fencing, gates and site furnishings; and

Whereas, the Campus is not on any hazardous waste site lists under Section 65962.5 of the Government Code. A Preliminary Environmental Assessment-Equivalent (PEA-E) was conducted for the proposed Project in accordance with the Department of Toxic Substances Control (DTSC) guidelines. A Soil Removal Plan (SRP) would be implemented as part of the proposed Project to address the removal of contaminated soil. Similar reports would be prepared to address suspect asphalt and building materials encountered during construction. There is no direct student or staff exposure to the impacted soils since the affected soils are under asphalt pavement or will be off-limits. The SRP would ensure students and staff are not exposed to impacted soils during the removal work; and

Whereas, the District's Office of Environmental Health and Safety (OEHS) evaluated the proposed Project to determine its potential impacts on the environment in accordance with CEQA, Public Resources Code §21000, et seq., and State CEQA Guidelines, Title 14 California Code of Regulations §15000 et seq.; and

Whereas, environmental review of the proposed Project as documented in the Initial Study (IS), resulted in the preparation of a Mitigated Negative Declaration (MND) (State Clearinghouse Number 2024040744), which found that the Project would have no significant effects on the environment as a result of construction and operation of the Project with the implementation of mitigation measures and Los Angeles Unified's Standard Conditions of Approval; and

Whereas, on April 17, 2024, the District filed the Notice of Intent to Adopt a Mitigated Negative Declaration (NOI) pursuant to the requirements of CEQA, Public Resources Code §21000, et seq., and State CEQA Guidelines, Title 14 California Code of Regulations §15000 et seq.; and

Whereas, from April 17, 2024, to May 17, 2024, the IS/MND, PEA-E, and SRP were circulated for public review with electronic copies placed on the OEHS and State Clearinghouse websites and printed copies made available at the OEHS District Headquarters and at Garfield High School; and

Whereas, the District provided responses in the MND to the written and verbal comments received during the public review period, and to those received at the community meeting held on May 8, 2024.; and

Whereas, the District is the "Lead Agency" as defined in State CEQA Guidelines §§15050-15053, and the Board shall review and consider the MND and its supporting documents and comments.

Resolved, that the Board finds that:

The Project may not have an adverse effect on fish and wildlife, as referenced in §711.2 of the Fish and Game Code; and

The presumption of adverse effect set forth in California Code of Regulations, Title 14, §753.5(d) does not apply; and be it

Resolved further, that the Board hereby:

1. Finds that the Mitigated Negative Declaration (MND) and Mitigation Monitoring and Reporting Program (MMRP) were completed in compliance with CEQA and State CEQA Guidelines, as amended; and
2. Finds that the MND and MMRP reflects the District's independent judgment and analysis; and
3. Finds that the Board reviewed and considered the information in the MND and MMRP before making a decision to approve the Project; and
4. Adopts the MND and MMRP; and be it

Resolved further, that the Board specifies that the record of proceedings on which the Board's decision is based is located at the Los Angeles Unified School District, Office of Environmental Health and Safety, 333 South Beaudry Avenue, 21st Floor, Los Angeles, California, and the custodian of the record of proceedings is the Office of Environmental Health and Safety.

PASSED, APPROVED AND ADOPTED this 10th day of September 2024, by the following vote:

AYES:

NOES:

ABSENT:

ABSTAIN:

Michael McLean
Executive Officer of the Board of Education

Date

ATTACHMENT B

Initial Study/ Mitigated Negative Declaration and
Appendices.

Due to the file size, you may be viewed/downloaded
from the following link: [CEQA website](#).

July 2024 | Mitigation, Monitoring, and Reporting Program
State Clearinghouse No. 2024040744
James A. Garfield High School
Major Modernization Project



Prepared for:

Los Angeles Unified School District
Office of Environmental Health and Safety
333 South Beaudry Avenue, 21st Floor
Los Angeles, California 90017
Contact: Christy Wong, CEQA Project Manager
213.241.3394

Prepared by:

WSP USA, Inc.
9177 Sky Park Court
San Diego, California 92123
Contact: Nick Meisinger, CEQA Project Manager
805.252.0060



OEHS
OFFICE OF ENVIRONMENTAL HEALTH & SAFETY

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1. Introduction

1.1 PURPOSE

This Mitigation Monitoring and Reporting Program (MMRP) has been developed to provide a vehicle by which to implement and monitor compliance with the mitigation measures identified by Los Angeles Unified School District (LAUSD) for the major modernization project at James A. Garfield High School (Project).

This MMRP has been prepared in conformance with Section 21081.6 of the Public Resources Code, which states:

- (a) When making findings required by paragraph (1) of subdivision (a) of Section 21081 or when adopting a mitigated negative declaration pursuant to paragraph (2) of subdivision (c) of Section 21080, the following requirements shall apply:
 - (1) The public agency shall adopt a reporting or monitoring program for the changes made to the project or conditions of project approval, adopted in order to mitigate, or avoid significant effects on the environment. The reporting or monitoring program shall be designed to ensure compliance during project implementation. For those changes which have been required or incorporated into the project at the request of a responsible agency or a public agency having jurisdiction by law over natural resources affected by the project, that agency shall, if so requested by the lead or responsible agency, prepare and submit a proposed reporting or monitoring program.

The Project is subject to the California Department of Education (CDE) design and siting requirements, and the school architectural designs are subject to review and approval by the California Division of the State Architect (DSA). The Project is required to comply with specific design standards and sustainable building practices. Certain standards assist in reducing environmental impacts, such as the California Green Building Code (CALGreen Code),¹ LAUSD Standard Conditions of Approval (SC), and the Collaborative for High-Performance Schools (CHPS) criteria.²

California Green Building Code. Part 11 of the California Building Standards Code is the California Green Building Standards Code, also known as the CALGreen Code. The CALGreen Code is a statewide green building standards code and is applicable to residential and non-residential buildings throughout California, including schools. The CALGreen Code was developed to reduce greenhouse gas (GHG) emissions from buildings; promote environmentally responsible, cost-effective, healthier places to live and work; reduce energy

¹ California Green Building Standards Code, Title 24, Part 11.

² The Board of Education's October 2003 Resolution on Sustainability and Design of High Performance Schools directs staff to continue its efforts to ensure that every new school and modernization project in the District, from the beginning of the design process, incorporate CHPS (Collaborative for High Performance Schools) criteria to the extent possible.

1. Introduction

and water consumption; and respond to the environmental directives of the Department of Housing and Community Development.

Standard Conditions of Approval for District Construction, Upgrade, and Improvement Projects. The SCs for District Construction, Upgrade, and Improvement Projects were adopted by the Board on December 12, 2023.³ SCs are environmental standards that are applied to District construction, upgrade, and improvement projects during the environmental review process by the Office of Environmental Health and Safety (OEHS) CEQA team to offset potential environmental impacts. The most recently adopted SCs were updated in order to incorporate and reflect recent changes in the laws, regulations and the District's standard policies, practices and specifications (e.g., the LAUSD Design Guidelines and Design Standards, which are routinely updated and are referenced throughout the SCs).

Collaborative for High-Performance Schools. The proposed Project would include CHPS criteria points under seven categories: Integration, Indoor Environmental Quality, Energy, Water, Site, Materials and Waste Management, and Operations and Metrics. LAUSD is committed to sustainable construction principles and has been a member of the CHPS since 2001. CHPS has established criteria for the development of high-performance schools to create a better educational experience for students and teachers by designing the best facilities possible. CHPS-designed facilities are healthy, comfortable, energy efficient, material efficient, easy to maintain and operate, commissioned, environmentally responsive site, a building that teaches, safe and secure, community resource, stimulating architecture, and adaptable to changing needs. The proposed Project would comply with CHPS and LAUSD sustainability guidelines. The design team would be responsible for incorporating sustainability features for the proposed Project, including on-site treatment of stormwater runoff, "cool roof" building materials, lighting that reduces light pollution, water and energy-efficient design, water-wise landscaping, collection of recyclables, and sustainable and/or recycled-content building materials.

Project Design Features. Project design features (PDFs) are environmental protection features that modify a physical element of a site-specific project and are depicted in a site plan or documented in the project design plans. PDFs may be incorporated into a project design or description to offset or avoid a potential environmental impact and do not require more than adhering to a site plan or project design. Unlike mitigation measures, PDFs are not special actions that need to be specifically defined or analyzed for effectiveness in reducing potential impacts.

Mitigation Measures. If, after incorporation and implementation of federal, State, and local regulations, CHPS prerequisite criteria, PDFs, and SCs, there are still significant environmental impacts, then feasible and project-specific mitigation measures are required to reduce impacts to less than significant levels. Mitigation under CEQA Guidelines Section 15370 includes:

- Avoiding the impact altogether by not taking a certain action or parts of an action.
- Minimizing impacts by limiting the degree or magnitude of the action and its implementation.

³ LAUSD. Los Angeles Unified School District Standard Conditions of Approval for District Construction, Upgrade, and Improvement Projects
https://www.lausd.org/cms/lib/CA01000043/Centricity/domain/135/ceqa/2023_Standard_Conditions_UPDATE_Final.pdf

1. Introduction

- Rectifying the impact by repairing, rehabilitating, or restoring the impacted environment.
- Reducing or eliminating the impact over time by preservation and maintenance operations during the life of the action.
- Compensating for the impact by replacing or providing substitute resources or environments, including through permanent protection of such resources in the form of conservation easements.

Mitigation measures must further reduce significant environmental impacts above and beyond compliance with federal, State, and local laws and regulations, PDFs, and SCs.

The specific CHPS prerequisite criteria and LAUSD SCs are identified in the tables under each CEQA topic.⁴ Federal, State, regional, and local laws, regulations, plans, and guidelines, CHPS criteria, PDFs, and SCs are considered part of the proposed Project and are included in the environmental analysis.

1.2 PROJECT LOCATION

Garfield HS is at 5101 East Sixth Street within the neighborhood of East Los Angeles, an unincorporated community of Los Angeles County (Assessor Parcel Numbers [APNs] 5248-021-901, 5248-010-904, and 5248-012-914). The Campus sits on a 19.3-acre site bound by East Sixth Street to the south, South Woods Avenue to the east, residences and Escuela Street to the north, and Fraser Avenue to the west.

1.3 SUMMARY PROJECT DESCRIPTION

The proposed Project is designed to address the most critical physical concerns of the buildings and grounds at Garfield HS through building replacement, renovation, and modernization to provide facilities that are safe, secure, and better aligned with the current instructional program. The proposed Project includes the demolition of two permanent buildings and two portable buildings, demolition of a second-story pedestrian bridge, construction of a staff parking lot, and construction of a new permanent building that provides adequate learning spaces and support areas. Additionally, the proposed Project includes upgrades to and replacement of aging utilities and infrastructure, Internet Protocol (IP) convergence, and new landscaping and hardscaping. Limited modernization of existing structures including accessible facilities consistent with the requirements of the Americans with Disabilities Act (ADA) and seismic retrofit pursuant to California Assembly Bill 300 would also be implemented.

1.4 ENVIRONMENTAL IMPACTS

1.4.1 No Impact and Less Than Significant Impact

The following environmental resource areas were identified as no impact or less than significant in the Initial Study.

⁴ CHPS. CHPS Criteria. <https://chps.net/chps-criteria>.

1. Introduction

- Aesthetics
- Agriculture and Forestry Resources
- Air Quality
- Biological Resources
- Energy
- Geology and Soils
- Greenhouse Gas Emissions
- Hazards and Hazardous Materials
- Hydrology and Water Quality
- Land Use and Planning
- Mineral Resources Noise
- Pedestrian Safety
- Population and Housing
- Public Services
- Recreation
- Transportation and Circulation
- Tribal Cultural Resources
- Utilities and Service Systems
- Wildfire

1.4.2 Less Than Significant with Mitigation

The Initial Study found that the Project would result in a potentially significant impact without mitigation to Cultural Resources. Table 1 lists the mitigation measure that was incorporated into the Project. With the incorporation of mitigation measure MM-CUL-1, impacts to Cultural Resources would be less than significant.

2. Monitoring and Reporting Requirements

2.1 INTRODUCTION

CEQA requires adoption of a reporting or monitoring program for the conditions of Project approval that are necessary to mitigate, reduce, or avoid significant impacts on the environment.⁵

The purpose of the MMRP is to ensure the effective implementation of the measures for the Project. In addition, it provides a means for identifying corrective actions, if necessary, before irreversible environmental damage occurs. As the Lead Agency, LAUSD is responsible for review and approval of the Project and adoption of the MMRP.

The program requirements outlined in Table 1 include:

- Mitigation measures;
- Responsibility for implementation;
- Implementation phase (i.e., pre-construction, construction, prior to occupancy, post-occupancy);
- Responsibility for monitoring; and
- Completion date and initials of monitoring party.

2.2 CATEGORIZED MATRIX

Project-specific mitigation measures have been categorized in Table 1. The table serves as the basis for scheduling the implementation of and compliance with mitigation measures.

⁵ Public Resources Code, Section 21081.6.

2. Monitoring and Reporting Requirements

Table 1
Mitigation Monitoring and Reporting Program

Mitigation Measures	Responsibility for Implementation	Implementation Phase	Responsibility for Monitoring	Monitor (Signature Required) (Date of Compliance)
CULTURAL RESOURCES				
<p>MM-CUL-1 LAUSD shall require the Construction Contractor to develop and implement an interpretative outdoor program:</p> <ul style="list-style-type: none"> • Outdoor Classroom/History Garden. The Construction Contractor shall develop an outdoor classroom/history garden that includes the following minimum requirements: <p>The garden shall be a minimum of 2,000 sf in size, intended to be an area where students can collectively gather and learn as a classroom or collaborate in smaller groups surrounded by a natural, planted backdrop. The outdoor classroom shall include permeable pavers, seating for 32 students, and electrical outlets, wifi, and a blackboard.</p> <p>Features of the garden are intended to commemorate the events, people, and places associated with Garfield HS, particularly with regard to the school's role in the Blowouts and the Chicano Civil Rights Movement in Los Angeles. At a minimum, the garden shall incorporate interpretive panels, display cases, and plaques, as described below. These</p>	LAUSD FSD / OEHS ⁶	During the design of and prior to the construction of any new buildings on the Campus	LAUSD FSD / OEHS	

⁶ FSD – Facilities Services Division
OEHS – Office of Environmental Health and Safety

2. Monitoring and Reporting Requirements

Table 1
Mitigation Monitoring and Reporting Program

Mitigation Measures	Responsibility for Implementation	Implementation Phase	Responsibility for Monitoring	Monitor (Signature Required) (Date of Compliance)
<p>features could be placed throughout campus as well.</p> <ol style="list-style-type: none"> 1. Opportunities to Communicate. Outdoor spaces shall be designed to encourage the exchange of stories and information pertinent to the historic events that took place on the campus. These spaces shall be open to students, faculty, and campus visitors (including alumni and the general public). 2. Interpretive Panels. The Construction Contractor shall develop content for interpretive panels to be placed in the History Garden and other locations on campus at Garfield HS, as well as the other East Los Angeles schools that participated in the Blowouts. Panels should include approximately 200 words of narrative text, as well as maps, photographs, and images that tell the story of the Blowouts. Permanent panels shall be installed in the History Garden, as well as throughout the campus referring to historic events associated with the Blowouts. 				

July 2024 | Response to Comments
State Clearinghouse No. 2024040744
James A. Garfield High School
Major Modernization Project



Prepared for:

Los Angeles Unified School District
Office of Environmental Health and Safety
333 South Beaudry Avenue, 21st Floor
Los Angeles, California 90017
Contact: Christy Wong, CEQA Project Manager
213.241.3394

Prepared by:

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1. Introduction

1. Introduction

1.1 INTRODUCTION

This document includes the public comments received on the Initial Study prepared for the James A. Garfield High School Major Modernization Project (Project) and provides Los Angeles Unified School District's (LAUSD's) responses to these comments.

Under the California Environmental Quality Act (CEQA) (Public Resources Code, Division 13, Sections 21000 et seq.) and the CEQA Guidelines (California Code of Regulations [CCR] Section 15000 et seq.), a lead agency has no affirmative duty to prepare formal responses to comments on an Initial Study. The lead agency, however, should have adequate information on the record explaining why the comments do not affect the conclusion of the Initial Study. In the spirit of public disclosure and engagement, LAUSD – as the lead agency for the Project – has responded to all written comments submitted during the 30-day public review period.

1.2 PUBLIC ENGAGEMENT

Notice of Intent to Adopt a Mitigated Negative Declaration (MND). Per CEQA Guidelines Section 15072 and 15073, LAUSD determined that an MND would be appropriate for the Project and circulated a Notice of Intent to Adopt a Mitigated Negative Declaration (NOI) and the Initial Study. The public review period for this CEQA-compliant document was from April 17, 2024 to May 17, 2024. Public outreach included the following methods:

1.2.1 Newspaper Publications

- NOI published in the legal announcement section of the Daily News (English) on April 17, 2024.
- NOI published in the legal announcement section of the La Opinión (Spanish) on April 17, 2024.

1.2.2 Mailings

- NOI sent to eight State and local agencies, five elected officials, the Los Angeles Registrar-Recorder / County Clerk, and the State Clearinghouse.
- NOI sent to student / parent guardian addresses and all addresses within a 0.25-mile radius of the Project site and – 2,979 mailings.

1. Introduction

1.2.3 Document Availability

The NOI and Initial Study were available for review at the following locations:

- Garfield High School (Main Office) (5101 E 6th St, East Los Angeles, CA 90022)
- LAUSD Office of Environmental Health and Safety website (<https://www.lausd.org/ceqa>)
- California State Clearinghouse (<https://ceqanet.opr.ca.gov/>)

1.2.4 Community Outreach

A virtual public meeting was held via Zoom on May 8, 2024 at 6:00 PM. The meeting provided agencies and the public with an opportunity to comment on the Project and the Initial Study. The meeting included a presentation of the proposed Project, a summary of findings for CEQA and the Preliminary Environmental Assessment-Equivalent (PEA-E), and a question and answer (Q&A) session. During the Q&A session, commenters had inquiries on the following topics:

- Design (including questions regarding the architect selection process, classroom and support spaces, Americans with Disabilities Act of 1990 (ADA) improvements, parking, athletics facilities, landscaping etc.)
- Construction (including questions regarding schedule, safety precautions, traffic control, interim housing)
- Public engagement process

Those comments that were received (listed above) were addressed by LAUSD during the meeting. No other formal comments were received via letter or e-mail from community members. Additionally, none of the Zoom comments pertained to the adequacy of the environmental analyses contained in this Initial Study. As such, pursuant to CEQA Guidelines Section 15204(b), Zoom comments from the May 8, 2024 meeting are not included in this document and do not warrant additional written responses.

1.2.5 Document Format

This document is organized as follows:

Section 1, Introduction. This section describes CEQA requirements and the content of this document.

Section 2, Response to Comments. This section provides a list of agencies and interested persons commenting on the Initial Study, copies of comments received during the public review period, and individual responses to written comments. To facilitate review of the responses, each comment has been reproduced and

1. Introduction

assigned an alphabetical letter. Individual comments have been provided, followed by responses from LAUSD with references to the corresponding comment number.

1.3 CEQA REQUIREMENTS REGARDING COMMENTS AND RESPONSES

CEQA Guidelines Section 15204(b) outlines parameters for submitting comments on an Initial Study and reminds persons and public agencies that the focus of review and comment should be “on the proposed findings that the project will not have a significant effect on the environment.” If the commenter believes that the project may have a significant effect, they should: (1) identify the specific effect; (2) explain why they believe the effect would occur; and (3) explain why they believe the effect would be significant.

Comments are most helpful when they suggest additional specific alternatives or mitigation measures that would provide better ways to avoid or mitigate the significant environmental effects. At the same time, reviewers should be aware that the adequacy of an Initial Study is determined in terms of what is reasonably feasible. CEQA Guidelines Section 15204(c) advises, “[re]viewers should explain the basis for their comments, and should submit data or references offering facts, reasonable assumptions based on facts, or expert opinion supported by facts in support of the comments. Pursuant to Section 15064, an effect shall not be considered significant in the absence of substantial evidence.”

CEQA Guidelines Section 15204(d) also states, “[e]ach responsible agency and trustee agency shall focus its comments on environmental information germane to that agency’s statutory responsibility.” CEQA Guidelines Section 15204(e) states, “[t]his section shall not be used to restrict the ability of reviewers to comment on the general adequacy of a document or of the lead agency to reject comments not focused as recommended by this section.”

Finally, CEQA does not require a lead agency to conduct every test or perform all research, study, and experimentation recommended or demanded by commenters. Written responses to comments are not required; however, it is LAUSD’s policy to respond in writing to all comments. When responding to comments, lead agencies need only respond to potentially significant environmental issues and do not need to provide all information requested by reviewers, as long as a good faith effort at full disclosure is made in the environmental document.

2. Response to Comments

2. Response to Comments

This section provides all written comments received on the Initial Study and LAUSD's response to each comment.

Table 1
Summary of Comments Received

Reference	Commenting Person / Agency	Date of Comment	Page Number
Written Comment Letters			
A	California Department of Transportation	May 17, 2024	6
B	Department of Toxic Substances Control	May 10, 2024	9

2. Response to Comments

COMMENT A – Miya Edmonson, California Department of Transportation (Caltrans) (2 pages)

STATE OF CALIFORNIA—CALIFORNIA STATE TRANSPORTATION AGENCY

GAVIN NEWSOM, Governor

DEPARTMENT OF TRANSPORTATION

DISTRICT 7
100 S. MAIN STREET, MS 16
LOS ANGELES, CA 90012
PHONE (213) 268-3562
FAX (213) 897-1337
TTY 711
www.dot.ca.gov



Making Conservation
a California Way of Life

May 17, 2024

Christy Wong
Los Angeles Unified School District
333 S. Beaudry Ave, 21st Floor
Los Angeles, CA 90017

RE: James A. Garfield High School Major
Modernization Project: Mitigated
Negative Declaration (MND)
GTS # 07-LA-2024-04510
SCH # 2024040744
Vic. LA 60/PM R3.959
LA 710/PM 24.262
LA 5/PM 12.971

Dear Christy Wong:

Thank you for including the California Department of Transportation (Caltrans) in the environmental review process for the above-referenced project. The proposed Project is designed to address the most critical physical concerns of the buildings and grounds at Garfield HS through building replacement, renovation, and modernization to provide facilities that are safe, secure, and better aligned with the current instructional program. The proposed Project includes demolishing two permanent buildings and two portable buildings, demolishing a second-story pedestrian bridge, constructing a staff parking lot, and constructing a new permanent building that provides adequate learning spaces and support areas. Additionally, the proposed Project includes upgrading and replacing aging utilities and infrastructure, Internet Protocol (IP) convergence, and new landscaping and hardscaping. Limited modernization of existing structures including accessible facilities consistent with the requirements of the Americans with Disabilities Act (ADA) and seismic retrofit pursuant to California Assembly Bill 300 would also be implemented. The PEA-E and SRP present the findings of the site assessment investigations performed for this proposed Project. The campus is not on any of the lists compiled under Government Code Section 65926.5. The Los Angeles Unified School District is the Lead Agency under the California Environmental Quality Act (CEQA).

The closest state facilities are SR-60, I-710, and I-5. After reviewing the project's documents, Caltrans has the following comments:

To meet the goals and objectives of community placemaking and safe urban design, Caltrans encourages the Lead Agency to incorporate multi-modal infrastructure along and within the school boundaries for people walking, riding bicycles, and riding transit. This

A-1

*"Provide a safe and reliable transportation network that serves all people
and respects the environment."*

2. Response to Comments

Christy Wong
May 17, 2024
Page 2 of 2

infrastructure should include ADA-compliant design, adequate sidewalks, high visibility crosswalks, class IV bike lanes, and bike parking to best create a fully accessible Complete Street.	A-1 Cont.
--	--------------

Caltrans will require an Encroachment Permit for work performed within the State Right-of-way. Caltrans recommends that large-size truck travel be limited to off-peak commute hours. Caltrans requires a permit for any heavy construction equipment and or materials that require the use of oversized transport vehicles on State highways.	A-2
--	-----

Caltrans recommends that the Project limit construction traffic to off-peak periods to minimize the potential impact on State facilities. If construction traffic is expected to cause issues on any State facilities, please submit a construction traffic control plan detailing these issues for Caltrans' review.	A-3
---	-----

If you have any questions, please feel free to contact Jaden Oloresisimo, the project coordinator, at Jaden.Oloresisimo@dot.ca.gov and refer to GTS # 07-LA-2024-04510.

Sincerely,

Anthony Higgins for

MIYA EDMONSON
LDR/CEQA Branch Chief

cc: State Clearinghouse

*"Provide a safe and reliable transportation network that serves all people
and respects the environment."*

2. Response to Comments

A. Response to Comments from Miya Edmonson, Caltrans, dated May 17, 2024

- A-1 Comment noted. The proposed Project involves ADA accessibility improvements and increases the number of parking stalls on-campus (refer to Section 3.2.3, *Site Access, Circulation, and Parking*). However, the proposed Project does not include any off-site improvements.
- A-2 Comment noted. LAUSD would obtain an Encroachment Permit for work performed within the State Right-of-Way and comply with all requirements for State highways. Additionally, the District's Standard Conditions of Approval (Standard Conditions or SCs), limits construction-related trucks to off peak commute periods (refer to SC-T-4 in Section 4.18, *Transportation and Circulation* of the Initial Study).
- A-3 Comment noted. Refer to the Response to Comment A-2.

2. Response to Comments

COMMENT B – Tamara Purvis, Department of Toxic Substances (DTSC) (3 pages)



Yana Garcia
Secretary for
Environmental Protection



Department of Toxic Substances Control
Meredith Williams, Ph.D., Director
8800 Cal Center Drive
Sacramento, California 95826-3200



Gavin Newsom
Governor

SENT VIA ELECTRONIC MAIL

May 10, 2024

Christy Wong
CEQA Project Manager
Los Angeles Unified School District
333 S Beaudry Ave, 21st Floor
Los Angeles, CA 90017
cp-christy.wong@lausd.net

RE: MITIGATED NEGATIVE DECLARATION (MND) FOR THE JAMES A. GARFIELD
HIGH SCHOOL MAJOR MODERNIZATION PROJECT, DATED APRIL 17, 2024
STATE CLEARINGHOUSE # [2024040744](#)

Dear Christy Wong,

The Department of Toxic Substances Control (DTSC) received a MND for the James A. Garfield High School Major Modernization Project (Project). The proposed Project includes the demolition of two permanent buildings and two portable buildings, demolition of a second-story pedestrian bridge, construction of a staff parking lot, and construction of a new permanent building that provides adequate learning spaces and support areas. Additionally, the proposed Project includes upgrades to and replacement of aging utilities and infrastructure, Internet Protocol (IP) convergence, and new landscaping and hardscaping. Limited modernization of existing structures including accessible facilities consistent with the requirements of the Americans with Disabilities Act (ADA) and seismic retrofit pursuant to California Assembly Bill

2. Response to Comments

Christy Wong
May 10, 2024
Page 2

300 would also be implemented. Based on our review, DTSC requests consideration of the following comments.

1. If the district plans to use California Department of Education (CDE) State funds for the project, then the district shall comply with the requirements of Education Code (EDC), [§17210](#), [§17213.1](#), and [§17213.2](#), unless otherwise specifically exempted under section [§17268](#). If the district is not using CDE State funds for the project, or is otherwise specifically exempt under section [§17268](#), DTSC recommends the district continue to investigate, clean up the Site under the oversight of Los Angeles County and in concurrence with all applicable DTSC guidance documents, if necessary. For more information on the CDE State funding, please visit the [Office of Public-School Construction](#) webpage.

B-1

A local education agency may also voluntarily request the CDE site/plan approval for locally funded site acquisitions and new construction projects. In these cases, CDE will require DTSC to review and approve prior to its final approval, except when exempt under section 17268.

2. If buildings or other structures are to be demolished on any project sites included in the proposed project, surveys should be conducted for the presence of lead-based paints or products, mercury, asbestos containing materials, and polychlorinated biphenyl caulk. Removal, demolition, and disposal of any of the above-mentioned chemicals should be conducted in compliance with California environmental regulations and policies. In addition, sampling near current and/or former buildings should be conducted in accordance with DTSC's 2006 [Interim Guidance Evaluation of School Sites with Potential Contamination from Lead Based Paint, Termiticides, and Electrical Transformers](#).

B-2

3. DTSC recommends that all imported soil and fill material should be tested to ensure any contaminants of concern are within DTSC's and U.S. Environmental Protection Agency (USEPA) Regional Screen Levels (RSLs) for the intended land use. To minimize the possibility of introducing contaminated soil and fill material there should be documentation of the origins of the soil or fill material and, if applicable, sampling be conducted to ensure that the imported soil and fill

B-3

2. Response to Comments

Christy Wong
May 10, 2024
Page 3

material meets screening levels outlined in the [PEA](#) for the intended land use.

The soil sampling should include analysis based on the source of the fill and knowledge of the prior land use. Additional information can be found by visiting [DTSC's Human and Ecological Risk Office \(HERO\) webpage](#).

B-3
Cont.

DTSC appreciates the opportunity to comment on the MND for the Project. If you would like to proceed with DTSC's school environmental review process, please visit [DTSC's Evaluating & Clean-up School 3-Step Process](#) to begin a Phase I Environmental Site Assessment.

Thank you for your assistance in protecting California's people and environment from the harmful effects of toxic substances. If you have any questions or would like any clarification on DTSC's comments, please respond to this letter or via [email](#) for additional guidance.

Sincerely,

Tamara Purvis

Tamara Purvis
Associate Environmental Planner
HWMP – Permitting Division - CEQA Unit
Department of Toxic Substances Control
Tamara.Purvis@dtsc.ca.gov

2. Response to Comments

B. Response to Comments from Tamara Purvis, DTSC, dated May 10, 2024

- B-1 Comment noted. LAUSD intends to remove arsenic-contaminated soils south of Building 100 (SB-13), north of portable AA-336 (SB-25), and near the northeast corner of portable AA-2254 (SB-36). Additionally, LAUSD intends to remove lead-contaminated soils surrounding Building 200 (SB-14, SB-22, and SB-34) and northeast of portable AA-2254 (SB-36). For soil sample locations, refer to Section 4.9, *Hazards and Hazardous Materials* of the Initial Study and Appendix H, *Preliminary Environmental Assessment Equivalent (PEA-E) Report* of the Initial Study. Lead and arsenic impacted areas would be managed in accordance with the Soil Removal Plan (SRP), which has been included as Appendix I for reference. This plan would govern delineation, excavation, segregation, and proper handling of soil with arsenic and lead exceedances discovered during the PEA-E.
- B-2 Comment noted. Prior to any demolition, remodeling, and/or renovation activities at the Project site, untested suspect asbestos-containing materials (ACMs), lead-based paints (LBP) and other lead-containing materials (LCMs), and potential Polychlorinated Biphenyls (PCB)-containing building material that may be disturbed would be sampled and analyzed in accordance with applicable regulations. Abatement of known and suspect ACMs, LBP and other LCMs, and potential PCB-containing caulk and paints and any adjacent PCB-impacted building or construction materials should be performed prior to any demolition, remodeling, and/or renovation activities (that would disturb the ACMs and LBP and other LCMs) in accordance with applicable regulations.
- B-3 Comment noted. Any soil that is imported or exported must be chemically tested in accordance with specific written procedures as outlined in LAUSD Specifications, Section 01 4524, *Environmental Import/Export Materials Testing*. This specification has the requirements for the sampling, testing, transporting, and certifying of imported fill materials or exported fill materials from school sites.

TAB 4



Board of Education Report

File #: Rep-022-24/25, **Version:** 1

Project Approval for the James A. Garfield High School Major Modernization Project
September 10, 2024
Facilities Services Division

Action Proposed:

Approve the proposed James A. Garfield High School Major Modernization Project (Project).

Authorize the Chief Procurement Officer and/or the Chief Facilities Executive and/or their designee(s) to execute all reasonable instruments to implement the proposed Project, including budget modifications and the purchase of equipment and materials.

The Office of Environmental Health and Safety's (OEHS) evaluation of the proposed Project resulted in the preparation of a Mitigated Negative Declaration (MND). Pursuant to the California Environmental Quality Act (CEQA) Guidelines, staff is requesting the Board of Education (Board) approve the proposed Project so that construction activities can commence at a later date. The proposed action may only be considered after the Board adopts the MND prepared by OEHS in compliance with CEQA and State CEQA Guidelines for the proposed Project.

Background:

On November 16, 2021, the Board approved project definition for site due diligence, planning, and feasibility activities necessary to propose scope recommendations, budget, and schedule for the proposed Project. Subsequently, on November 15, 2022, the Board approved the project redefinition for the proposed Project to begin the environmental review, design, procurement, and other activities necessary to implement the proposed Project.

The proposed Project is located within the 19.3-acre school campus at 5101 East 6th Street in East Los Angeles, an unincorporated area within Los Angeles County (Board District 2, Region East). James A. Garfield High School (School) opened in 1925. All existing buildings were constructed between 1925 and 2013. The campus has been identified eligible as a historic district due to its students' participation in the 1968 civil rights movement known as the "Blowouts". All buildings present during the Blowouts are included in the historic district, however particular significance is placed on the football field and its bleachers. As of the 2023-2024 Electronic Capacity Assessment Review, the School served approximately 2,220 students in grades 9 through 12.

The proposed Project will construct new facilities, including a four-story Classroom Building with 31 general and specialty classrooms and support spaces, library, and administration space. The proposed Project also includes exterior painting for all remaining buildings and structures at the School, and limited modernization of existing structures and infrastructure upgrades to ensure compliance with the Americans with Disabilities Act. The proposed Project will maintain the School's current capacity and total number of classrooms (84 classrooms).

The proposed Project includes the demolition of two permanent buildings (Parking Garage & Classroom Building 100 and Library & Classroom Building 200), two relocatable buildings, and a second-story pedestrian bridge. Interim facilities will be installed to allow the School to remain operational and minimize impact during construction.

The proposed Project also includes utility upgrades; Internet Protocol (IP) convergence; a new parking lot; new outdoor learning environments; the removal and replacement of trees; landscaping and irrigation; hardscaping; fencing, gates, and site furnishings.

Expected Outcomes:

Approval of the proposed Project will permit construction activities to be undertaken once the Division of the State Architect (DSA) approval is secured. Construction activities related to the construction of new buildings are anticipated to begin in the first quarter of 2026, and site/utility/interim facilities activities may begin in advance of this work, in an earlier phase. Construction is anticipated to be completed in the third quarter of 2029.

Board Options and Consequences:

Adoption of staff's proposal will permit Los Angeles Unified to proceed with the construction of the proposed Project after DSA approval is secured. If the proposed action is not adopted, staff will be unable to proceed with construction activities. As a result, the School will continue to operate with aging, deteriorating, and outdated buildings and grounds. Furthermore, students, staff and the community will not benefit from the significant facilities improvements that will be undertaken as part of the proposed Project.

Policy Implications:

This action helps facilitate the Facilities Services Division Strategic Execution Plan and supports the goals and objectives of the School Upgrade Program (SUP). The proposed action advances Los Angeles Unified's 2022-2026 Strategic Plan, Pillar 4 Operational Effectiveness, Modernizing Infrastructure by upgrading facilities to support the instructional program.

Budget Impact:

The proposed action does not have a budget impact as the Board previously authorized funding for the proposed Project when it adopted the project definition. The current budget for the proposed Project is \$150,886,100. The budget is being increased to reflect an updated forecast of all anticipated project costs, including for a design-build contract, testing, inspection and management fees, and current pricing for the purchase of furniture and equipment. A budget modification in the amount of \$9,547,940 will be required to support the implementation of the Project, increasing the project budget to \$160,434,040. The proposed Project is funded by Bond Program funds targeted in the SUP for major modernizations, upgrades, and reconfigurations to school campuses.

Student Impact:

The proposed Project will help ensure that the students attending the school are provided with safe and updated facilities that support learning.

Equity Impact:

The intent of the major modernization project is to address buildings and grounds that pose a safety concern and have the greatest need for upgrades with emphasis placed on seismic safety, reducing Los Angeles Unified's reliance on relocatable buildings, and addressing the most critical/severe physical conditions. While the proposed Project is extensive in nature, less critical items may not be addressed. This approach allows Los

File #: Rep-022-24/25, **Version:** 1

Angeles Unified to reach more schools with the limited funding available.

Issues and Analysis:

OEHS evaluated the proposed Project to determine potential impacts on the environment in accordance with CEQA and State CEQA Guidelines. This evaluation, as documented in the Initial Study (IS), resulted in the preparation of an MND. The MND was circulated for a 30-day public review period from April 17, 2024, to May 17, 2024. The analysis documented in the IS/MND found that the proposed Project would have no impacts or less than significant environmental impacts as a result of construction or operation of the proposed Project. Pursuant to State CEQA Guidelines, prior to the proposed Project proceeding into construction, the Board must adopt the MND and subsequently must approve the proposed Project.

Attachments:

None

Informatives:

None

Submitted:

08/09/24


File #: Rep-022-24/25, Version: 1

RESPECTFULLY SUBMITTED,




ALBERTO M. CARVALHO
Superintendent

APPROVED BY:



PEDRO SALCIDO
Deputy Superintendent
Business Services and Operations

REVIEWED BY:



DEVORA NAVERA REED
General Counsel

APPROVED BY:



KRISZTINA TOKES
Chief Facilities Executive
Facilities Services Division

☒ Approved as to form.

REVIEWED BY:



NOLBERTO DELGADILLO
Deputy Chief Business Officer, Finance

PRESENTED BY:



AARON BRIDGEWATER
Director of Facilities Planning & Development
Facilities Services Division

☒ Approved as to budget impact statement.

[Return to Order of Business](#)

TAB 5



Board of Education Report

File #: Rep-035-24/25, **Version:** 1

Define and Approve 13 Board District Priority and Region Priority Projects and Amend the Facilities Services Division Strategic Execution Plan to Incorporate Therein

September 10, 2024

Facilities Services Division

Action Proposed:

Define and approve 13 Board District Priority (BDP) and Region Priority (RP) projects, as listed on Exhibit A, and amend the Facilities Services Division (Facilities) Strategic Execution Plan (SEP) to incorporate therein. The total budget for these proposed projects is \$1,155,491.

Authorize the Chief Procurement Officer and/or the Chief Facilities Executive and/or their designee(s) to execute all instruments necessary, as legally permissible, to implement the proposed projects, including budget modifications and the purchase of equipment and materials.

Background:

Projects are developed at the discretion of the Board Districts and/or Regions based upon an identified need. These projects are developed with support from Facilities Services Division staff and input from school administrators.

Project scopes, schedules, and budgets may vary depending on site conditions and needs. All projects must be capital in nature and adhere to bond language and laws.

Bond Oversight Committee Recommendations:

This item was considered by the School Construction Bond Citizens' Oversight Committee (BOC) at its meeting on August 29, 2024. The presentation that was provided is included as Exhibit C. Staff has concluded that this proposed Facilities SEP amendment is in alignment with BOC recommendations and will facilitate Los Angeles Unified's ability to successfully implement the Facilities SEP.

Expected Outcomes:

Execution of these proposed projects will help improve the learning environment for students, teachers, and staff.

Board Options and Consequences:

Adoption of the proposed action will allow staff to execute the projects listed on Exhibit A. Failure to approve this proposed action will delay the projects and ultimately the anticipated benefit to the school and its students.

Policy Implications:

The requested actions are consistent with the Board-Prioritized Facilities Programs for BDP and RP projects and the District's commitment to address unmet school facilities needs and provide students with a safe and healthy learning environment. The proposed action advances Los Angeles Unified's 2022-2026 Strategic Plan Pillar 4 Operational Effectiveness Modernizing Infrastructure by providing capital improvements at schools.

Budget Impact:

The total combined budget for the 13 proposed projects is \$1,155,491. Four projects are funded by Bond Program funds earmarked specifically for RP projects. Nine projects are funded by Bond Program funds earmarked specifically for BDP projects.

Each project budget was prepared based on the current information known and assumptions about the proposed project scope, site conditions, and market conditions. Individual project budgets will be reviewed throughout the planning, design, and construction phases as new information becomes known or unforeseen conditions arise and will be adjusted accordingly to enable the successful completion of each proposed project.

Student Impact:

The proposed projects will upgrade, modernize, and/or improve school facilities to enhance the safety and educational quality of the learning environment to benefit approximately 6,970 students.

Equity Impact:

Board Districts and Regions consider a number of factors, including equity, when identifying the need for BDP and RP projects.

Issues and Analysis:

This report includes a number of time-sensitive, small to medium-sized projects that have been deemed critical by Board Districts and/or Regions and school administrators.

Attachments:

Exhibit A - Board District Priority and Region Priority Projects

Exhibit B - BOC Resolution

Exhibit C - BOC Presentation

Informatives:

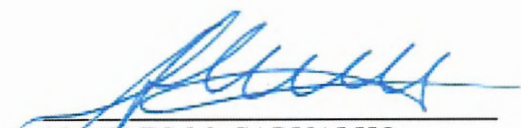
Not Applicable

Submitted:

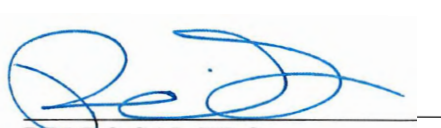
08/09/24

File #: Rep-035-24/25, Version: 1


RESPECTFULLY SUBMITTED,


ALBERTO M. CARVALHO
Superintendent

APPROVED BY:


PEDRO SALCIDO
Deputy Superintendent,
Business Services and Operations

REVIEWED BY:


DEVORA NAVERA REED
General Counsel

APPROVED BY:


KRISZTINA TOKES
Chief Facilities Executive
Facilities Services Division

☒ Approved as to form.

REVIEWED BY:


NOZBERTO DELGADILLO
Deputy Chief Business Officer, Finance

PRESENTED BY:


GREGORY GARCIA
Acting Director of Facilities Maintenance and Operations

☒ Approved as to budget impact statement.

EXHIBIT A

BOARD DISTRICT PRIORITY AND REGION PRIORITY PROJECTS

Item	Board District	Region	School	Project	Managed Program	Project Budget	Anticipated Construction Start	Anticipated Construction Completion
1	1	S	LaMotte ES	Install shade structure	RP	\$ 321,377	Q2-2025	Q1-2026
2	1	S	Manhattan ES	Install motorized parking gate	RP	\$ 128,589	Q2-2025	Q3-2025
3	1	S	Miller ES	Install new electronic wall-mounted marquee	RP	\$ 63,886	Q1-2025	Q2-2025
4	2	E	Breed ES*	Provide exterior lunch tables and benches	BDP ¹	\$ 83,332	Q4-2024	Q1-2025
5	3	N	Columbus ES	Provide exterior lunch tables and benches	BDP	\$ 75,000	Q4-2024	Q1-2025
6	3	N	Stagg ES	Purchase 50 Chromebooks and 2 storage cart	BDP	\$ 21,016	Q4-2024	Q4-2024
7	3	N	Van Nuys MS	Install projectors in library and gym	RP	\$ 71,487	Q1-2025	Q2-2025
8	4	N	Shirley ES	Provide new landscaping and irrigation	BDP	\$ 176,121	Q2-2026	Q4-2026
9	4	W	Mar Vista ES	Install pedestrian gates	BDP	\$ 25,062	Q1-2025	Q1-2025
10	5	W	Glassell Park STEAM Magnet ES	Install new electronic free-standing marquee	BDP ²	\$ 58,376	Q1-2025	Q2-2025
11	5	W	Hobart ES*	Install video surveillance (CCTV) system	BDP	\$ 53,382	Q1-2025	Q2-2025
12	6	N	Mount Gleason MS	Purchase 100 Chromebooks and 1 storage cart	BDP	\$ 35,111	Q4-2024	Q4-2024
13	7	S	Dana MS	Install new secure entry system	BDP	\$ 42,752	Q1-2025	Q2-2025
TOTAL						\$ 1,155,491		

* LAUSD school with co-located charter(s)

¹ Breed ES - Although this is a Board District 2 (BD2) BDP project, Region East (RE) will contribute \$41,700 towards this budget. The project budget shown here includes this contribution. The amount will be transferred from the RE spending target to the BD2 spending target.

² Glassell Park STEAM Magnet ES - Although this is a Board District 5 (BD5) BDP project, Region West (RW) will contribute \$29,200 towards this budget. The project budget shown here includes this contribution. The amount will be transferred from the RW spending target to the BD5 spending target.

NOTE: Budgets for marquee projects may vary depending on size, type, location, etc.

LOS ANGELES UNIFIED SCHOOL DISTRICT

SCHOOL CONSTRUCTION BOND CITIZENS' OVERSIGHT COMMITTEE

D. Michael Hamner, FAIA, Chair
American Institute of Architects
Robert Campbell, Vice-Chair
L.A. Co. Auditor-Controller's Office
Dr. Samantha Rowles, Secretary
LAUSD Student Parent
Patrick MacFarlane, Executive Committee
Early Education Coalition
Scott Pansky, Executive Committee
L.A. Area Chamber of Commerce

Neelura Bell
CA Charter School Association
Sandra Betts
CA Tax Reform Assn.
Chad Boggio
L.A. Co. Federation of Labor AFL-CIO
Aleigh Lewis
L.A. City Controller's Office
Jennifer McDowell
L.A. City Mayor's Office

Brian Mello
Assoc. General Contractors of CA
Santa Ramirez
Tenth District PTSA
William O. Ross IV
31st District PTSA
Connie Yee (Alternate)
L.A. Co. Auditor-Controller's Office
Vacant
Senior Citizens' Organization
Vacant
LAUSD Student Parent

Joseph P. Buchman – Legal Counsel
Burke, Williams & Sorensen, LLP
Lori Raineri and Keith Weaver – Oversight Consultants
Government Financial Services Joint
Powers Authority

Timothy Popejoy
Bond Oversight Administrator
Perla Zitle
Bond Oversight Coordinator

RESOLUTION 2024-29

BOARD REPORT NO. 035-24/25

**RECOMMENDING BOARD APPROVAL TO DEFINE AND APPROVE 13 BOARD DISTRICT
PRIORITY AND REGION PRIORITY PROJECTS AND AMEND THE FACILITIES SERVICES
DIVISION STRATEGIC EXECUTION PLAN TO INCORPORATE THEREIN**

WHEREAS, District Staff proposes the Board of Education define and approve 13 Board District Priority and Region Priority Projects (as listed on Exhibit A of Board Report No. 035-24/25) and amend the Facilities Services Division (Facilities) Strategic Execution Plan (SEP) to incorporate therein. The total budget for these proposed projects is \$1,155,491; and

WHEREAS, District Staff proposes the Board of Education authorize the Chief Procurement Officer and/or the Chief Facilities Executive and/or their designee(s) to execute all instruments necessary, as legally permissible, to implement the proposed projects, including budget modifications and the purchase of equipment and materials; and

WHEREAS, Projects are developed at the discretion of the Board Districts and/or Regions based upon an identified need with support from Facilities staff and input from school administrators; and

WHEREAS, District Staff have determined the proposed projects are consistent with the District's commitment to address unmet school facilities needs and provide students with a safe and healthy learning environment; and

WHEREAS, Funding for the 13 proposed projects will come from Board District Priority Funds and Region Priority Funds; and

WHEREAS, the District's Office of the General Counsel has reviewed the proposed Projects and determined that they may proceed to the School Construction Bond Citizens' Oversight Committee for consideration and recommendation to the Board of Education; and

RESOLUTION 2024-29

RECOMMENDING BOARD APPROVAL TO DEFINE AND APPROVE 13 BOARD DISTRICT PRIORITY AND REGION PRIORITY PROJECTS AND AMEND THE FACILITIES SERVICES DIVISION STRATEGIC EXECUTION PLAN TO INCORPORATE THEREIN

WHEREAS, District Staff has concluded this proposed Facilities SEP amendment will facilitate Los Angeles Unified's ability to successfully complete the Facilities SEP.

NOW, THEREFORE, BE IT RESOLVED THAT:

1. The BOC recommends the Board of Education define and approve 13 Board District Priority and Region Priority Projects with a combined budget of \$1,155,491, and amend the Facilities SEP to incorporate therein, as described in Board Report No. 035-24/25, a copy of which is attached hereto in the form it was presented to the BOC and is incorporated herein by reference.
2. This resolution shall be transmitted to the Los Angeles Unified School District Board of Education and posted on the BOC's website.
3. The District is directed to track the above recommendation and to report on the adoption, rejection, or pending status of the recommendations as provided in section 6.2 of the Charter and Memorandum of Understanding between the BOC and the District.

ADOPTED on August 29, 2024, by the following vote:

AYES: 10

ABSTENTIONS: 1

NAYS: 0

ABSENCES: 2

/Michael Hamner/

D. Michael Hamner
Chair

/Samantha Rowles/

Dr. Samantha Rowles
Secretary



Board District Priority and Region Priority Projects

Bond Oversight Committee Meeting
August 29, 2024

Board District Priority and Region Priority Projects

108

Item	Board District	Region	School	Project Description	Managed Program	Project Budget	Anticipated Construction Start	Anticipated Construction Completion
1	1	S	LaMotte ES	Install shade structure	RP	\$ 321,377	Q2-2025	Q1-2026
2	1	S	Manhattan ES	Install motorized parking gate	RP	\$ 128,589	Q2-2025	Q3-2025
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* LAUSD school with co-located charter(s)

¹ Breed ES - Although this is a Board District 2 (BD2) BDP project, Region East (RE) will contribute \$41,700 towards this budget. The project budget shown here includes this contribution. The amount will be transferred from the RE spending target to the BD2 spending target.

² Glassell Park STEAM Magnet ES - Although this is a Board District 5 (BD5) BDP project, Region West (RW) will contribute \$29,200 towards this budget. The project budget shown here includes this contribution. The amount will be transferred from the RW spending target to the BD5 spending target.

NOTE: Budgets for marquee projects may vary depending on size, type, location, etc.

LaMotte ES

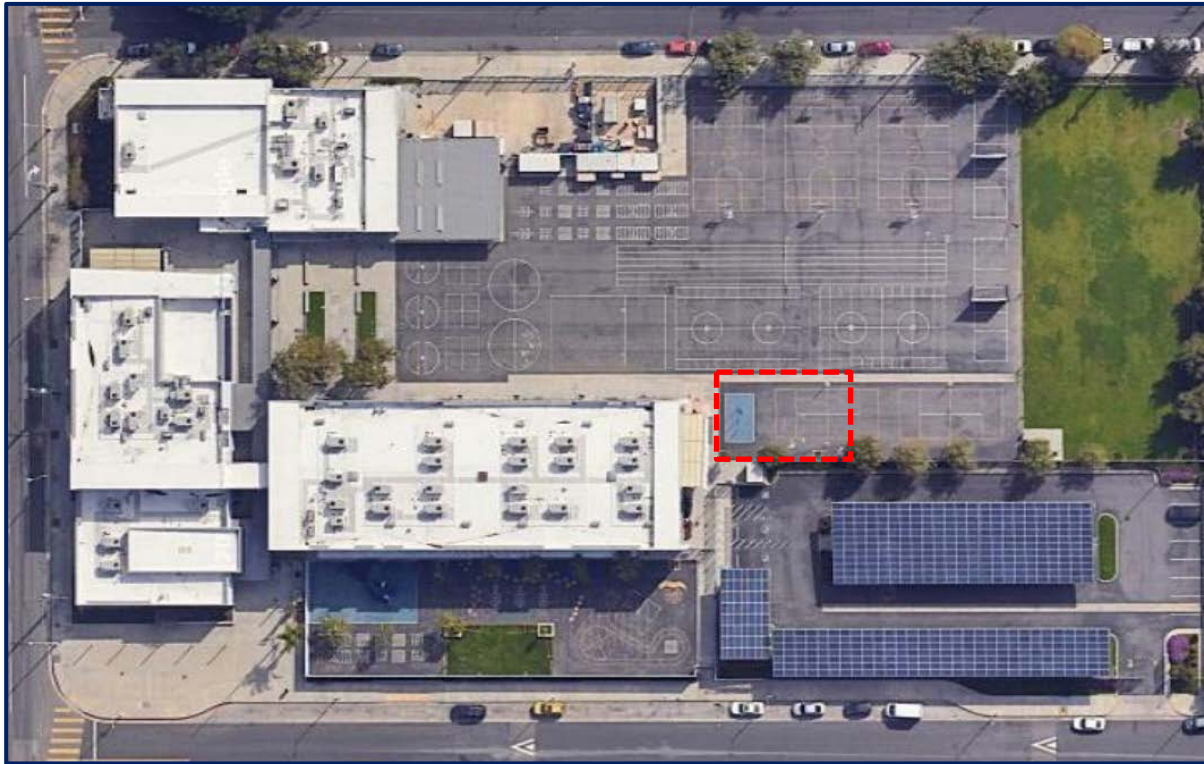
Install shade structure (Item #1)

This project is to install a 1,200 sq ft shade structure on the playground.

Enrollment: 439

Project Budget: \$321,377

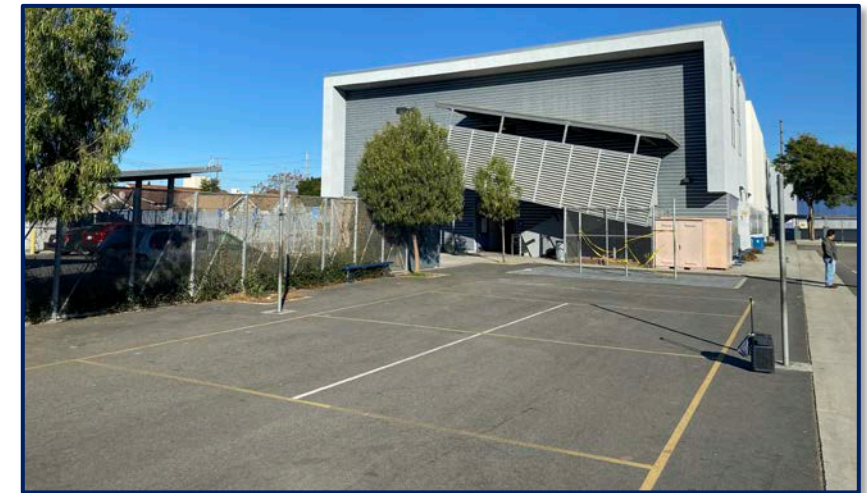
Construction Schedule: Q2 2025 – Q1 2026



Development Area



Example of Structure



Location of Structure

Manhattan ES

110

Install motorized parking gate (Item #2)

This project is to install a chain link motorized parking gate.

Enrollment: 226

Project Budget: \$128,589

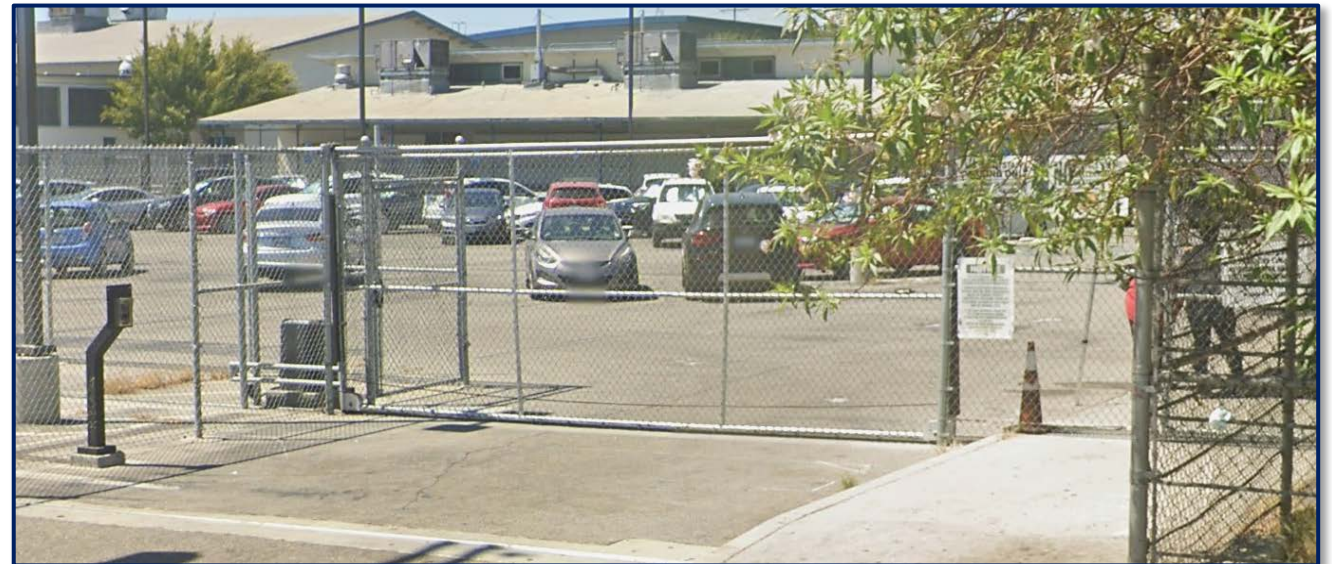
Construction Schedule: Q2 2025 – Q3 2025



Location of Work



Existing Gate



Example of Motorized Gate at Valley Oaks Center for Enriched Studies

Shirley ES

Install new landscaping and irrigation (Item #8)

This project is to install approximately 1,700 sq ft of landscaping and irrigation.

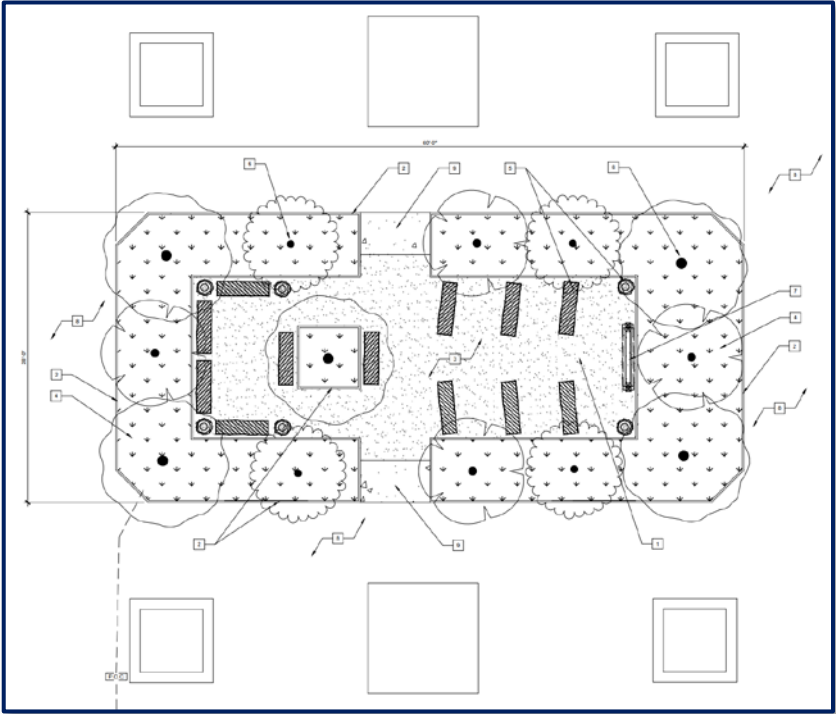
Enrollment: 415

Project Budget: \$176,121

Construction Schedule: Q2 2026 – Q4 2026



Development Area



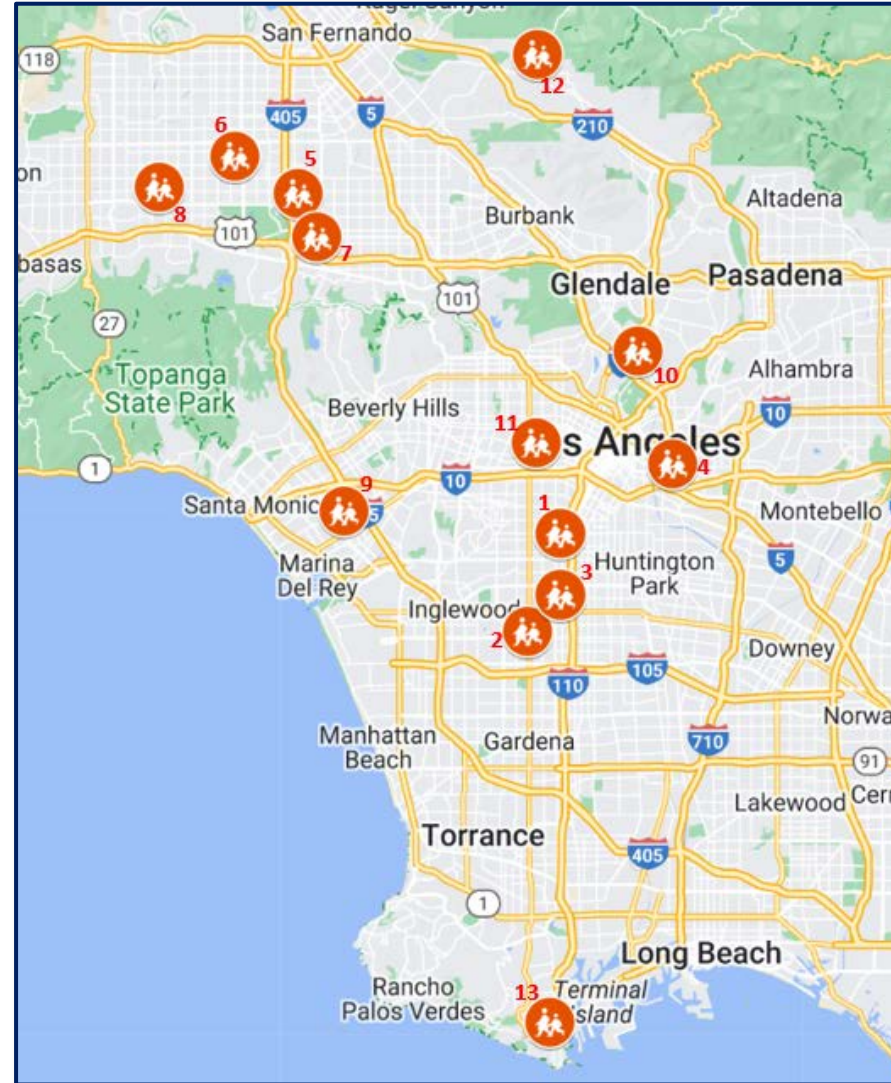
Concept Drawing – Subject to Change

KEYNOTES	
1	(N) OUTDOOR CLASSROOM.
2	(N) 2X8" REDWOOD HEADER. TYP.
3	(N) DECOMPOSED GRANITE (DG).
4	(N) NATIVE PLANT AREA W/ 3" DEEP WOOD BARK MULCH. TYP.
5	(N) SALVAGED LOG BENCHES AND STOOLS. TYP.
6	(N) SHADE TREES. TYP.
7	(E) WHITEBOARD/CHALKBOARD FOR OUTDOOR CLASSROOM.
8	(E) SOLAR PAINTED ASPHALT (PROTECT IN PLACE). TYP.
9	(N) NATURAL CONCRETE PAVING WITH LIGHT TO MEDIUM BROOM FINISH. TYP.
(N) NEW (E) EXISTING (TYP) TYPICAL	

Map of Board District Priority and Region Priority Projects¹¹²

(Prepared by BOC Staff)

<p>1. Marguerite Poindexter LaMotte Elementary (K- 5) 4410 ORCHARD AVE, LOS ANGELES, CA 90037; 323-235-8350; https://explore.lausd.org/school/1231101/Marguerite-Poindexter-LaMotte-Elementary; Enrollment: 438 students (41 in Dual Language); Board District 1; Region South; Mn Arts/Vrmnt Sq CoS</p>
<p>2. Manhattan Place Elementary (K- 5) 1850 W 96TH ST, LOS ANGELES, CA 90047; 323-756-1308; https://explore.lausd.org/school/1511001/Manhattan-Place-Elementary; Enrollment: 259 students; Board District 1; Region South; HEET (W) CoS</p>
<p>3. Loren Miller Elementary (K- 6) 830 W 77TH ST, LOS ANGELES, CA 90044; 323-753-4445; https://explore.lausd.org/school/1532101/Loren-Miller-Elementary; Enrollment: 590 students; Board District 1; Region South; Fremont CoS</p>
<p>4. Breed Street Elementary (K- 6)* 2226 E THIRD ST, LOS ANGELES, CA 90033; 323-269-4343; Co-Located Charter: Extera Public School; https://explore.lausd.org/school/1249301/Breed-Street-Elementary; Enrollment: 270 students; Board District 2; Region East; Boyle Heights CoS</p>
<p>5. Columbus Avenue Elementary (K- 5) 6700 COLUMBUS AVE, VAN NUYS, CA 91405; 818-779-5440; https://explore.lausd.org/school/1743201/Columbus-Avenue-Elementary; Enrollment: 396 students; Board District 3; Region North; Van Nuys/Val Gln CoS</p>
<p>6. Stagg Street Elementary (K- 5) 7839 AMESTOY AVE, LAKE BALBOA, CA 91406; 818-881-9850; https://explore.lausd.org/school/1689001/Stagg-Street-Elementary; Enrollment: 439 students; Board District 3; Region North; Cleveland CoS</p>
<p>7. Van Nuys Middle School (6- 8) 5435 VESPER AVE, VAN NUYS, CA 91411; 818-267-5900; https://explore.lausd.org/school/1843401/Van-Nuys-Middle-School; Enrollment: 805 students (236 in Magnet); Board District 3; Region North; Van Nuys/Val Gln CoS</p>



<p>8. Shirley Avenue Elementary (K- 5) 19452 HART ST, RESEDA, CA 91335; 818-342-6183; https://explore.lausd.org/school/1671201/Shirley-Avenue-Elementary; Enrollment: 425 students; Board District 4; Region North; Reseda CoS</p>
<p>9. Mar Vista Elementary (K- 5) 3330 GRANVILLE AVE, LOS ANGELES, CA 90066; 310-391-1175; https://explore.lausd.org/school/1519201/Mar-Vista-Elementary; Enrollment: 583 students; Board District 4; Region West; Venice CoS</p>
<p>10. Glassell Park Elementary STEAM Magnet (K- 5) 2211 W AVENUE 30, LOS ANGELES, CA 90065; 323-223-2277; https://explore.lausd.org/school/1412301/Glassell-Park-Elementary-STEAM-Magnet; Enrollment: 248 students; Board District 5; Region West; Glsl/Ls Flz Prk CoS</p>
<p>11. Hobart Boulevard Elementary (K- 5)* 980 S HOBART BLVD, LOS ANGELES, CA 90006; 213-386-8661; Co-Located Charter: Vista Horizon Global Academy; https://explore.lausd.org/school/1454801/Hobart-Boulevard-Elementary; Enrollment: 411 students (87 in Dual Language); Board District 5; Region West; Ktown/PicoUnion CoS</p>
<p>12. Mount Gleason Middle School (6- 8) 10965 MT GLEASON AVE, SUNLAND, CA 91040; 818-951-2580; https://explore.lausd.org/school/1824001/Mount-Gleason-Middle-School; Enrollment: 747 students (399 in Magnet); Board District 6; Region North; Sunland/Tujunga CoS</p>
<p>13. Richard Henry Dana Middle School (6- 8) 1501 S CABRILLO AVE, SAN PEDRO, CA 90731; 310-241-1100; https://explore.lausd.org/school/1810401/Richard-Henry-Dana-Middle-School; Enrollment: 1,387 students (405 in Magnet); Board District 7; Region South; San Pedro CoS</p>

Installation of Bottle Filling Stations

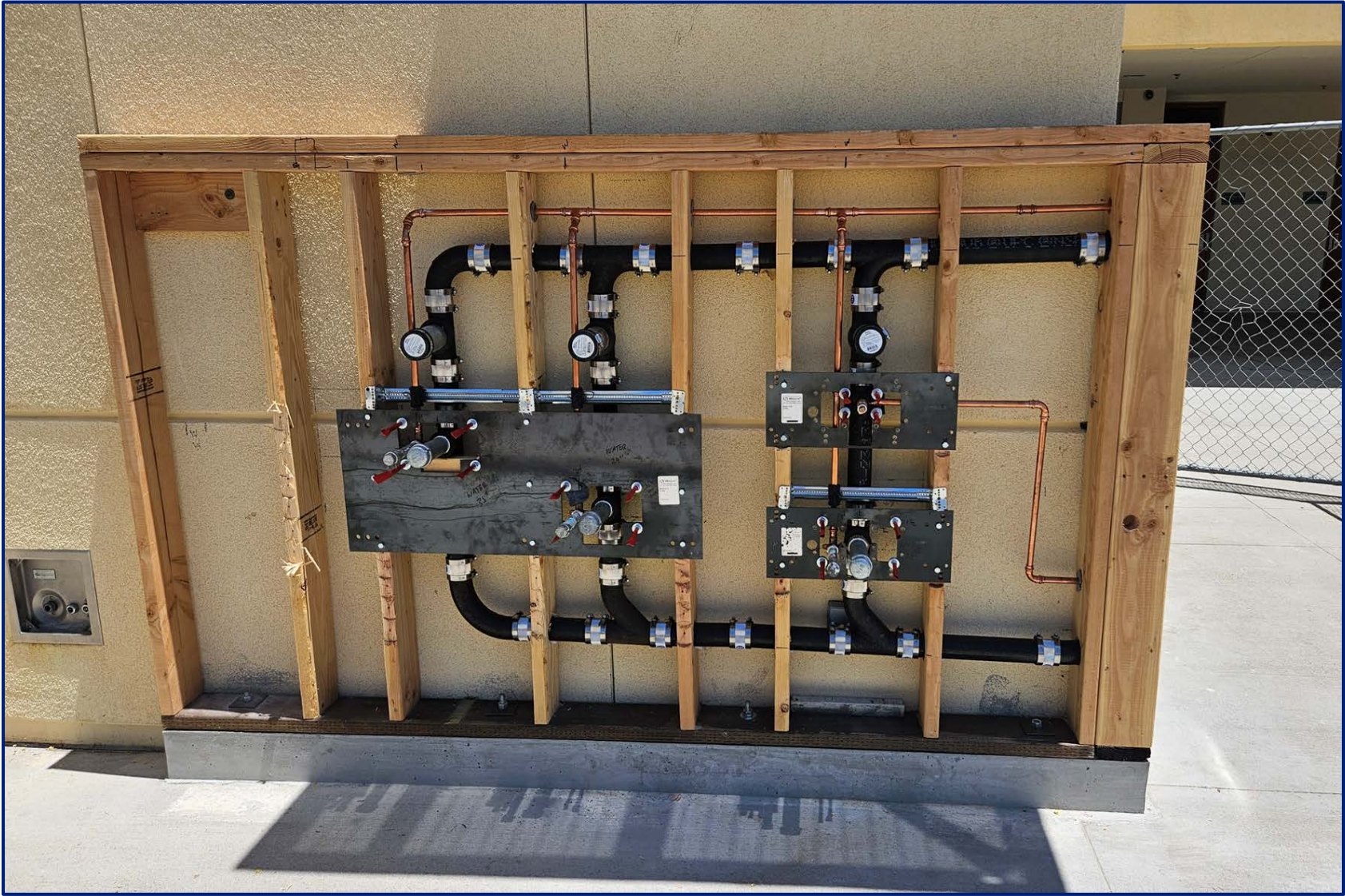
113

Alta California Elementary School Bottle Filler Installed



Alta California Elementary School

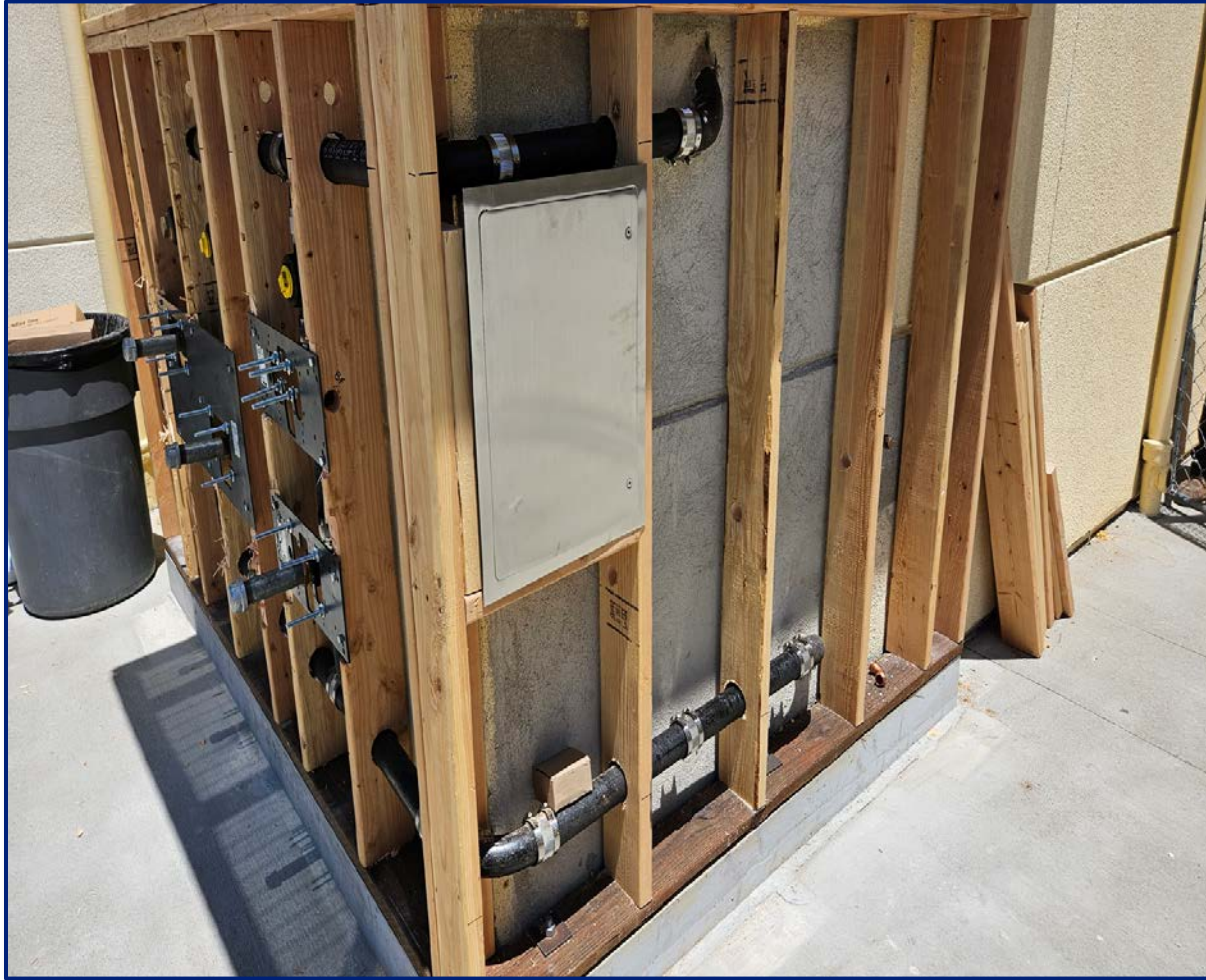
During Construction



Alta California Elementary School

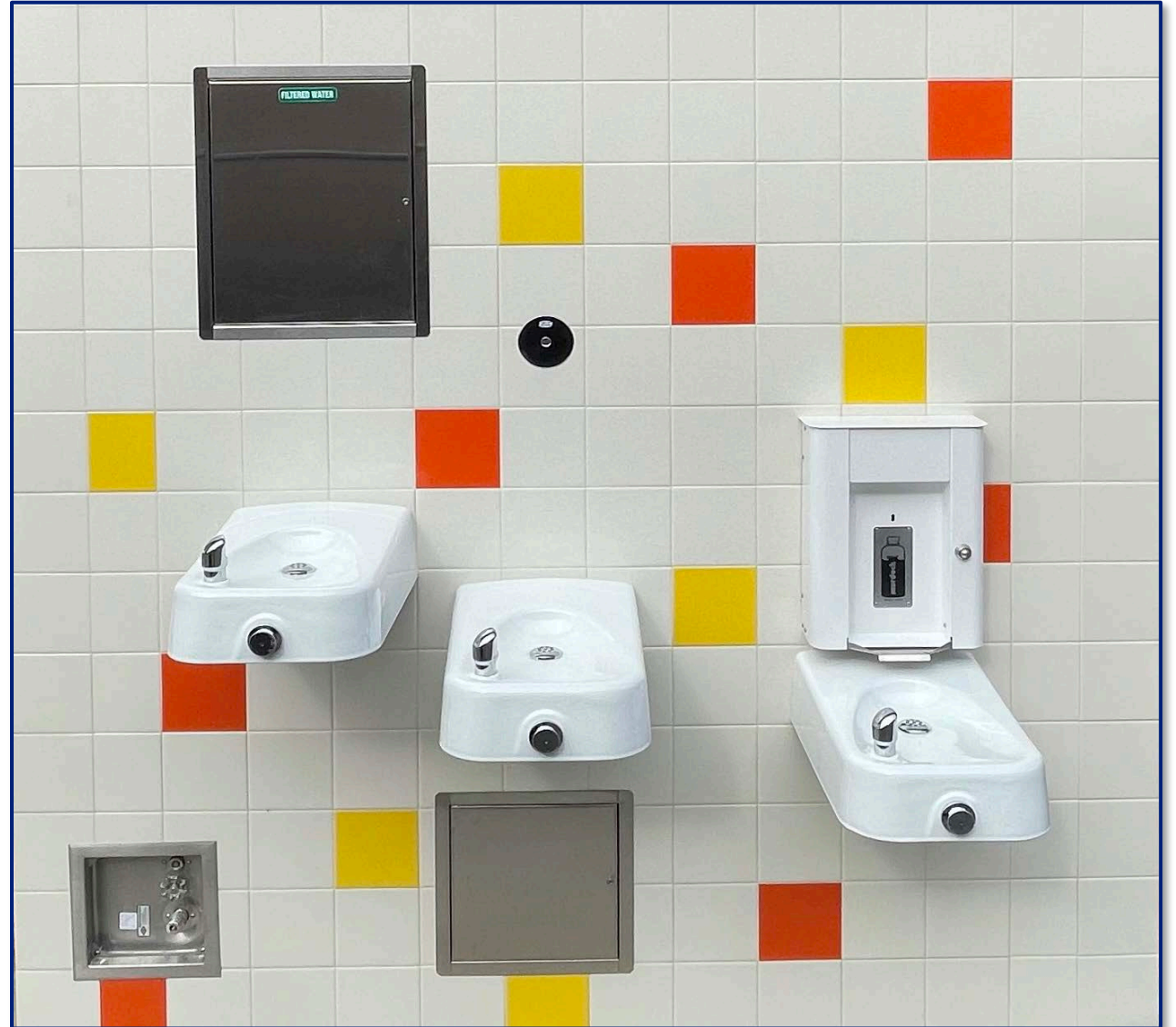
During Construction

115





Before

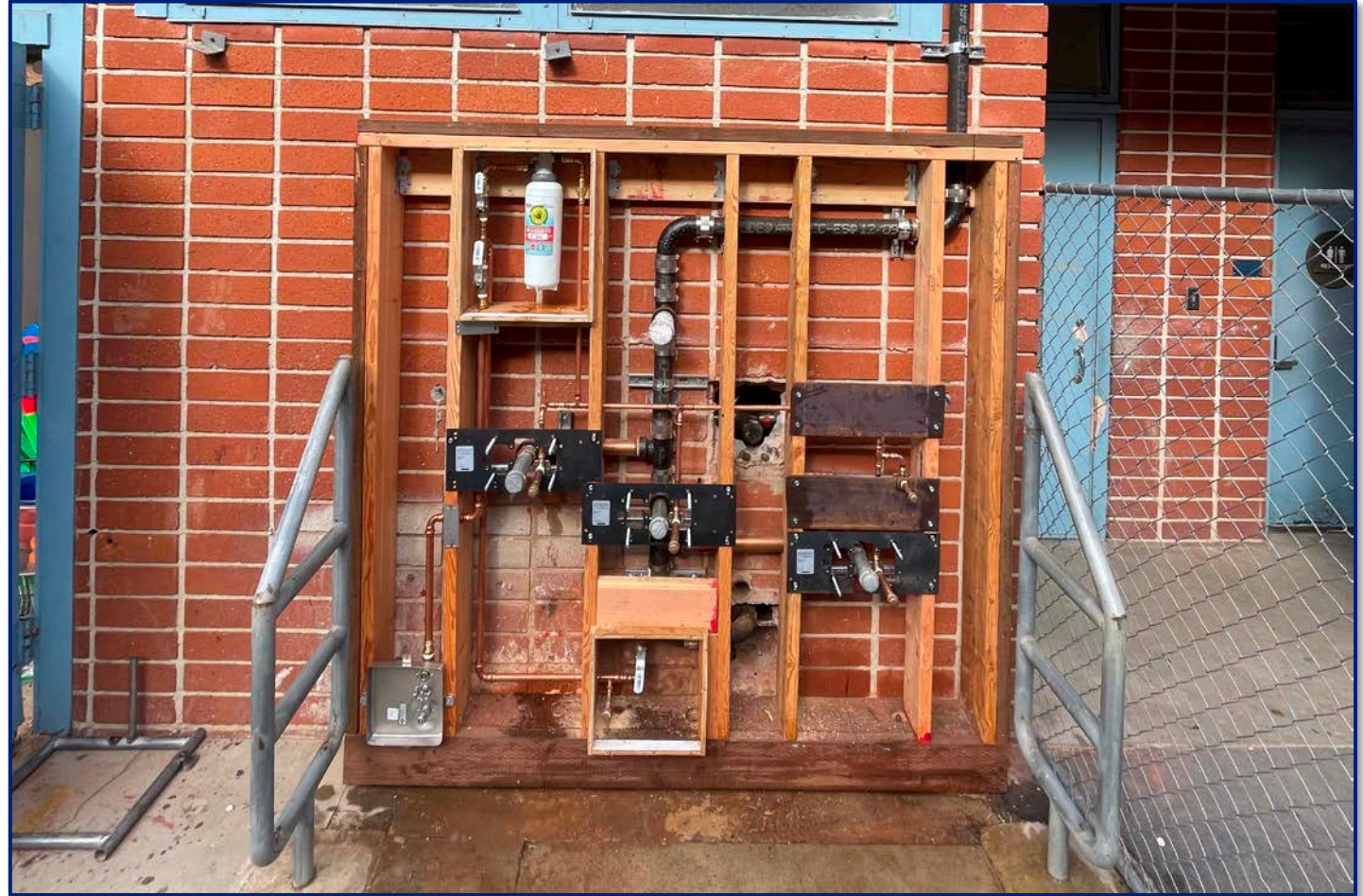


After

CHIME Institute's Schwarzenegger Community School

During Construction

117



Brooklyn ES
Before Construction



Brooklyn ES
During Construction



Brooklyn ES

After Construction

120



Questions?

TAB 6



Board of Education Report

File #: Rep-031-24/25, **Version:** 1

Donations of Money and Materials to the District

September 10, 2024

Accounting and Disbursements Division

Action Proposed:

1. Approve the donation of money (District): It is recommended that the donations be accepted; that appreciation is expressed to the donors for their contribution by way of this report; the funds totaling \$1,046,651.81 be deposited; and the Controller be authorized to draw checks for the purposes indicated on the donation:

Date: 7/8/2024
Donor: Castlebay Parents & Teachers Helping
Donation: \$45,000.00
For use at: Castlebay Lane Charter
Purpose: To provide funding for 4-hour Building and Grounds position

Date: 7/8/2024
Donor: Eagle Rock Elementary PTA
Donation: \$112,957.00
For use at: Eagle Rock Elementary
Purpose: To augment funding for half time Assistant Principal, and 4-hour Community Representative

Date: 7/8/2024
Donor: Valley View PTA
Donation: \$40,000.00
For use at: Valley View Elementary
Purpose: To provide funding for new targeted student population Program Adviser/School Coordinator for 2024-2025

Date: 7/8/2024
Donor: Paul Schrade Trust
Donation: \$50,000.00
For use at: Ambassador School of Global Leadership RFK
Purpose: To provide funding for highlighting the RFK Paul Schrade Trust Library, to purchase material, equipment, technology, aesthetic work or services to enhance the library usage by RFK students and staff community

Date: 7/8/2024
Donor: Friends of Micheltorena
Donation: \$38,500.00
For use at: Micheltorena Elementary
Purpose: To provide funding for Fund Coordinator

Date: 7/8/2024
Donor: Friends of LACES
Donation: \$66,836.00
For use at: LACES
Purpose: To provide funding for Community Representative, two 4-hour positions and two 3-hours positions

Date: 7/10/2024
Donor: Clover Avenue Elementary School Booster Club
Donation: \$40,777.00
For use at: Clover Elementary
Purpose: To provide funding for School Supervision Aides, Campus Aide

Date: 7/10/2024
Donor: Dahlia Heights PTA
Donation: \$122,302.00
For use at: Dahlia Heights Elementary
Purpose: To provide funding for Psychiatric Social Worker, classroom coverage, Teaching Assistants, Instructional Aides

Date: 7/18/2024
Donor: Playa Vista Education Group Inc
Donation: \$290,000.00
For use at: Playa Vista Elementary
Purpose: To provide funding for two Elementary School Teacher positions and Teacher Assistant position

Date: 7/18/2024
Donor: Overland Avenue PTA
Donation: \$26,890.00
For use at: Overland Elementary
Purpose: To provide funding for field trips

Date: 7/18/2024
Donor: Canyon School Booster Club
Donation: \$43,253.81
For use at: Canyon Charter Elementary
Purpose: To provide funding for laptop computer for teachers

Date: 7/18/2024
 Donor: Palisades Enrichment Programs
 Donation: \$75,000.00
 For use at: Palisades Elementary
 Purpose: To provide funding for partial salary of Collaborative Strategic Reading Teacher for 24-25 school year

Date: 7/18/2024
 Donor: La Trust for Children's Health
 Donation: \$45,136.00
 For use at: Wellness Programs
 Purpose: To provide funding for Staff Wellness, Wellness Events

Date: 7/29/2024
 Donor: Fox Corporation
 Donation: \$50,000.00
 For use at: School for Visual Arts, Crenshaw STEMM Magnet, Palms Middle School, Van Nuys High School, Gompers Middle School
 Purpose: To provide funding to support school programs and activities, purchase general supplies, instructional materials

Background:

The District receives donations from any individuals, foundations or organizations who desire to support its educational programs. Information such as donor name, amount or value, school or office receiving the donations and the purpose of the donation are presented in the board report for approval.

Expected Outcomes:

The Board shall be approving donations received.

Board Options and Consequences:

A "YES" vote approves the donations of money made to the District.

A "NO" vote would cause the non-acceptance of cash donations made to the District.

Policy Implications:

This Board report does not change any school policy.

Budget Impact:

This Board report approves financial transactions but does not change the budget authority.

Student Impact:

This Board report highlights donations made to the District, which support its educational programs.

File #: Rep-031-24/25, **Version:** 1

Equity Impact:

Not applicable. A routine transaction.

Issues and Analysis:

The Board shall be approving routine District financial transactions.

Attachments:

None

Informatives:

Not applicable

Submitted:

08/13/24

File #: Rep-031-24/25, Version: 1

RESPECTFULLY SUBMITTED,


ALBERTO M. CARVALHO
Superintendent

APPROVED BY:

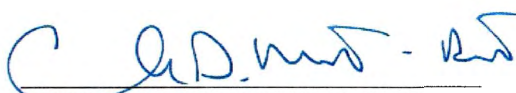

PEDRO SALCIDO
Deputy Superintendent,
Business Services & Operations

REVIEWED BY:


DEVORA NAVERA REED
General Counsel

☒ Approved as to form.

APPROVED & PRESENTED BY:


CHRISTOPHER MOUNT-BENITES
Chief Business Officer
Office of the Chief Business Officer

REVIEWED BY:


NORBERTO DELGADILLO
Deputy Chief Business Officer, Finance

☒ Approved as to budget impact statement.

TAB 7



Board of Education Report

File #: Rep-032-24/25, **Version:** 1

Report of Cash Disbursements
Corporate Credit Card Charges
September 10, 2024
Accounting and Disbursements Division

Action Proposed:

1. Ratify cash disbursements totaling \$1,143,779,573.98 which were made against funds of the District from July 1, 2024, through July 31, 2024. These disbursements are within approved budgeted appropriations and were made in accordance with established Board policies.

- a. "A" Warrants (Payroll) total of \$21,591,511.45

Warrant Numbers:

3351846 - 3363521

- b. Direct deposit payroll (Automated Clearing House - ACH) total of \$334,471,628.90

- c. "B" Warrants (Accounts Payable) total of \$178,994,768.63

Warrants:

21697165 - 21697377	21725736 - 21725896
21699658 - 21699827	21728131 - 21728313
21702349 - 21702452	21730394 - 21730484
21704804 - 21704942	21732197 - 21732385
21707454 - 21707622	21733658 - 21733828
21709556 - 21709680	21735081 - 21735209
21712440 - 21712549	21736306 - 21736423
21715312 - 21715479	21738010 - 21738081
21719297 - 21719410	21739182 - 21739349
21721869 - 21722094	21740698 - 21740790
21723877 - 21723998	21742181 - 21742302

- d. Accounts Payable ACH payments total of \$ 608,721,665.00

File #: Rep-032-24/25, **Version:** 1

2. **Approve Corporate Card Charges:** In order to allow flexibility for timely payments of expenses related to official District business, charges have been made from the Superintendent's and Executive Office of the Board's American Express Corporate Card in accordance with established District policies and procedures. It is recommended that the Board approve charges made against funds of the District totaling \$7,928.50 for the quarter ended June 30, 2024.

Background:

This is a recurring monthly Board report for the Board to approve warrants or checks issued by the District for payroll and non-salary obligations that occur as part of school business.

Expected Outcomes:

The Board shall be approving routine District financial transactions.

Board Options and Consequences:

A "YES" vote ratifies the previously disbursed payments.

A "NO" vote would cause the cancellation of previously issued payments.

Policy Implications:

This Board report does not change any school policy.

Budget Impact:

This Board report approves financial transactions but does not change the budget authority.

Student Impact:

This Board report includes routine financial transaction, which support student achievement.

Equity Impact:

Not applicable. A routine transaction.

Issues and Analysis:

The Board shall be approving routine District financial transactions.

Attachments:

Not applicable

Informatives:

Not applicable

Submitted:

08/13/24

File #: Rep-032-24/25, Version: 1

RESPECTFULLY SUBMITTED,


ALBERTO M. CARVALHO
Superintendent

APPROVED & PRESENTED BY:


PEDRO SALCIDO
Deputy Superintendent,
Business Services & Operations

REVIEWED BY:


DEVORA NAVERA REED
General Counsel

✓ Approved as to form.

APPROVED & PRESENTED BY:


CHRISTOPHER MOUNT-BENITES
Chief Business Officer
Office of the Chief Business Officer

REVIEWED BY:


NOLBERTO DELGADILLO
Deputy Chief Business Officer, Finance

✓ Approved as to budget impact statement.

TAB 8



Board of Education Report

File #: Rep-040-24/25, **Version:** 1

Unaudited Actuals Report for Fiscal Year 2023-24 and Gann Limit Resolution - PUBLIC HEARING
September 10, 2024
Office of the Chief Business Officer

Action Proposed:

- 1) Approve the Unaudited Actuals Report for Fiscal Year 2023-24 (Attachment A) and direct staff to take all necessary actions to submit the Report to the County Superintendent of Schools as required by Ed Code.
- 2) Adopt the Gann Limit Resolution as required under Ed Code Section 42132 (Attachment B)

Background:

Education Code Section 42100 requires the District to submit an annual statement of all receipts and expenditures for all funds of the preceding fiscal year to the Los Angeles County Office of Education (LACOE) on or before September 15th.

Under Education Code Section 42132, the District must also adopt a resolution identifying an estimated appropriations limit for the current year and an actual appropriations limit for the preceding year. The so-called “Gann Initiative” places limits on the growth of expenditures for publicly funded programs. Although the Gann Limit calculations are provided as part of the Unaudited Actuals Report, a specific resolution is required by statute.

Expected Outcomes:

The District’s statement of revenues and expenditures (Unaudited Actuals) for Fiscal Year 2023-24 shall be filed with the County Superintendent of Schools in compliance with Education Code 42100. The budget beginning balance for the current fiscal year (2024-25) shall be updated based on the Unaudited Actuals report.

The adopted Gann Limit Resolution shall be presented to the public.

Board Options and Consequences:

Board approval and filing of the Unaudited Actuals Report and the adoption of the Gann Limit Resolution are statutorily mandated.

A “Yes” vote, would allow the District to comply with the requirements of Ed Code by submitting the required report and resolution.

A “No” vote, shall cause the District to be non-compliant with the requirements of Ed Code.

Policy Implications:

None

File #: Rep-040-24/25, **Version:** 1

Budget Impact:

Fiscal Year 2024-25 carryover balances for schools and offices shall be adjusted based on updated actual ending balances from the prior fiscal year and in accordance with current carryover policies.

Student Impact:

Compliance with Education Codes 42100 and 42132 ensures that the District shall continue to operate and serve its student population.

Equity Impact:

Component	Score	Score Rationale
Recognition	4	Unaudited Actuals are an annual statement reporting the financial activities of the District prior to audit. Revenues and expenditures reported ranges from “not recognizing historical inequities” to “actively recognizing and specifying historical inequities”. While some allocations of resources are district-wide, some investments are allocated using metrics that recognizes historical inequities.
Resource Prioritization	4	Resource prioritization varies from a district-wide perspective to a targeted student population to address the unique needs for specific students’ group and provide additional support to accelerate gains in closing learning gaps.
Results	4	Resources are allocated to the extent that it would improve student achievement and equity across all student groups in alignment with the District’s Strategic Plan.
TOTAL	12	

Issues and Analysis:

The District shall continue to monitor spending and explore strategies to maximize revenues and maintain a balanced budget.

Attachments:

Attachment A - Unaudited Actuals Financial Reports for Fiscal Year 2023-24

Attachment B - Gann Limit Resolution

Informatives:

None

Submitted:

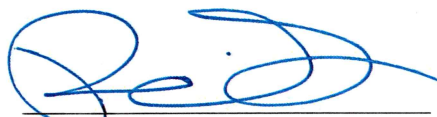
08/12/2024

File #: Rep-040-24/25, Version: 1

RESPECTFULLY SUBMITTED,


ALBERTO M. CARVALHO
Superintendent

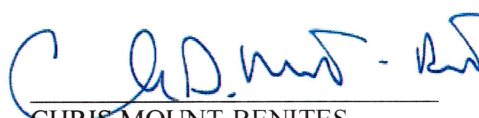
APPROVED BY:


PEDRO SALCIDO
Deputy Superintendent
Office of the Deputy Superintendent

REVIEWED BY:


DEVORA NAVERA REED
General Counsel

APPROVED & PRESENTED BY:


CHRIS MOUNT-BENITES
Interim Chief Business Officer
Office of the Chief Business Officer

☒ Approved as to form.

REVIEWED BY:


NOLBERTO DELGADILLO
Deputy Chief Business Officer, Finance

☒ Approved as to budget impact statement.

Attachment A

Unaudited Actuals Financial Reports for Fiscal Year 2023-24

Please refer to meeting page to view document:

<https://www.lausd.org/boe#calendar73805/20240903/event/71685>

PLACEHOLDER

Attachment B
Gann Limit Resolution

Please refer to meeting page to view document:

<https://www.lausd.org/boe#calendar73805/20240903/event/71685>

PLACEHOLDER

[Return to Order of Business](#)

TAB 9



Board of Education Report

File #: Rep-027-24/25, **Version:** 1

Approval of Routine Personnel Actions

September 10, 2024

Human Resources Division

Action Proposed:

Approve 3,898 routine personnel actions (including, but not limited to elections, promotions, transfers, leaves, terminations, separations, permits and contracts) according to the following breakdown:

Classified: 1,671
Certificated: 1,926
Unclassified: 301

It is proposed that the following routine personnel actions (including, but not limited to elections, promotions, transfers, leaves, terminations, separations, permits and contracts) be approved.

SAP transaction numbers: 3653850 to 3863092

ROUTINE PERSONNEL ACTIONS

	Total (this report) (7/11/2024 to 8/06/2024)	Total (Year-to-date)
1. Classified	1,671	78,172
2. Certificated	1,926	78,045
3. Unclassified	<u>301</u>	<u>10,999</u>
TOTAL	3,898	167,216

BREAKDOWN OF ACTIONS:

Actions	Classified	Certificated	Unclassified	Total
Hires	242	387	5	634
Leaves/Paid	132	17	0	149
Leaves/Unpaid	2	7	0	9
Reassignments/Demotions	6	0	0	6
Reassignments/Promotions	67	130	0	197
Reassignments/Transfers	45	80	18	143
Retirements	56	35	0	91

File #: Rep-027-24/25, **Version:** 1

Actions	Classified	Certificated	Unclassified	Total
Separations/Non-Resignations	679	516	254	1449
Separations/Resignations	87	141	7	235
Other Actions*	355	613	17	985

*Other actions include absences, conversion codes from legacy, change of pay, and change of work schedule and benefits.

Background:

This report is presented at each Board Meeting for approval of routine personnel actions.

Expected Outcomes:

Not applicable

Board Options and Consequences:

Specifically in regard to disciplinary action, a no vote may nullify the disciplinary action due to legal time constraints. A no vote impacts the timeliness of processing personnel actions for classified and certificated employees regarding their assignment, salary/rate, transfer, and new appointment and may be in conflict with procedural rights and benefits afforded them under applicable Education Code provisions, Personnel Commission Rules, District Policy, and respective Collective Bargaining Agreements (UTLA, AALA, Teamsters, Los Angeles School Police Sergeants and Lieutenants Association). Employees have procedural rights that are based on their status (permanent or probationary) associated with the specific personnel action being submitted and the respective rights available to them in accordance with the above. Additionally, based on Personnel Commission Rules, permanent classified employees have rights to appeals.

Policy Implications:

Not applicable

Budget Impact:

Cost Neutral

Student Impact:

Not applicable

Equity Impact:

Not applicable

Issues and Analysis:

All actions affecting classified personnel and apprentice personnel reported herein are in accordance with Section 45123-45125, 45135, and 45240-45318 of the Education Code and with the Rules of the Personnel Commission.

File #: Rep-027-24/25, **Version:** 1

Attachments:

Attachment A: Administrative Regulations 4214

Attachment B: Number of Routine Personnel Actions

Attachment C: Routine Personnel Actions



Informatives:

Not applicable

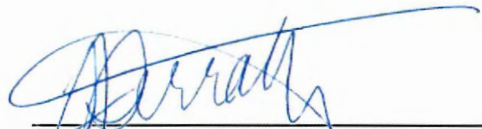
Submitted:

08/28/24

File #: Rep-027-24/25, Version: 1

RESPECTFULLY SUBMITTED:
ALBERTO M. CARVALHO
Superintendent**APPROVED BY:**
PEDRO SALCIDO
Deputy Superintendent
Business Services & Operations**REVIEWED BY:**
DEVORA NAVERA REED
General Counsel

☒ Approved as to form.

APPROVED & PRESENTED BY:
FRANCISCO J. SERRATO
Chief Human Resources Officer
Human Resources Division**REVIEWED BY:**
NORBERTO DELGADILLO
Deputy Chief Business Officer, Finance

☒ Approved as to budget impact statement.

CERTIFIED BY:
DAVID GRECO
Personnel Director
Personnel Commission

Los Angeles Unified School District
Human Resources Division

ATTACHMENT A

DATE: 8/8/2024

ADMINISTRATIVE REGULATION: 4214 SAP Transaction #3653850-3863092

Each AR 4214 request has been reviewed and approved by a designee of the Superintendent.

TRANS#	NAME	FROM CLASS/LOCATION	TO CLASS	LOCATION
COMMENTS:				

NONE

Reasons For ESC Selection:

1. Special skills/special need (e.g. bilingual, school continuity, instructional expertise in literacy or math)
2. ESC recommends current limited acting incumbent
3. Reduction-in-Force (RIF)
4. Reassignment due to position closure/norm enrollment loss

LOS ANGELES UNIFIED SCHOOL DISTRICT
Personnel Commission

ATTACHMENT B

NUMBER OF ROUTINE PERSONNEL ACTIONS

This attachment addresses the total number of classified personnel actions (1,671) on the Board of Education Routine Personnel Actions Report for the September 10, 2024 meeting.

The following table represents a breakdown of the new hire, reassignment, and rehire actions for the September 10, 2024 board report for the period of July 11, 2024 to August 6, 2024.

Hire Data:

As presented in the attached table, the total number of classified hire and reassignment actions for the period of July 11, 2024 to August 6, 2024, is 591 of which 385 (65%) are rehires or reassignments, and 206 (35%) are new hires (comprised of regular/permanent, restricted, returnee retirees, substitutes, and temporary positions). With the exception of 127 assignments, all of the actions are for positions which are school-based or provide direct support to the schools or their operations.

All new hires to regular/permanent positions are for A, B, C, or E basis positions. The 27 regular/permanent new hires consist of: Assignment Technician (3), Assistant General Counsel II, Athletic Trainer, Building and Grounds Worker, Chief of Staff, Contract Administrative Analyst, CTE-Linked Learning Coordinator, Database Administrator, Electrician (2), Floor Covering Installer, Hand Grader, Human Resources Specialist I, Machinist, Network Configuration Administrator, Pest Management Technician, Plumber (3), Police Officer (3), Senior Office Technician (2), Senior Sustainability Specialist, Tree Surgeon.

The following regular/permanent positions have been filled by promotional employees: Accounting Analyst, Area Facilities Services Director, Area Operations Supervisor, Assistant Outdoor-Education Center Manager, Assistant Plant Manager I (3), Associate Building/Construction Inspector, Associate Computer Applications Specialist, Carpenter, Continuation School Office Manager, Credentials and Contract Specialist, Facilities Development Manager, Financial Aide , Hand Grader, Information Resources Support Assistant, Insurance Technician, Investigative Assistant, IT Infrastructure Project/Program Manager, Maintenance Worker (5), Office Technician, Plant Manager I (4), Plant Manager III, Plasterer and Concrete Finisher, Plumbing Technical Supervisor, Police Officer, Regional Facilities Director, Regional Food Services Manager, School Administrative Assistant (11), Senior Electrician, Senior Financial Manager, Senior Fiscal Specialist, Senior Metal Worker (2), Senior Office Technician (6), Senior Office Technician (CPOS), Senior Paralegal, Special Education Assistant (5), Supervising Insurance Technician, Tree Surgeon.

Hire Data of All Classified Employees								
From July 11, 2024 to August 6, 2024								
By New Hire, Reassignment, and Rehire								
Classification	Prov	Reg / Perm	Restr	Return Retiree	Subs	Temp 1GXX	Temp	Grand Total
NEW HIRE								
Administrative Intern I					2			2
Assignment Technician		3						3
Assistant General Counsel II		1						1
Athletic Trainer		1						1
Athletics Assistant					9			9
Building and Grounds Worker		1			1			2
Chief of Communications, Engagement, and Collaboration					1			1
Chief of Staff		1						1
Contract Administration Analyst		1						1
CTEIG-Linked Learning Coordinator		1						1
Database Administrator		1						1
Early Education Center Aide I & (Restricted)					27			27
Early Education Center Attendant					1			1
Electrician		2						2
Floor Covering Installer		1						1
Food Service Worker					7			7
Hand Grader		1						1
Human Resources Specialist I		1						1
Machinist		1						1
Network Configuration Administrator		1						1
Office Technician					1			1
Out-of-School Program Supervisor and (Restricted)						1		1
Out-of-School Program Worker and (Restricted)						119		119
Pest Management Technician		1						1
Plumber		3						3
Police Officer		3						3
Senior Office Technician		1						1
Senior Sustainability Specialist		1						1
Special Education Trainee					10			10
Tree Surgeon		1						1
New Hire Total		27			59	120		206
REASSIGNMENT								
Accounting Analyst		1						1
Administrative Analyst		2						2
Administrative Intern I					1			1
Area Bus Supervisor		1						1
Area Facilities Services Director		1						1

Hire Data of All Classified Employees								
From July 11, 2024 to August 6, 2024								
By New Hire, Reassignment, and Rehire								
Classification	Prov	Reg / Perm	Restr	Return Retiree	Subs	Temp 1GXX	Temp	Grand Total
Area Operations Supervisor		2						2
Assignment Technician	1	3		1				5
Assistant Area Bus Supervisor		1						1
Assistant Outdoor-Education Center Manager		1						1
Assistant Plant Manager I		3						3
Assistant Plant Manager II	1							1
Associate Building/Construction Inspector		2						2
Associate Computer Applications Specialist		1						1
Associate HR Representative (CPOS)	1							1
Athletics Assistant					2			2
Building and Grounds Worker		14		1	2			17
Carpenter		2						2
Chief Business Officer	1							1
Chief Information Security Officer	1							1
Continuation School Office Manager		2						2
Coordinating Financial Manager	1							1
Credentials and Contract Specialist		1						1
Early Education Center Aide (Cantonese Language/Restricted)			1					1
Early Education Center Aide I & (Restricted)		5	9		3			17
Early Education Center Attendant		2						2
Early Education Center Office Manager	1							1
Engineering Aide		1						1
Facilities Development Manager		1						1
Financial Aide		1						1
Financial Manager		4						4
Floor Covering Installer		1						1
Food Service Manager I							1	1
Food Service Manager V				1				1
Food Service Manager VII		1						1
Food Service Training Specialist		1						1
Food Service Worker		1						1
Hand Grader		1						1
Health Office Clerk		4						4
Heating and Air Conditioning Fitter		1						1
Information Resources Support Assistant		1						1

Hire Data of All Classified Employees								
From July 11, 2024 to August 6, 2024								
By New Hire, Reassignment, and Rehire								
Classification	Prov	Reg / Perm	Restr	Return Retiree	Subs	Temp 1GXX	Temp	Grand Total
Instructional Aide (Literacy) & (Restricted)			1					1
Instructional Aide I & (Restricted)			2				1	3
Insurance Technician		1						1
Inventory Control Analyst		1						1
Investigative Assistant		1						1
IT Infrastructure Project/Program Manager		1						1
IT Technical Systems Specialist	1							1
Light Bus Driver		1						1
Maintenance Worker		7						7
Medical Assistant		2						2
Office Technician		67			4			71
Out-of-School Program Supervisor and (Restricted)		1				1		2
Payroll Specialist I		1						1
Plant Manager I		6						6
Plant Manager II		1					1	2
Plant Manager III		1						1
Plasterer and Concrete Finisher		1						1
Plumbing Technical Supervisor		1						1
Police Officer		6						6
Regional Facilities Director		1						1
Regional Food Services Manager		1						1
Salary Credits Assistant		1						1
School Administrative Assistant		30					11	41
School Climate Advocate & (Restricted)		5	11					16
School Facilities Attendant (Restricted)					1			1
School Safety Officer		1						1
Science, Technology, Engineering & Math (STEM) Center Technician		1						1
Senior Electrician		1						1
Senior Financial Manager	1	4						5
Senior Fiscal Specialist		1						1
Senior Insurance Technician		2						2
Senior Metal Worker		2						2
Senior Office Technician		27			1		3	31
Senior Office Technician (CPOS)		1			1			2
Senior Painter		1						1
Senior Paralegal		1						1
Senior Parent Community Facilitator		1						1
Senior Police Officer	4							4
Special Education Assistant		6					4	10
Special Education Trainee					15			15

Hire Data of All Classified Employees								
From July 11, 2024 to August 6, 2024								
By New Hire, Reassignment, and Rehire								
Classification	Prov	Reg / Perm	Restr	Return Retiree	Subs	Temp 1GXX	Temp	Grand Total
Supervising Insurance Technician		1						1
Supervising Special Education Assistant		6		1				7
Tree Surgeon		1						1
Reassignment Total	13	256	24	4	30	1	21	349
REHIRE								
Accounting Technician II		1						1
Assignment Technician		2						2
Building and Grounds Worker					2			2
Bus Park Attendant		1						1
Early Education Center Aide I & (Restricted)		1			1			2
Financial Manager		1						1
Food Service Worker					2			2
Instructional Aide I & (Restricted)			1					1
Maintenance Worker		2						2
Office Technician		1						1
Outdoor Education Center Maintenance Worker		1						1
Out-of-School Program Supervisor and (Restricted)						1		1
Out-of-School Program Worker and (Restricted)						9		9
Painter		1						1
Plant Manager I		1						1
Police Officer		1						1
School Safety Officer		1						1
Senior Office Technician					1			1
Special Education Trainee					3			3
Testing and Training Assistant					2			2
Accounting Technician II		1						1
Assignment Technician		2						2
Building and Grounds Worker					2			2
Bus Park Attendant		1						1
Early Education Center Aide I & (Restricted)		1			1			2
Financial Manager		1						1
Food Service Worker					2			2
Instructional Aide I & (Restricted)			1					1
Rehire Total		14	1		11	10		36
GRAND TOTAL	13	297	25	4	100	131	21	591

Summary

Temporary and Substitute employees are often needed for short periods of time to assume responsibilities for regular employees when they are unavailable; they are not intended to replace regular employees for an extended period of time. Positions for several classifications, such as Education Aides and Instructional Aides, are typically filled by restricted status employees.

LOS ANGELES UNIFIED SCHOOL DISTRICT
Human Resources Division

ATTACHMENT C

ROUTINE PERSONNEL ACTIONS

The Human Resources Division reports 387 certificated new hires during the time period covered by this report and a summary list of hires appears below. The 387 certificated new hires serve at schools and programs throughout the District and are comprised of both former employees selected from rehire lists and newly employed certificated employees. Substitute teachers continue to be hired to ensure increased coverage capacity for teacher absences.

Adult Education Teacher, Day-to-Day Substitute	3
Adult Education Teacher, ESL	1
Counselor, Pupil Services & Attendance	2
Counselor, Secondary School	10
Early Childhood Ed Teacher	5
Elementary Teacher	36
Elementary Teacher, Day-to-Day Substitute	162
K-12 Adaptive PE Teacher	2
ROC/ROP Teacher	1
School Nurse	2
School Psychologist	15
Secondary Teacher	122
Special Education Teacher	13
Special Education Teacher, MS	5
Special Education Teacher, RSP	4
Speech & Language Pathologist	4

TAB 10



Board of Education Report

File #: Rep-028-24/25, **Version:** 1

Provisional Internship Permits

September 10, 2024

Human Resources Division

Action Proposed:

Approve request for 10 teachers to be employed under the Provisional Internship Permit pursuant to Title 5 California Code of Regulations, Section 80021.1.

Background:

The Provisional Internship Permit became effective on July 1, 2005 in anticipation of the phasing out of the former authorizing document. The Provisional Internship Permit is valid for one year and may not be renewed. During the first year of employment, the Provisional Intern teacher must meet all requirements for entrance into an accredited intern program.

The Los Angeles County Office of Education grants authority to the District to employ potential Provisional Interns on a Temporary County Certificate until such time that the Board of Education approves their employment under the Provisional Internship Permit. Commission on Teacher Credentialing (CTC) regulations require that the request to employ Provisional Interns be approved by the Board and submitted to the CTC within three months of the teachers beginning their assignment.

The CTC requires that the governing board be presented with a list of teachers to be employed under the Provisional Internship Permit (Attachment A).

Expected Outcomes:

The approval of Provisional Internship Permits will enable the District to continue to staff teacher vacancies in shortage subject fields with individuals committed to completing the requirements to enter into an intern program and subsequently earn a full credential.

Board Options and Consequences:

Approval of Provisional Internship Permits will afford the District the opportunity to hire new multiple subject, special education, mathematics, social science, art, music, and English teachers who will be required to follow a prescribed and rigorous pathway that results in the earning of both full state and federal teacher certification.

If the Provisional Internship Permits are not approved, and a full-time teacher cannot be hired, classroom vacancies would be staffed by a series of individuals in possession of only Emergency 30-Day Substitute Teaching Permits. Day-to-day substitutes are not required to be enrolled in a teacher education program, and may only remain in a special education classroom for a maximum of twenty days, after which time they are deemed by the State as inappropriately assigned.

Policy Implications:

This action does not change District policy.

Budget Impact:

There is no impact on the District's budget.

Student Impact:

The goal of Human Resources Division is to insure that there is an appropriately authorized teacher in every classroom. In areas of high need such as multiple subject, special education, mathematics, social science, art, music, and English where there might be a teacher shortage, the District may approve the use of Provisional Internship Permits, which authorize a teacher candidate to step into the classroom as the teacher of record while they take the necessary steps to enroll in a credential program.

Equity Impact:

Not applicable

Issues and Analysis:

Not applicable

Attachments:

Attachment A - Teachers with Provisional Intern Permits


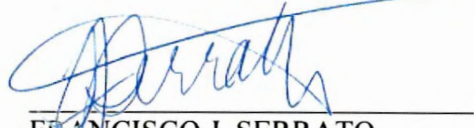
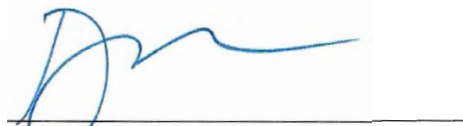
Informatives:

Not applicable

Submitted:

08/09/24

File #: Rep-028-24/25, Version: 1

RESPECTFULLY SUBMITTED:
ALBERTO M. CARVALHO
Superintendent**APPROVED & PRESENTED BY:**
FRANCISCO J. SERRATO
Chief Human Resources Officer
Human Resources Division**REVIEWED BY:**
DEVORA NAVERA REED
General Counsel

☒ Approved as to form.

APPROVED BY:
PEDRO SALCIDO
Deputy Superintendent
Business Services & Operations**REVIEWED BY:**
NOZBERTO DELGADILLO
Deputy Chief Business Officer, Finance

☒ Approved as to budget impact statement.

Teachers with Provisional
Intern Permits

Attachment A

No.	Name	School	Region	BD	Subject	Effective
1	Benjamin Boyd	Audubon MS	S	1	Mild/Moderate Support Needs and Extensive Support Needs	8/2/2024
2	Alexander Levin	Chatsworth Charter HS GSTEAM Magnet	N	3	Mathematics	7/30/2024
3	Belcy Jimenez	Sylvan Park EL	N	3	Mild/Moderate Support Needs and Extensive Support Needs	7/26/2024
4	Sara McLean	North Hollywood SH	N	3	Art	8/7/2024
5	Jonathan Wills	William Howard Taft Charter HS	N	4	Social Science	8/2/2024
6	Yanet Mejia Ulloa	Reseda EL	N	4	Multiple Subject	7/19/2024
7	Jonathan Gerrard	Dr. Julian Nava Learning Academy	E	5	Music	7/17/2024
8	Brandon Rosas	Harding EL	N	6	Mild/Moderate Support Needs and Extensive Support Needs	7/26/2024
9	Deborah Martinez	Russell EL	S	7	Multiple Subject	9/1/2024
10	Ronnell Evans	Narbonne SH	S	7	English	7/3/2024

TAB 11



Board of Education Report

File #: Rep-033-24/25, **Version:** 1

Textbooks and Instructional Materials Certification Resolution - PUBLIC HEARING

September 10, 2024

Division of Instruction - Library & Textbook Support

Action Proposed:

Adopt the attached resolution certifying the sufficiency of textbooks and instructional materials in the core and required subject areas.

Background:

As required by Education Code Section 60119, the Board of Education must annually certify, through a resolution after a public hearing, as to whether students in all District schools have sufficient textbooks or instructional materials in the core and required subject areas. The core and required subjects are mathematics, science, history/social science, reading/language arts, including the English Language Development (ELD) component, health, and world language (6-12).

The District has taken the following significant actions to ensure sufficient textbooks in the targeted core subjects:

- Expending \$57 million in school year 2023-2024 for Core and Required textbooks; and in the school year 2024-2025 budgeting \$116.25 million to purchase Core and Required textbooks; and in the school year 2025-2026 budgeting \$104.25 million to purchase Core and Required textbooks.
- Requiring all teachers to certify textbook sufficiency in their classrooms.
- Requiring all principals to certify textbook sufficiency in their schools.
- Requiring Region Superintendents to resolve identified insufficiencies in a timely manner.
- Requiring Region Superintendents to certify sufficiency in their respective regions.
- Presenting policies and procedures to Region personnel.
- Establishing a database to track all appropriate textbook requests, certifications, and Los Angeles County of Education (LACOE) audit results.
- Follow up on all insufficiencies identified as a result of norm day enrollment projections.

Expected Outcomes:

The Board will adopt the attached resolution declaring the District has sufficient textbooks, thus meeting compliance with Education Code Section 60119.

Board Options and Consequences:

The Board of Education of the City of Los Angeles is required to conduct a public hearing to certify compliance with Education Code Section 60119. If the District is found to have insufficient textbooks in the core subject areas and cannot remedy the insufficiency within three days of the Board meeting, the county superintendent would request the California Department of Education (CDE) purchase the textbooks or instructional materials necessary to comply with the sufficiency requirement. The funds used to make this

File #: Rep-033-24/25, **Version:** 1

purchase of instructional materials would be considered a loan that LAUSD would need to repay to the CDE. The CDE would also issue a public statement at the next State Board of Education meeting indicating that the LAUSD Superintendent and Board of Education failed to provide students with sufficient instructional materials.

Policy Implications:

There is no change in District policy of targeting funding to purchase textbooks to ensure full compliance with Education Code Section 60119.

Budget Impact:

General Fund and Lottery apportionment from the State are the budgeting expenditures for textbooks, 4000 - object code.

Student Impact:

Not Applicable.

Equity Impact:

Not Applicable.

Issues and Analysis:

Not Applicable.

Attachments:

Textbooks and Instructional Materials Certification Public Hearing - English

Textbooks and Instructional Materials Certification Public Hearing - Spanish

Informatives:

None

Submitted:

08/09/24

File #: Rep-033-24/25, Version: 1

RESPECTFULLY SUBMITTED,




ALBERTO M. CARVALHO
Superintendent

APPROVED BY:



KARLA V. ESTRADA
Deputy Superintendent Instruction

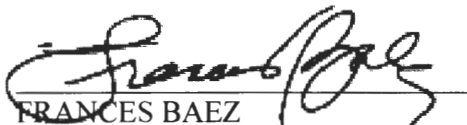
REVIEWED BY:



DEVORA NAVERA REED
General Counsel

☒ Approved as to form.

APPROVED & PRESENTED BY:



FRANCES BAEZ
Chief Academic Officer
Division of Instruction

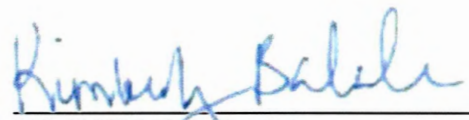
REVIEWED BY:



NOZBERTO DELGADILLO
Deputy Chief Business Officer, Finance

☒ Approved as to budget impact statement.

APPROVED & PRESENTED BY:



KIMBERLY BALALA
Administrative Coordinator
Division of Instruction/Library & Textbook

TEXTBOOKS AND INSTRUCTIONAL MATERIALS CERTIFICATION PUBLIC HEARINGComments Sought at September 10, 2024, Board of Education Meeting

Parents, teachers, administrators, students, and community members are encouraged to comment at a public hearing on a Board resolution regarding the sufficiency of textbooks and/or instructional materials. The resolution will be acted on at the Public Hearing on September 10, 2024, Board of Education meeting to be held in the Board Room at 333 South Beaudry, which is scheduled to take place between 4:00 p.m. and 6:00 p.m. The Board resolution under consideration follows below:

TEXTBOOKS AND INSTRUCTIONAL MATERIALS CERTIFICATION PUBLIC HEARING

Whereas, As a recipient of state instructional materials funds, the Board of Education of the City of Los Angeles (“Board of Education”) is required under section 60119 of the Education Code to hold a public hearing and to encourage comment and participation from parents, teachers, bargaining unit members and leaders, and other community members on this resolution certifying the availability of textbooks and instructional materials for all pupils at all District schools; and

Whereas, The Board of Education provided at least ten (10) days notice of the public hearing posted in at least three (3) public places within the District that stated the time, place, and purpose of the hearing; and

Whereas, The Board of Education must make a determination, through resolution, as to whether each pupil in each school in the District has sufficient textbooks or instructional materials, or both, that are aligned to the content standards and are consistent with the content and cycles of the curriculum framework adopted by the State Board of Education in mathematics, science, history-social science and reading/language arts, including the English Language development (“ELD”) component of the adopted program (“Core Subject Areas”); and

Whereas, The Board of Education must also make a determination as to whether each pupil enrolled in a world language or health course has sufficient textbooks or instructional materials, or both, that are consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education for those subjects (“Required Subject Areas”); and

Whereas, Section 60119 of the Education Code defines sufficient textbooks and instructional materials to mean that each pupil, including English Learners, has a standards-aligned textbook or instructional materials, or both, to use in class and to take home in the Core and Required Subject Areas. Section 60119 does not require two sets of textbooks or instructional materials for each pupil; and

Whereas, In 2023-2024 school year, the District expended \$57 million for Core and Required textbooks and for the 2024-2025 school year, the District has a budget of \$116.25 million to purchase other Core and Required textbooks for school year 2024-2025 and \$104.25 million for school year 2025-26 and as of July 11, 2024, the District has already expended and encumbered \$56.7 million; and

Whereas, In August and September of the 2024-2025 school year, all teachers, principals, and Region Superintendents in the District have provided verifications and supporting documentation indicating whether each pupil in each school in the District has, as of the date of certification, sufficient textbooks or instructional materials, or both, in the Core and Required Subject Areas, and, in those instances in which the initial verification indicated that an insufficiency existed, that the insufficiency has been remedied; and

Whereas, The District has put into place procedures by which it will address, on an ongoing and continuous basis, reported subsequent identified needs for textbooks or instructional materials, or both, in the Core and Required Subject Areas; and

Whereas, The Superintendent of Schools, or designee, verifies, on an on-going and continuous basis, the subsequent identified needs for textbooks or instructional materials, or both, in Core and Required Subject Areas and funds appropriate requests within 10 days of the receipt of the request; and

Whereas, The Superintendent of Schools, or designee, will ensure, on an on-going and continuous basis, that orders for needed textbooks or instructional materials or both, in Core and Required Subject Areas will be placed within 5 days of Library & Textbook Support confirming the quantities required; and

Whereas, The Board of Education must make a determination regarding the availability of laboratory science equipment, as applicable, to science courses offered in grades 9 to 12; and

Whereas, In August and September of the 2024-2025 school year, all principals of school offering science laboratory courses in grades 9 to 12, and Region Superintendents in the District have provided verifications and supporting documentation indicating sufficient science laboratory equipment in science laboratory courses offered in grades 9 to 12; and now, therefore be it

Resolved, That the Board of Education of the City of Los Angeles finds that, as of the date of this hearing, for the 2024-2025 school year, all pupils in all schools in the District have been provided with sufficient textbooks or instructional materials, or both, that are aligned to the content standards and are consistent with the content and cycles of the curriculum framework adopted by the State Board of Education in the Core and Required Subject areas; and

Resolved, Further, that the Board of Education declares that as of the date of this hearing, for the 2024-2025 school year, that all science laboratory classes offered in grades 9 to 12 in the District have been provided with sufficient science laboratory materials; and

Resolved, Further, That the Board of Education declares that it has timely and fully complied with the requirements of section 60119 of the Education Code for the 2024-2025 school year.

APPROVED: Dr. Frances Baez, Chief Academic Officer Division of Instruction

**AUDIENCIA PÚBLICA PARA LA CERTIFICACIÓN
DE LIBROS DE TEXTOS Y MATERIALES DE INSTRUCCIÓN**

Comentarios solicitados el 10 de septiembre de 2024, en la reunión de la Mesa Directiva de Educación

Se invita a padres, maestros, administradores, estudiantes y miembros de la comunidad a participar en una audiencia pública sobre la resolución de la suficiencia de libros de textos y materiales de instrucción. La resolución será actuada en la audiencia pública el 10 de Septiembre del 2024, en la reunión de la Mesa Directiva de Educación, que se llevará a cabo en la sala de la Mesa Directiva de Educación en el 333 South Beaudry Ave., la cual está programada para empezar entre las 4:00 p.m. y 6:00 p.m. Lo siguiente será considerado:

**CERTIFICACIÓN DE AUDIENCIA PÚBLICA PARA
LIBROS DE TEXTO Y MATERIALES DE INSTRUCCIÓN**

Mientras que, como destinatario de los fondos del estado para los materiales de instrucción, la Mesa Directiva de Educación de la Ciudad de Los Ángeles está obligada bajo la sección 60119 del código educativo, a tener una audiencia pública e invitar la participación y los comentarios de padres, maestros, miembros y líderes de las uniones y otros miembros de la comunidad en esta resolución y que certifiquen la existencia de libros de texto y materiales de instrucción para todos los estudiantes del Distrito Escolar; y

Mientras que, la Mesa Directiva de Educación ha proveído por lo menos diez (10) días de notificación de la audiencia pública puesta por lo menos en tres (3) lugares públicos dentro del Distrito indicando la hora, lugar, y propósito de la audiencia; y

Mientras que, la Mesa Directiva de Educación tiene que determinar, por medio de esta resolución, que cada estudiante en cada escuela del Distrito tiene suficientes libros de texto o materiales de instrucción, o ambos, que están alineados a las normas y son consistentes con el contenido y los ciclos de la estructura del currículo adoptado por la Mesa Directiva Estatal de Educación en matemáticas, ciencias, historia ciencias sociales, lectura/lenguaje y literatura, incluyendo el componente del desarrollo del idioma inglés (“ELD”) del programa adoptado (“Áreas de Asignaturas Común”); y

Mientras que, por medio de esta resolución, La Mesa Directiva de Educación, tiene que determinar que cada estudiante inscrito en un curso de idioma extranjero o de salud, tiene suficientes libros de texto o materiales de instrucción, o ambos, que son consistentes con el contenido y los ciclos de estructura del currículo adoptado por la Mesa Directiva Estatal de Educación para esas materias (“Áreas de Asignaturas Requeridas”); y

Mientras que, la sección 60119 del código educativo define que suficientes libros de texto y materiales de instrucción significa que cada estudiante, incluyendo aprendices de inglés, tiene un libro de texto o materiales de instrucción, o ambos, para uso en el salón de clase y en su hogar, que están alineado a las normas, en las áreas de asignaturas comunes y requeridas. Sección 60119 no requiere dos libros de texto o materiales de instrucción para cada estudiante; y

Mientras que, en el año 2023-2024 el Distrito gastó \$57 millones en libros de texto y materiales de instrucción, y en el 2024-2025, el Distrito tiene un presupuesto de \$116.25 millones para la compra principalmente de libros de texto y materiales de instrucción en las áreas de asignaturas comunes y requeridas en los años 2024-2025 y \$104.25 millones por los años 2025-2026 y desde el 11 de julio del 2024 el distrito ha gastado y obstruido \$56.7 millones; y

Mientras que, en agosto y septiembre del año escolar 2024-2025, todos los maestros, directores de las escuelas y superintendentes de las regiones han provisto certificaciones y documentación indicando si cada estudiante en cada escuela del Distrito tiene, desde el día que fue certificado, suficientes libros de textos o materiales de instrucción, o ambos, en las áreas de asignaturas comunes y requeridas, en esos instantes en la cual la certificación inicial indique que alguna insuficiencia existe, que la insuficiencia haya sido remediada; y

Mientras que, el Distrito ha establecido procedimientos por los cuales tratarán, en forma continua, necesidades de libros de textos o materiales de instrucción, o ambos, reportadas posteriormente, en las áreas de asignaturas comunes y requeridas; y

Mientras que, el superintendente de las escuelas, o persona designada, verifique, en forma continua, las necesidades identificadas posteriormente, de libros de textos o materiales de instrucción, o ambos, en las áreas de asignaturas comunes y requeridas, y apruebe los fondos apropiados dentro de 10 días de recibir la petición; y

Mientras que, el superintendente de las escuelas, o persona designada, asegurará, en forma continua, que los pedidos de los libros de textos o materiales de instrucción, o ambos, necesarios, en las áreas de asignaturas comunes y requeridas, sean ordenados dentro de 5 días de que el departamento de Apoyo a Bibliotecas y Libros de Textos confirme las cantidades requeridas; y

Mientras que, la Mesa Directiva de Educación debe determinar en cuanto a la disponibilidad de equipo de laboratorios de ciencia, como sea aplicable, hacia cursos de laboratorios de ciencia ofrecidos en los grados 9 a 12; y

Mientras que, en agosto y septiembre del año escolar 2024-2025, todos los directores de escuelas ofreciendo cursos de laboratorio de ciencia en los grados 9 a 12, y superintendentes de las regiones en el distrito, han provisto certificaciones y documentación que indica suficiente equipo de laboratorios de ciencia en los cursos de laboratorios de ciencia ofrecidos en los grados del 9 a 12; y ahora, por lo tanto ya sea

Resuelto, que la Mesa Directiva de Educación de la ciudad de Los Ángeles encontró que, a partir de la fecha de esta audiencia para el año escolar 2024-2025, todos los estudiantes en todas las escuelas en el Distrito han recibido los libros de textos o materiales de instrucción, o ambos, que están alineados a las normas de contenido, y son consistente con el contenido y los ciclos de la estructura del currículo adoptados por la Mesa Directiva Estatal de Educación en las áreas de asignaturas comunes y requeridas; y

Resuelto, además, que la Mesa Directiva de Educación declara que a partir de la fecha de esta audiencia, para el año escolar 2024 – 2025, de que todas las clases de laboratorios de ciencias ofrecidas en los grados 9 a 12 en el distrito han sido provistos con suficiente materiales para laboratorios de ciencia; y

Resuelto, además, que la Mesa Directiva de Educación declara que ha cumplido en total y con tiempo apropiado los requisitos de la sección 60119 del código para educación del año escolar de 2024-2025.

APROBADO: Dr. Frances Baez, Directora General en lo Académico División de Instrucción

TAB 12



Board of Education Report

File #: Rep-036-24/25, **Version:** 1

2024 CCEIS Action Plan Amendment

September 10, 2024

Division of Special Education (DSE)/Comprehensive Coordinated Early Intervening Services (CCEIS) Program

Action Proposed:

Approve Division of Special Education's 2024 CCEIS Action Plan

Background:

A Local Education Agency (LEA) must develop a CCEIS Action Plan to identify and address the factors contributing to the significant disproportionality in the LEA for the identified category. Los Angeles Unified School District (LAUSD) was found significantly disproportionate in the identification of African American/Black students as eligible for a special education eligibility of emotional disability.

Under the Individuals with Disabilities Education Improvement Act, if an LEA is identified as significantly disproportionate, the LEA must create an action plan to address this significant disproportionality. This action plan outlines activities, support, and services that are for both students who currently receive special education services and students who do not currently receive special education services.

The following attachments are included in this Board Report:

- Attachment A - 2024 CCEIS Action Plan
- Attachment B - School and Student Selection Criteria
- Attachment C - School Roster and Grade Levels, Approximate Number of Students Impacted, Board District, and Priority Status

Expected Outcomes:

The DSE expects that 2024 CCEIS Action Plan will support LAUSD's transition out of being significantly disproportionate in the identification of African American/Black students as eligible for special education based on the criteria for emotional disability.

Board Options and Consequences:

LAUSD's submission of an approved 2024 CCEIS Action Plan will comply with the California Department of Education's (CDE) requirements and align with 34 CFR Section 300.646.

If not approved and/or submitted, LAUSD will not be able to implement the 2024 CCEIS Action Plan and will be out of compliance with CDE requirements.

Policy Implications:

Not Applicable

Budget Impact:

The DSE must reserve 15% of its IDEA grant funds to address factors contributing to the significant disproportionality and this action plan ensures all funding is fully expended and appropriately allocated for activities that support students.

Student Impact:

Approval of the 2024 CCEIS Action Plans aligns with the following Strategic Plan Pillar: Pillar 1: Academic Excellence "Eliminating Opportunity Gaps". This alignment is through a reduction of the emotional disability eligibility rates of students that are African American/Black. This action plan will impact over 2,000 students across over 70 schools, including early education centers, in Regions West and South.

Equity Impact:

Component	Score	Score Rationale
Recognition	4	The LAUSD CCEIS team used a Four-Phase Programmatic Improvement Process for Significant Disproportionality in drafting the 2024 CCEIS Action Plan. A cultural lens was applied throughout these four phases and overall outcomes and activities were based on qualitative and quantitative data measures using a multitude of data sources.
Resource Prioritization	4	CCEIS Action Plan activities were developed to address the following key root causes of disproportionality directly: • Systemic racism and cultural dissonance. • Lack of fidelity to discipline policies, procedures, and practices • Inconsistencies in the SSPT processes. • Lack of consistent interventions and practices for students impacted by trauma. • Lack of authentic partnership with African American parents and families. • Lack of cohesive and universal supports to proactively monitor, target, and disrupt disproportionate areas of focus.
Results	4	Implementing the 2024 CCEIS Action Plan will result in closing opportunity and success gaps. When fully implemented, the action plan contains activities and outcomes that directly connect to the significant disproportionality rate of the number of African American/Black students as eligible for a special education eligibility of emotional disability.
TOTAL	12	

Issues and Analysis:

The Federal requirements for submitting the amendment for the 2024 CCEIS Action Plan are set forth in 34 CFR Section 300.646 and informed by the California Department of Education.

Attachments:

Attachment A - 2024 CCEIS Action Plan

Attachment B - School and Student Selection Criteria



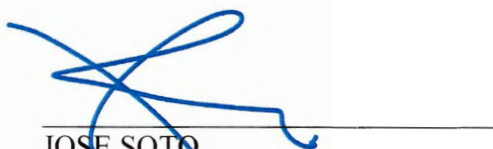
Attachment C - School Roster and Grade Levels, Approximate Number of Students Impacted, Board District, and Priority Status

Informatives:

Not Applicable.

Submitted:

09/03/24, Revision # 1

RESPECTFULLY SUBMITTED,
ALBERTO M. CARVALHO
Superintendent**APPROVED & PRESENTED BY:**
ANTHONY AGUILAR
Chief
Division of Special Education and Specialized Programs**REVIEWED BY:**
DEVORA NAVERA REED
General Counsel☒ Approved as to form.**APPROVED & PRESENTED BY:**
JOSE SOTO
Executive Director
Division of Special Education**REVIEWED BY:**
NOZBERTO DELGADILLO
Director, Budget Services and Financial Planning☒ Approved as to budget impact statement.



2024 Continuing CIM for Sig Dis Addendum and Budget

Compliance and Improvement Monitoring for Significant Disproportionality
(CIM for Sig Dis)



Local Educational Agencies (LEAs) who have been approved by the California Department of Education (CDE) to continue their 2023 CIM for Comprehensive Coordinated Early Intervening Services (CCEIS) Plan as a 2024 Continuing CIM for Sig Dis Addendum, should complete this document and submit by October 10, 2024, to the CDE via email: SigDisp@cde.ca.gov.

LEA Name: Los Angeles Unified School District (LAUSD)	Contact Name: Dr. Sukari Garlington
Contact Email: smg5769@lausd.net	Contact Phone Number: 213-241-3378
Significant Disproportionality Indicator(s)/Element(s): Students with disabilities identified as having an emotional disability and are African American/Black	

CONFIRM COMPLETION OF POLICIES, PRACTICES AND PROCEDURES REVIEW

The Policies, Practices and Procedures (PPP) Review for significantly disproportionate LEAs shall be completed annually. Please list the date of the last Review and note when/how revisions to the PPP were publicly shared.

Date of Last Policies, Practices and Procedures Review: June 2023
Method/Date PPP Revisions Shared: The review for the 2024 CCEIS Action Plan was conducted in June 2024. The Policies, Practices, and Procedures Review Matrix ¹ tool was used by correlating LAUSD documents with the listed review policy on the Matrix tool. Please see Appendix A for a summary and recommendations related to this review.

NEW OR ADDITIONAL DATA

LEAs with additional areas, and/or race and ethnicities identified as significantly disproportionate in the current Annual Determination Letter, must include an analysis of any relevant data. The LEA must demonstrate how the Educational Partners Team reviewed and discussed this data, and its relationship to contributing factors of disproportionality.

¹ https://spptap.org/wp-content/uploads/2024/05/PPP_Review_Matrix_Questions_Blank_2024_CIM4SigDis_FINAL_508.docx

Focus groups were conducted to gather qualitative data and inform the development of the 2024 CCEIS Action Plan. The focus groups aimed to understand the experiences of African American/Black students in LAUSD from the lens and perspective of multidisciplinary team members. The file review process consisted of 255 files and revealed patterns of systemic disconnect in addressing student needs, particularly for African American/Black students, who are disproportionately found eligible for special education under the eligibility of an emotional disability.

Key themes included overreliance on emotional disability eligibility classification and non-public school placements, inadequate assessments and interventions, and a disconnect between observed trauma and early interventions. There was also a lack of alignment between behavioral goals, Individualized Education Programs, and culturally sensitive practices in working with parents, families and caregivers. Participants expressed concerns about the current system and emphasized the need for a more student-centered approach that prioritizes early intervention, addresses root causes of behavioral challenges, and involves parents as partners in the process.

Recommendations for improvement included conducting more thorough assessments, focusing on early identification and intervention, building trust and communication with families, reassessing emotional disability eligibility criteria, providing ongoing professional development for staff, and exploring alternative placement options. The patterns and themes that emerged from this file review are in alignment with the root causes identified in previous CCEIS action plans. A potential additional root cause points to the need for monitoring district-wide efforts and putting systems in place to create greater cohesiveness between existing siloed efforts. Please see Appendix B for a summary and recommendations related to this review.

IDENTIFY TARGET POPULATION FOR CCEIS SUPPORTS

Individuals with Disabilities Education Act (IDEA) funds reserved for CCEIS are for students in the LEA who are, "particularly, but not exclusively, children in those groups that were significantly over-identified, including children not currently identified as needing special education or related services but who need additional academic and behavioral support to succeed in a general education environment and children with disabilities." (See 34 *CFR* Section 300.646(d)(2).) "An LEA may not limit comprehensive CEIS...to children with disabilities." (See 34 *CFR* Section 300.646(d)(3).

Please list the LEA selected criteria for the students that will be provided CCEIS with the 2024 CCEIS budget. Include the disaggregated breakdown of the target population by race and ethnicity. When including the criteria, please be clear and concise in the description of the target population.

Criteria for Identifying an Early Education Student as a CCEIS Scholar:

- Step 1: Students will be selected from schools with 18% or more of students representing the indicator student group.
- Step 2: The Desired Results Developmental Profile (DRDP) - If a student has an average score that falls within either the Responding or Exploring ratings for at least one of the following domains they are identified as a CCEIS Scholar: 1) Approaches to Learning Self-Regulation; 2)

Social and Emotional Development; and/or, 3) Physical Development-Health.

- Step 3: The Ages and Stages Questionnaires (ASQ-3) and the Ages and Stages Questionnaires: Social Emotional-2 (ASQ:SE-2) - For students that have an incomplete score profile in one of the three DRDP domains outlined above, the CCEIS leadership team will leverage the ASQ-3 and then the ASQ SE-2, as applicable. Targeting the ASQ-3 domain of Personal-Social, the CCEIS team uses a cutoff score of 26.60, to determine the need for a review of the ASQ:SE-2. For students that require a review of ASQ:SE-2, a monitor cutoff score of 70 or above is used as criteria for CCEIS Scholar status.

Criteria for Identifying a UTK-12th Grade Student as a CCEIS Scholar:

- Step 1: Students will be selected from schools with 18% or more of students representing the indicator student group.
- Step 2: A student must be a Probable Standard English Learner.
- Step 3: A student is required to exhibit a minimum of three of the following indicators:
 - One or more discipline referrals in 2023-2024² school year
 - One or more suspensions in 2023-2024³ school year
 - Chronic absenteeism or 10 or more days absent during the 2023-2024⁴ school year
 - Formative Reading Assessment Results:
 - i. DIBELS: Below or Well-Below Benchmark
 - ii. i-Ready: Approaching Grade Level or Needs Improvement
 - iii. Renaissance: Level 1 or 2

Criteria for Identifying a Student for Universal CCEIS Supports as a CCEIS Scholar:

- Step 1: School must have had at least three discipline referrals in the previous two school years.
- Step 2: A student must be a Probable Standard English Learner.
- Step 3: Student selected must exhibit a minimum of two of the following indicators:
 - One or more discipline referrals in the previous two school years
 - Student has not had a Student Support and Progress Team meeting in the 2023-2024 school year
 - Student is a part of the student indicator group
- Step 4: Student selected must exhibit a minimum of one of the following indicators:
 - One or more suspensions in the previous two school years
 - Chronic absenteeism or 10 or more days absent during the previous two school years
 - Student began the initial referral process but has not yet been found eligible for special education
 - Formative Reading Assessment Results:

² The school year was updated to ensure current student impact. Previously, the school year was 2022-2023. This resulted in updated student counts.

³ Ibid.

⁴ Ibid.

- DIBELS: Below or Well-Below Benchmark
- i-Ready: Approaching Grade Level or Needs Improvement
- Renaissance: Level 1 or 2
- Step 5: Students will be selected from schools with student enrollment of at least one student representing the student indicator group.

Criteria for Identifying a Student for the Accelerated Learning Academies:

The criteria for the Accelerated Learning Academies will be adjusted to ensure full CCEIS Scholar impact and that students representing the indicator student group are predominately served. The new process will be as follows:

- Step 1: Students will be selected from schools with 18% or more of students representing the indicator student group.
- Step 2: Student qualifies as a CCEIS Scholar
- Step 3: Prioritize CCEIS Scholar representing the indicator student group
- Step 4: Review Formative Reading Assessment Results:
 - DIBELS: Below or Well-Below Benchmark
 - i-Ready: Approaching Grade Level or Needs Improvement

If any seats remain at the Accelerated Learning Academies after the selection process above, the Accelerated Learning Academies team will allocate remaining seats for CCEIS Scholars and focus on students who exhibit Tier 2–3 literacy challenges, with a particular emphasis on phonological awareness skills.

Complete the table below **using estimates from current student data**. Actual numbers of targeted students served will be provided on the Quarterly Progress and Expenditure Reports.

Estimated Number of Students to Receive CCEIS ⁵		
2024 CCEIS Service Period: July 1, 2024, to September 30, 2026	Estimated number of CCEIS Scholars currently not identified as needing Special Education that will receive CCEIS	Estimated number of CCEIS Scholars currently identified as needing Special Education that will receive CCEIS
Total CCEIS Scholars to be served during this 27-month period (non-duplicative count)	1,934	834
After a careful review of the CCEIS data, there is a need to shift to a cohort model to assist the CCEIS leadership team with identifying the impact for CCEIS Scholars of CCEIS programmatic support and resources. In addition, moving towards a cohort data analysis model, the CCEIS leadership team can		

⁵ Sub-groups: Native American (5), Asian (17), African American/Black (1,702), Hispanic (828), Multiple Ethnicities (80), Pacific Islander (4), and White (132).

track the progress and outcomes of specific student groups, observe a group of students over multiple years to assess the long-term impact of CCEIS supports, and identify trends/tailor interventions by cohort of students. Additional cohorts will be established and identified in future quarterly and progress expenditure reports.

- **Cohort A:**

- This cohort represents the total of 2,768 CCEIS Scholars⁶.
- Students in this cohort are either identified previously as a CCEIS Scholar, a new student captured under Universal CCEIS Supports, a new student from the Early Education Centers, or a new student at CCEIS schools that met the 2023-2024 school year criteria for CCEIS Scholar status.
- 36% of K-12 students received a discipline event or suspension during the 2023-2024 school year.

- **Cohort B:**

- This cohort represents 713 CCEIS Scholars⁷.
- Students in this cohort include those that qualify for CCEIS Scholar status under the criteria for Universal CCEIS Supports.

- **Cohort C:**

- This cohort represents 394 CCEIS Scholars⁸.
- Students in this cohort include those that qualify for CCEIS Scholar status under the criteria for an early education student.

- **Cohort D:**

- This cohort represents 141 CCEIS Scholars⁹.
- Students in this cohort include those that were included in the original dataset and remain identified as CCEIS Scholars.
- These students have received CCEIS support the longest.
- 100% of all Cohort D CCEIS Scholars received a discipline event or suspension during the 2023-2024 school year.

- **Cohort E:**

- This cohort represents 400 CCEIS Scholars¹⁰.
- Students in this cohort include those that were added to the CCEIS Scholar roster after the "refresh" of data.
- These students have not previously received CCEIS supports.

⁶ Sub-groups: General Education (1,934), Special Education (834), Native American (5), Asian (17), African American/Black (1,702), Hispanic (828), Multiple Ethnicities (80), Pacific Islander (4), and White (132).

⁷ Sub-groups: General Education (429), Special Education (284), Native American (0), Asian (0), African American/Black (342), Hispanic (370), Multiple Ethnicities (0), Pacific Islander (1), and White (0).

⁸ Sub-groups: General Education (315), Special Education (79), Native American (1), Asian (17), African American/Black (151), Hispanic (13), Multiple Ethnicities (80), Pacific Islander (0), and White (132).

⁹ Sub-groups: General Education (97), Special Education (44), Native American (0), Asian (0), African American/Black (108), Hispanic (33), Multiple Ethnicities (0), Pacific Islander (0), and White (0).

¹⁰ Sub-groups: Special Education (118), General Education (282), Native American (2), Asian (0), African American/Black (295), Hispanic (101), Multiple Ethnicities (0), Pacific Islander (2), and White (0).

- 100% of these students received a discipline event or suspension during the 2023–2024 school year.
- **Cohort F:**
 - This cohort represents 1,120 CCEIS Scholars¹¹.
 - Students in this cohort include those that no longer qualify for CCEIS Scholar status after the “refresh” of the data. However, given the recent nature of the refresh, CCEIS will continue to provide support to this cohort and monitor their outcomes.
 - 12% of these students received a discipline event or suspension during the 2023–2024 school year.

IDENTIFY CCEIS TARGET SCHOOLS

To maximize the effectiveness of targeted CCEIS support, there will be no modifications to CCEIS schools for the 2024 CCEIS Action Plan and the selection of 77 targeted CCEIS schools will remain. However, as the CCEIS leadership team has added a new priority focus area, Universal CCEIS Supports, the CCEIS leadership team will be leveraging the work of disproportionality on a newer and larger scale across many systems already in place. As a result, positions with a new universal focus on disproportionality will be partially funded commensurate with the additional time focused on disproportionality. In addition, schools with students that qualify under the criteria for universal CCEIS support will also have access to professional development led by CCEIS. This ensures a focus on the structural and logistical support needed to implement and sustain the expectations of a universal emphasis on disproportionality and addresses the sixth root causes developed for this action plan, lack of cohesive and universal supports to proactively monitor, target, and disrupt disproportionality.

Looking ahead, adjustments to CCEIS schools, CCEIS Scholars, and/or universal support in future action plans, amendments, or quarterly progress and expenditure reports may be considered, based on the most recent demographic data and cohort analyses. These adjustments will ensure that LAUSD’s efforts remain focused and impactful, particularly on the students representing the indicator student group.

Early Education Centers (EEC)	Elementary Schools	Middle Schools	Span/High Schools
1. 36th Street 2. 95th Street 3. 75th Street 4. 97th Street 5. 102nd Street 6. 112th Street 7. Bradley	1. 107th Street 2. 109th Street 3. 59th Street 4. 95th Street 5. Angeles Mesa 6. Bradley Global Awareness Magnet	1. Audubon 2. Burroughs 3. Drew 4. Edison 5. Gompers 6. Bret Harte Preparatory	1. BALA 2. Crenshaw Magnet Stemm 3. Dorsey 4. Dymally 5. Hamilton 6. Hawkins

¹¹ Sub-groups: General Education (811), Special Education (309), Native American (2), Asian (0), African American/Black (806), Hispanic (311), Multiple Ethnicities (0), Pacific Islander (1), and White (0).

8. Crescent Heights 9. Dolores Street 10. Gardena 11. Laurel 12. Locke 13. Mikes, Wanda 14. Normont 15. Collins 16. Hyde Park 17. Kentwood 18. Marina 19. Marvin Avenue 20. Parks Huerta 21. Westminster 22. West Athens CSPP 23. Wilton Place	7. Brentwood Science Magnet 8. Budlong Ave 9. Carson-Gore Academy 10. Century Park 11. Cowan 12. Figueroa Street 13. Flournoy 14. Garcetti LA 15. Grape Street 16. Griffith Joyner 17. Hillcrest Dr 18. La Salle Ave 19. Manhattan Pl 20. Normandie Ave 21. Paseo Del Rey 22. Purche Ave 23. West Athens 24. Westport Heights 25. Wilshire Crest 26. Windsor Hills 27. Woodcrest	7. Johnson STEM Academy 8. Marina Del Rey 9. Mark Twain 10. Markham 11. Palms 12. Peary 13. Pio Pico 14. Webster 15. White	7. Mann UCLA Community School 8. Rancho Dominguez Prep 9. San Pedro 10. Washington Prep 11. Westchester Enriched Sciences Magnet Health/Sports Medicine 12. Young
23 EECs	27 Elementary Schools	15 Middle Schools	12 Span/High Schools
77 CCEIS Target Schools			

RATIONALE FOR ANY CHANGES TO THE MEASURABLE OUTCOMES AND ACTIVITIES

For the new 2024 budget, describe the rationale of any continued, revised, and/or new measurable outcomes and activities listed below.

For the 2024 CCEIS Action Plan, the LAUSD CCEIS leadership team made nine key modifications from the 2023 CCEIS Action Plan that will improve the impact of the CCEIS program¹². The following is a summary of changes outlined in this action plan:

- Modification 1, Improve Programmatic Goal of CCEIS: An integrated outcome encompasses the original 2023 CCEIS Action Plan goals while emphasizing the interconnectedness of the CCEIS program's overall priorities and supports. A consolidated outcome simplifies the measurement and evaluation process and ensures tracking towards a single, comprehensive outcome, which is more straightforward and provides a clearer picture of the overall impact of the CCEIS program.
- Modification 2, Organize Activities Under Six Priorities: The attainment of the CCEIS outcome will be achieved through targeted activities aligned with six strategic priorities. Expanding the 2024 CCEIS Action Plan into six distinct priorities is a strategic move aimed at enhancing the CCEIS program's overall impact and effectiveness. This approach will focus on bolstering early education interventions, enhancing UTK-12th grade student supports, fostering family and community engagement, strengthening professional development and coaching, and advancing universal support.
- Modification 3, Clarify Building Bridges Supports at Early Education Centers: To strengthen Tier 1 and Tier 2 supports in early education, the Building Bridges program has been further developed. In collaboration with LAUSD's Student Health and Human Services/School Mental Health team, the CCEIS program has expanded the original intent of Building Bridges to provide comprehensive, culturally sensitive, strength-based prevention services to increase protective factors and promote socio-emotional well-being for CCEIS Scholars at Early Education Centers. In addition, the Building Bridges program will assist with building capacity for parents and educators to build a bridge to a strong start on their educational journey within the UTK-12 grade system.
- Modification 4, Clarify Behavior Supports at CCEIS Schools: To increase intentional and robust behavior interventions for CCEIS Scholars at CCEIS schools, the Behavior Support team will pilot a regional support model to provide high-quality support, coaching, and professional development centered on evidence-based strategies and approaches. Increasing behavior interventions and supports will aid in building a unique skill set capacity for educators and staff members who directly support CCEIS Scholars and serve to decrease behavior referrals and suspensions.
- Modification 5, Refresh CCEIS Scholar Criteria: Establishing precise criteria is crucial for ensuring consistent, high-quality services and equitable support for all students in need.
- Modification 6, Adjust Criteria for Accelerated Learning Academies: To ensure the impact on CCEIS Scholars, the CCEIS leadership team revised the Accelerated Learning Academies qualifying criteria and will continuously monitor the student demographics within the Accelerated Learning Academies, adjusting criteria as needed to ensure each criterion identifies and supports predominately students representing the indicator student group. This may include relocating Accelerated Learning Academies to different schools, as necessary.

¹² Draft modifications were presented for feedback and input at the April 25, 2024, and August 6, 2024, CCEIS Educational Partners meetings.

- Modification 7, Create a Cohort Model for Measuring CCEIS Impact: After careful review of the CCEIS data, there is a need to shift to a cohort model to assist the CCEIS leadership team with identifying impact of CCEIS programmatic support and resources. In addition, moving towards a cohort data analysis model, the CCEIS leadership team can track the progress and outcomes of specific student groups, observe a group of students over multiple years to assess the long-term impact of CCEIS supports, and identify trends/tailor interventions by a cohort of students. Additional cohorts will be established and identified in future quarterly and progress expenditure reports, as needed.
- Modification 8, Codify List of CCEIS Schools: To maximize the effectiveness of targeted CCEIS support, there will be no modifications to CCEIS schools for the 2024 CCEIS Action Plan. However, as the CCEIS leadership team has added a new priority focus area, Universal CCEIS Supports, the CCEIS leadership team will be leveraging the work of disproportionality on an expanded role across many systems already in place.
- Modification 9, Align Infrastructure to Support CCEIS: As an additional root cause was added, and to maximize the impact of CCEIS Action Plan activities and ensure the incorporation of CDE feedback on LAUSD's staffing model, the CCEIS staffing infrastructure will be adjusted and redefined to disrupt disproportionality on a universal scale, while ensuring a more targeted approach to CCEIS schools.

2024 CONTINUING CIM FOR SIG DIS ADDENDUM – 2024 CCEIS BUDGET

Please provide any needed changes to the approved 2023 CIM for CCEIS Action Plan to indicate the activities that will be funded with the 2024 CCEIS budget. Including:

- If needed, adjust measurable outcomes and activities based on data from implementation of the 2023 CIM for CCEIS Plan
- As appropriate, adjust the contents of the 2023 CIM for CCEIS Action Plan to reflect the July 1, 2024–September 30, 2026, CCEIS budget period (update timelines, responsible staff, target population, activities, etc.)
- Continuation Key:
 - **DEEP:** Adding new resources to the 2023 activities with the same students
 - **MOD:** Modifying activities of the 2023 activities with the same students
 - **EXP:** Expanding the students served (e.g., new schools, different grade) with the same target population
 - **EXT:** Extending time of current services to the same group of students through 2026
 - **ADD:** New group of students **or** new activities with the same students due to a new indicator or additional contributing factors unable to address with 2023 CCEIS budget

Measurable Outcome	By September 2026, CCEIS Scholars will experience a comprehensive improvement in their educational environment, demonstrated through a 10 percent decrease in suspension/discipline rates, a reduction in behavior referrals by 20 percent, and an increase in school attendance rates by 10 percent.
Indicator(s)/Element(s)	Students with disabilities identified as having an emotional disability and are African American/Black.
Root Causes ¹³	<ol style="list-style-type: none">1. Systemic racism and cultural dissonance result in a culture lacking meaningful student relationships and culturally responsive practices evidenced by explicit and implicit biases.2. Lack of fidelity of discipline policies, procedures, and practices has created a direct pathway to special education.3. Inconsistencies in the Student Support and Progress Team processes result in an inconsistent pre-referral process.4. Lack of consistent interventions and practices for students impacted by trauma.5. Lack of authentic partnership with African American/Black parents and families leading to strained relationships and distrust.

¹³ See Appendix B for additional detail related to data supporting these six root causes.

	6. Lack of cohesive and universal supports to proactively monitor, target, and disrupt disproportionate areas of focus.
Target Populations	<p>Target Population at CCEIS Schools and Universal CCEIS Supports:</p> <ul style="list-style-type: none"> • Student identified as CCEIS Scholar • Student identified as CCEIS Scholar and is a part of the indicator student group

Priority #1: Early Interventions	Dedicated to strengthening early education through targeted interventions and supports, this priority provides a foundation for future academic success and well-being for our youngest CCEIS Scholars.					
Activity	Continuation Key	Staff Responsible for Implementation and Monitoring	Funding/Implementation Timeline	Data Sources/Methods for Evaluating Progress	2023 Funding Sources, Types of Expenditures, and Cohorts Supported	2024 Funding Sources, Types of Expenditures, and Cohorts Supported
Activity 1A: Increase intentional early education-specific interventions for CCEIS Scholars through two Tiers of support, which include Family Fun Playgroups (Tier 1/Universal Supports) and Building Bridges (Tier 2/Targeted Supports), build and implement a continuum of early intervention tools, resources, supports, and data monitoring	EXT	CCEIS Leadership Team School Leadership Team CCSIS School Support Staff Student Health and Human Services/School Mental Health Team Building Bridges Support Staff	2023 CCEIS Funding Through September 2025 2024 CCEIS Funding Through September 2026	Student Participation Logs Student Attendance Data Desired Results Developmental Profile Student Data	1000 Certificated Salaries 2000 Classified Salaries 3000 Employee Benefits 4000 Materials and Supplies 5000 Services and Other Operating Costs	1000 Certificated Salaries 2000 Classified Salaries 3000 Employee Benefits 4000 Materials and Supplies 5000 Services and Other Operating Costs

Priority #1: Early Interventions	Dedicated to strengthening early education through targeted interventions and supports, this priority provides a foundation for future academic success and well-being for our youngest CCEIS Scholars.					
Activity	Continuation Key	Staff Responsible for Implementation and Monitoring	Funding/Implementation Timeline	Data Sources/Methods for Evaluating Progress	2023 Funding Sources, Types of Expenditures, and Cohorts Supported	2024 Funding Sources, Types of Expenditures, and Cohorts Supported
systems to track interventions, behavior referrals, and suspensions at Early Education Centers.		Early Childhood Education Division			Building Bridges Program Materials Early Childhood Content Expert for Building Bridges Programs Cohort A, Cohort C	Building Bridges Program Materials Early Childhood Content Expert for Building Bridges Programs Cohort A, Cohort C
Activity 1B: Building Bridges will provide equity-focused early childhood mental health consultation to families and staff to build the capacity of adults to support children through a collaboration and relationship approach.	ADD	CCEIS Leadership Team School Leadership Team CCEIS School Support Staff Student Health and Human Services/School Mental Health Team Building Bridges Support Staff	2023 CCEIS Funding Through September 2025 2024 CCEIS Funding Through September 2026	Staff Feedback and Evaluations Parent Feedback and Evaluations Welligent Logs to Document Student Supports	1000 Certificated Salaries 2000 Classified Salaries 3000 Employee Benefits 4000 Materials and Supplies 5000 Services and Other Operating Costs	1000 Certificated Salaries 2000 Classified Salaries 3000 Employee Benefits 4000 Materials and Supplies 5000 Services and Other Operating Costs

Priority #1: Early Interventions	Dedicated to strengthening early education through targeted interventions and supports, this priority provides a foundation for future academic success and well-being for our youngest CCEIS Scholars.					
Activity	Continuation Key	Staff Responsible for Implementation and Monitoring	Funding/Implementation Timeline	Data Sources/Methods for Evaluating Progress	2023 Funding Sources, Types of Expenditures, and Cohorts Supported	2024 Funding Sources, Types of Expenditures, and Cohorts Supported
		Behavior Support Team			Building Bridges Program Materials Cohort A, Cohort C	Building Bridges Program Materials Cohort A, Cohort C
Activity 1C: Building Bridges will provide staff consultation on CCEIS Scholars and lead school-wide social emotional learning lessons to ensure consistent implementation of social-emotional supports in the classrooms of CCEIS Scholars.	ADD	CCEIS School Support Staff	2023 CCEIS Funding Through September 2025 2024 CCEIS Funding Through September 2026	Staff Feedback and Evaluations Parent Feedback and Evaluations Welligent Logs to Document Student Supports	1000 Certificated Salaries 2000 Classified Salaries 3000 Employee Benefits 4000 Materials and Supplies 5000 Services and Other Operating Costs 5100 Contract Services 5800 Contract Services	1000 Certificated Salaries 2000 Classified Salaries 3000 Employee Benefits 4000 Materials and Supplies 5000 Services and Other Operating Costs 5100 Contract Services 5800 Contract Services

Priority #1: Early Interventions	Dedicated to strengthening early education through targeted interventions and supports, this priority provides a foundation for future academic success and well-being for our youngest CCEIS Scholars.					
Activity	Continuation Key	Staff Responsible for Implementation and Monitoring	Funding/Implementation Timeline	Data Sources/Methods for Evaluating Progress	2023 Funding Sources, Types of Expenditures, and Cohorts Supported	2024 Funding Sources, Types of Expenditures, and Cohorts Supported
					Building Bridges Program Materials Cohort A, Cohort C	Building Bridges Program Materials Cohort A, Cohort C
Activity 1D: Train and coach staff on pre-referral interventions, socio-emotional learning, support with trauma exposure, sensory integration and regulation, language support, self-care, literacy, family engagement, and usage of diagnostic and screening tools to identify CCEIS Scholars eligibility for targeted interventions in early education.	EXT	CCEIS Leadership Team School Leadership Team CCEIS School Support Staff Student Health and Human Services/School Mental Health Team Building Bridges Support Staff Behavior Support Team	2023 CCEIS Funding Through September 2025 2024 CCEIS Funding Through September 2026	Early Childhood Education Division's Data Management System Desired Results Developmental Profile Student Data	1000 Certificated Salaries 2000 Classified Salaries 3000 Employee Benefits 4000 Materials and Supplies 5100 Contract Services 5800 Contract Services Building Bridges Program Materials	1000 Certificated Salaries 2000 Classified Salaries 3000 Employee Benefits 4000 Materials and Supplies 5100 Contract Services 5800 Contract Services Building Bridges Program Materials

Priority #1: Early Interventions	Dedicated to strengthening early education through targeted interventions and supports, this priority provides a foundation for future academic success and well-being for our youngest CCEIS Scholars.					
Activity	Continuation Key	Staff Responsible for Implementation and Monitoring	Funding/Implementation Timeline	Data Sources/Methods for Evaluating Progress	2023 Funding Sources, Types of Expenditures, and Cohorts Supported	2024 Funding Sources, Types of Expenditures, and Cohorts Supported
					Early Childhood Content Expert for Building Bridges Programs Socio-emotional Supports and Services Cohort A, Cohort C	Early Childhood Content Expert for Building Bridges Programs Socio-emotional Supports and Services Cohort A, Cohort C
Activity 1E: Building Bridges will tailor staff professional development (e.g., Strategies for Enhancing Early Developmental Success, key skills, emotional regulation, behavioral control, executive functioning, etc.), to meet the needs of CCEIS Scholars at CCEIS Early Education Centers and	ADD	CCEIS School Support Staff Student Health and Human Services/School Mental Health Team Building Bridges Support Staff Behavior Support Team Early Childhood Education Division	2023 CCEIS Funding Through September 2025 2024 CCEIS Funding Through September 2026	Staff Sign-ins Staff Feedback and Evaluations Parent Feedback and Evaluations Student Attendance Data	1000 Certificated Salaries 2000 Classified Salaries 3000 Employee Benefits 4000 Materials and Supplies 5100 Contract Services	1000 Certificated Salaries 2000 Classified Salaries 3000 Employee Benefits 4000 Materials and Supplies 5100 Contract Services

Priority #1: Early Interventions	Dedicated to strengthening early education through targeted interventions and supports, this priority provides a foundation for future academic success and well-being for our youngest CCEIS Scholars.					
Activity	Continuation Key	Staff Responsible for Implementation and Monitoring	Funding/Implementation Timeline	Data Sources/Methods for Evaluating Progress	2023 Funding Sources, Types of Expenditures, and Cohorts Supported	2024 Funding Sources, Types of Expenditures, and Cohorts Supported
to strengthen the early childhood staff.				Discipline Referrals Tiered Fidelity Inventory Likert Scale on Student Socio-emotional Well-being	5800 Contract Services Building Bridges Program Materials Early Childhood Content Expert for Building Bridges Programs Socio-emotional Supports and Services Cohort A, Cohort C	5800 Contract Services Building Bridges Program Materials Early Childhood Content Expert for Building Bridges Programs Socio-emotional Supports and Services Cohort A, Cohort C
Activity 1F: Building Bridges will offer parent workshops both virtually and in-person to build the home-school connection, strengthen parent-child attachment, and ensure parents have the tools they need to	ADD	CCEIS School Support Staff Student Health and Human Services/School Mental Health Team Building Bridges Support Staff	2023 CCEIS Funding Through September 2025 2024 CCEIS Funding Through	Parent Sign-ins Staff Feedback and Evaluations Parent Feedback	1000 Certificated Salaries 2000 Classified Salaries 3000 Employee Benefits	1000 Certificated Salaries 2000 Classified Salaries 3000 Employee Benefits

Priority #1: Early Interventions	Dedicated to strengthening early education through targeted interventions and supports, this priority provides a foundation for future academic success and well-being for our youngest CCEIS Scholars.					
Activity	Continuation Key	Staff Responsible for Implementation and Monitoring	Funding/Implementation Timeline	Data Sources/Methods for Evaluating Progress	2023 Funding Sources, Types of Expenditures, and Cohorts Supported	2024 Funding Sources, Types of Expenditures, and Cohorts Supported
support their CCEIS Scholar's development.		Behavior Support Team	September 2026	and Evaluations Discipline Referrals LAUSD's School Experience Survey Data	4000 Materials and Supplies 5100 Contract Services 5800 Contract Services Building Bridges Program Materials Early Childhood Content Expert for Building Bridges Programs Parent Engagement Trainings Cohort A, Cohort C	4000 Materials and Supplies 5100 Contract Services 5800 Contract Services Building Bridges Program Materials Early Childhood Content Expert for Building Bridges Programs Parent Engagement Trainings Cohort A, Cohort C
Activity 1G: Building Bridges will refer and link families and staff to community	ADD	CCEIS School Support Staff	2023 CCEIS Funding Through	Parent Sign-ins	1000 Certificated Salaries	1000 Certificated Salaries

Priority #1: Early Interventions	Dedicated to strengthening early education through targeted interventions and supports, this priority provides a foundation for future academic success and well-being for our youngest CCEIS Scholars.					
Activity	Continuation Key	Staff Responsible for Implementation and Monitoring	Funding/Implementation Timeline	Data Sources/Methods for Evaluating Progress	2023 Funding Sources, Types of Expenditures, and Cohorts Supported	2024 Funding Sources, Types of Expenditures, and Cohorts Supported
resources to remove barriers to learning and support the daily living needs of CCEIS Scholars.		Student Health and Human Services/School Mental Health Team Building Bridges Support Staff Behavior Support Team	September 2025 2024 CCEIS Funding Through September 2026	Staff Feedback and Evaluations Parent Feedback and Evaluations Usage Survey of Community Partners	2000 Classified Salaries 3000 Employee Benefits 4000 Materials and Supplies 5000 Services and Other Operating Costs 5100 Contract Services 5800 Contract Services Building Bridges Program Materials Socio-emotional Supports and Services	2000 Classified Salaries 3000 Employee Benefits 4000 Materials and Supplies 5000 Services and Other Operating Costs 5100 Contract Services 5800 Contract Services Building Bridges Program Materials Socio-emotional Supports and Services

Priority #1: Early Interventions	Dedicated to strengthening early education through targeted interventions and supports, this priority provides a foundation for future academic success and well-being for our youngest CCEIS Scholars.					
Activity	Continuation Key	Staff Responsible for Implementation and Monitoring	Funding/Implementation Timeline	Data Sources/Methods for Evaluating Progress	2023 Funding Sources, Types of Expenditures, and Cohorts Supported	2024 Funding Sources, Types of Expenditures, and Cohorts Supported
					Cohort A, Cohort C	Cohort A, Cohort C
Activity 1H: Building Bridges will work with community partners to offer presentations to parents/staff, collect donations for families in need, and bring resources directly to the Early Education Centers by coordinating community resource fairs and tabling events to support the needs of CCEIS Scholars and their families.	ADD	CCEIS School Support Staff Student Health and Human Services/School Mental Health Team Building Bridges Support Staff Behavior Support Team	2023 CCEIS Funding Through September 2025 2024 CCEIS Funding Through September 2026	Parent Sign-ins Staff Feedback and Evaluations Parent Feedback and Evaluations Usage Survey of Community Partners Stories from Parents of Impact	1000 Certificated Salaries 2000 Classified Salaries 3000 Employee Benefits 4000 Materials and Supplies 5000 Services and Other Operating Costs 5100 Contract Services 5800 Contract Services Building Bridges Program Materials	1000 Certificated Salaries 2000 Classified Salaries 3000 Employee Benefits 4000 Materials and Supplies 5000 Services and Other Operating Costs 5100 Contract Services 5800 Contract Services Building Bridges Program Materials

Priority #1: Early Interventions	Dedicated to strengthening early education through targeted interventions and supports, this priority provides a foundation for future academic success and well-being for our youngest CCEIS Scholars.					
Activity	Continuation Key	Staff Responsible for Implementation and Monitoring	Funding/Implementation Timeline	Data Sources/Methods for Evaluating Progress	2023 Funding Sources, Types of Expenditures, and Cohorts Supported	2024 Funding Sources, Types of Expenditures, and Cohorts Supported
					Early Childhood Content Expert for Building Bridges Programs Parent/Family Collaborative Group General Supplies Socio-emotional Supports and Services Cohort A, Cohort C	Early Childhood Content Expert for Building Bridges Programs Parent/Family Collaborative Group General Supplies Socio-emotional Supports and Services Cohort A, Cohort C

Priority #2: UTK-12th Grade Student Supports	Focusing on improving academic literacy and behavioral supports across all grades, this priority provides robust literacy and behavioral interventions, social emotional supports, and tutoring to improve the academic outcomes of our CCEIS Scholars.					
Activity	Continuation Key	Staff Responsible for Implementation and Monitoring	Funding/Implementation Timeline	Data Sources/Methods for Evaluating Progress	2023 Funding Sources, Types of Expenditures, and Cohorts Supported	2024 Funding Sources, Types of Expenditures, and Cohorts Supported
Activity 2A: Develop and implement a tiering system for	EXT	CCEIS Leadership Team	2023 CCEIS Funding Through	Student Surveys	1000 Certificated Salaries	1000 Certificated Salaries

Priority #2: UTK-12th Grade Student Supports	Focusing on improving academic literacy and behavioral supports across all grades, this priority provides robust literacy and behavioral interventions, social emotional supports, and tutoring to improve the academic outcomes of our CCEIS Scholars.					
Activity	Continuation Key	Staff Responsible for Implementation and Monitoring	Funding/ Implementa tion Timeline	Data Sources/ Methods for Evaluating Progress	2023 Funding Sources, Types of Expenditures, and Cohorts Supported	2024 Funding Sources, Types of Expenditures, and Cohorts Supported
CCEIS Scholars based on individual student data (i.e., suspension, office referral, and attendance) that is reviewed monthly for assigning intentional support and resource alignment to ensure that there is differentiation of support based on the individual needs of each student.		School Leadership Team CCEIS School Support Staff CCEIS Restorative Justice Teachers Behavior Support Team Black Student Achievement Plan Team	September 2025 2024 CCEIS Funding Through September 2026	CCEIS Scholars Individual Learning Plans Student Support and Progress Team Data Student Intervention Data Student Referral Data Welligent Logs to Document Student Supports	3000 Employee Benefits 4000 Materials and Supplies CCEIS School Support Staff Supplies and Materials Cohort A, Cohort D, Cohort E, Cohort F	3000 Employee Benefits 4000 Materials and Supplies CCEIS School Support Staff Supplies and Materials Cohort A, Cohort D, Cohort E, Cohort F
Activity 2B: Develop and utilize an individual learning	EXT	CCEIS School Support Staff	2023 CCEIS Funding	CCEIS Core Implementati	1000 Certificated Salaries	1000 Certificated Salaries

Priority #2: UTK-12th Grade Student Supports	Focusing on improving academic literacy and behavioral supports across all grades, this priority provides robust literacy and behavioral interventions, social emotional supports, and tutoring to improve the academic outcomes of our CCEIS Scholars.					
Activity	Continuation Key	Staff Responsible for Implementation and Monitoring	Funding/ Implementa tion Timeline	Data Sources/ Methods for Evaluating Progress	2023 Funding Sources, Types of Expenditures, and Cohorts Supported	2024 Funding Sources, Types of Expenditures, and Cohorts Supported
plan template to document individual needs and interventions for CCEIS Scholars with use during targeted CCEIS supports (e.g., Accelerated Learning Academies, Building Bridges, etc.).		Accelerated Learning Academies Staff CCEIS Restorative Justice Teachers Behavior Support Team	Through June 2025 2024 CCEIS Funding Through June 2026	on Team Meeting Notes CCEIS Scholars Individual Learning Plans	3000 Employee Benefits 4000 Materials and Supplies CCEIS School Support Staff Supplies and Materials Cohort A, Cohort D, Cohort E, Cohort F	3000 Employee Benefits 4000 Materials and Supplies CCEIS School Support Staff Supplies and Materials Cohort A, Cohort D, Cohort E, Cohort F
Activity 2C: Increase robust literacy interventions for CCEIS Scholars at CCEIS schools through training of CCEIS school staff in approaches in research-based literacy strategies, implementing such strategies through	EXT	CCEIS Leadership Team CCEIS School Support Staff School Leadership Team	2023 CCEIS Funding Through June 2025 2024 CCEIS Funding Through June 2026	Accelerated Learning Academies Pre- and Post-assessment Student Data Accelerated Learning Academies	1000 Certificated Salaries 3000 Employee Benefits 4000 Materials and Supplies 5100 Contract Services	1000 Certificated Salaries 3000 Employee Benefits 4000 Materials and Supplies 5100 Contract Services

Priority #2: UTK-12th Grade Student Supports	Focusing on improving academic literacy and behavioral supports across all grades, this priority provides robust literacy and behavioral interventions, social emotional supports, and tutoring to improve the academic outcomes of our CCEIS Scholars.					
Activity	Continuation Key	Staff Responsible for Implementation and Monitoring	Funding/ Implementa tion Timeline	Data Sources/ Methods for Evaluating Progress	2023 Funding Sources, Types of Expenditures, and Cohorts Supported	2024 Funding Sources, Types of Expenditures, and Cohorts Supported
school-wide coaching, expanding the work of the Accelerated Learning Academies, and providing student-specific tutoring.		Accelerated Learning Academies Staff		Student Rosters DIBELS and iReady Data Student Attendance Data	5800 Contract Services CCEIS School Support Staff Supplies and Materials Materials for Accelerated Learning Academies Continued literacy licenses at CCEIS schools Reading Program Supports and Services Tutoring and Mentoring Groups	5800 Contract Services CCEIS School Support Staff Supplies and Materials Materials for Accelerated Learning Academies Continued literacy licenses at CCEIS schools Reading Program Supports and Services Tutoring and Mentoring Groups Cohort A, Cohort D, Cohort E, Cohort F

Priority #2: UTK-12th Grade Student Supports	Focusing on improving academic literacy and behavioral supports across all grades, this priority provides robust literacy and behavioral interventions, social emotional supports, and tutoring to improve the academic outcomes of our CCEIS Scholars.					
Activity	Continuation Key	Staff Responsible for Implementation and Monitoring	Funding/ Implementa tion Timeline	Data Sources/ Methods for Evaluating Progress	2023 Funding Sources, Types of Expenditures, and Cohorts Supported	2024 Funding Sources, Types of Expenditures, and Cohorts Supported
					Cohort A, Cohort D, Cohort E, Cohort F	
Activity 2D: Implement the LAUSD Discipline Foundation Policy with fidelity (i.e., completion of the Tiered Fidelity Inventory, technical assistance, and professional development) to ensure that there are structures and systems in place for CCEIS Scholars to develop a sense of belonging and school community, to increase student attendance.	EXT	CCEIS Leadership Team School Leadership Team CCEIS School Support Staff School Staff CCEIS Restorative Justice Teachers Behavior Support Team Student Health and Human Services/School	2023 CCEIS Funding Through June 2025 2024 CCEIS Funding Through June 2026	Tiered Fidelity Inventory Data Professional Development Logs Attendance Data Student Discipline Data LAUSD's School Experience Survey Data CCEIS Scholar Surveys	1000 Certificated Salaries 2000 Classified Salaries 3000 Employee Benefits 4000 Materials and Supplies CCEIS School Support Staff Supplies and Materials Materials for Menu of Options for CCEIS Schools and CCEIS Scholars	1000 Certificated Salaries 2000 Classified Salaries 3000 Employee Benefits 4000 Materials and Supplies CCEIS School Support Staff Supplies and Materials Materials for Menu of Options for CCEIS Schools and CCEIS Scholars

Priority #2: UTK-12th Grade Student Supports	Focusing on improving academic literacy and behavioral supports across all grades, this priority provides robust literacy and behavioral interventions, social emotional supports, and tutoring to improve the academic outcomes of our CCEIS Scholars.					
Activity	Continuation Key	Staff Responsible for Implementation and Monitoring	Funding/ Implementa tion Timeline	Data Sources/ Methods for Evaluating Progress	2023 Funding Sources, Types of Expenditures, and Cohorts Supported	2024 Funding Sources, Types of Expenditures, and Cohorts Supported
		Mental Health Team		CCEIS Scholar Grades and Transcripts	Cohort A, Cohort B, Cohort C, Cohort D, Cohort E, Cohort F	Cohort A, Cohort D, Cohort E, Cohort F

Priority #3: Student Engagement and Well-being	This priority focuses on activities that enhance CCEIS Scholar engagement, well-being, and educational experiences through positive behavior interventions, restorative practices, and culturally and linguistically responsive instruction.					
Activity	Continuation Key	Staff Responsible for Implementation and Monitoring	Funding/ Implementat ion Timeline	Data Sources/ Methods for Evaluating Progress	2023 Funding Sources, Types of Expenditures, and Cohorts Supported	2024 Funding Sources, Types of Expenditures, and Cohorts Supported
Activity 3A: Increase access to positive behavior intervention supports and restorative practices by offering enriching extracurricular and curricular opportunities, such as field trips, opportunities for advanced placement coursework, and	EXT	CCEIS Leadership Team School Leadership Team CCEIS School Support Staff Division of Instruction	2023 CCEIS Funding Through September 2025 2024 CCEIS Funding Through September 2026	Student Support and Progress Team Data Student-specific and School- based Attendance Data Student Discipline Data	1000 Certificated Salaries 2000 Classified Salaries 3000 Employee Benefits 4000 Materials and Supplies	1000 Certificated Salaries 2000 Classified Salaries 3000 Employee Benefits 4000 Materials and Supplies

Priority #3: Student Engagement and Well-being	This priority focuses on activities that enhance CCEIS Scholar engagement, well-being, and educational experiences through positive behavior interventions, restorative practices, and culturally and linguistically responsive instruction.					
Activity	Continuation Key	Staff Responsible for Implementation and Monitoring	Funding/ Implementat ion Timeline	Data Sources/ Methods for Evaluating Progress	2023 Funding Sources, Types of Expenditures, and Cohorts Supported	2024 Funding Sources, Types of Expenditures, and Cohorts Supported
culturally and linguistically responsive instruction to support student engagement and alternatives to behavior referrals, suspensions, and expulsions.		<p>School Health and Human Services/School Mental Health Team</p> <p>Building Bridges Support Staff</p> <p>CCEIS Restorative Justice Teachers</p> <p>Black Student Achievement Plan Team</p>		<p>Participation Data</p> <p>Tiered Fidelity Inventory Data</p> <p>Student Focus Groups and Surveys</p> <p>Student Transcripts</p>	<p>CCEIS School Support Staff Supplies and Materials</p> <p>Materials for Menu of Options for CCEIS Schools and CCEIS Scholars</p> <p>Culturally Linguistically Responsive Materials for CCEIS Schools and CCEIS Scholars</p> <p>Cohort A, Cohort C, Cohort D, Cohort E, Cohort F</p>	<p>CCEIS School Support Staff Supplies and Materials</p> <p>Materials for Menu of Options for CCEIS Schools and CCEIS Scholars</p> <p>Culturally Linguistically Responsive Materials for CCEIS Schools and CCEIS Scholars</p> <p>Cohort A, Cohort C, Cohort D, Cohort E, Cohort F</p>

Priority #3: Student Engagement and Well-being	This priority focuses on activities that enhance CCEIS Scholar engagement, well-being, and educational experiences through positive behavior interventions, restorative practices, and culturally and linguistically responsive instruction.					
Activity	Continuation Key	Staff Responsible for Implementation and Monitoring	Funding/ Implementat ion Timeline	Data Sources/ Methods for Evaluating Progress	2023 Funding Sources, Types of Expenditures, and Cohorts Supported	2024 Funding Sources, Types of Expenditures, and Cohorts Supported
Activity 3B: Support the engagement with CCEIS Scholars to collect student voices and create "Vision Stories" about their educational experiences, including their truths, stories, and cultural identities, and suggestions for how to improve their academic and schooling experience to ensure that the school perspective is aligned to the student experience and supported by data.	EXT	CCEIS Leadership Team CCEIS School Support Staff CCEIS Restorative Justice Teachers	2023 CCEIS Funding Through September 2025 2024 CCEIS Funding Through September 2026	Student Interviews and Focus Groups Student Participation Data	1000 Certificated Salaries 3000 Employee Benefits 4000 Materials and Supplies CCEIS School Support Staff Supplies and Materials Culturally Linguistically Responsive Materials for CCEIS Schools Cohort A, Cohort C, Cohort D, Cohort E, Cohort F	1000 Certificated Salaries 3000 Employee Benefits 4000 Materials and Supplies CCEIS School Support Staff Supplies and Materials Culturally Linguistically Responsive Materials for CCEIS Schools Cohort A, Cohort C, Cohort D, Cohort E, Cohort F

Priority #3: Student Engagement and Well-being	This priority focuses on activities that enhance CCEIS Scholar engagement, well-being, and educational experiences through positive behavior interventions, restorative practices, and culturally and linguistically responsive instruction.					
Activity	Continuation Key	Staff Responsible for Implementation and Monitoring	Funding/ Implementat ion Timeline	Data Sources/ Methods for Evaluating Progress	2023 Funding Sources, Types of Expenditures, and Cohorts Supported	2024 Funding Sources, Types of Expenditures, and Cohorts Supported
Activity 3C: Increase access to high-quality supplementary socio-emotional learning programs and expand and train CCEIS schools on building trauma-informed and healing environments that are school-wide (e.g., calming corners, school-based training, coaching, etc.).	EXT	CCEIS Leadership Team School Leadership Team CCEIS School Support Staff CCEIS Restorative Justice Teachers School Health and Human Services/School Mental Health Team	2023 CCEIS Funding Through September 2025 2024 CCEIS Funding Through September 2026	Pre- and Post-training Evaluations Meeting Agendas Staff Sign-ins Social Emotional Learning Curriculum Data Student Attendance Data Student Discipline Data	1000 Certificated Salaries 3000 Employee Benefits 4000 Materials and Supplies 5100 Contract Services 5800 Contract Services Ripple Effects, Kimochis, Feeling Friends, Second Step Maintenance Materials for Calming Corners	1000 Certificated Salaries 3000 Employee Benefits 4000 Materials and Supplies 5100 Contract Services 5800 Contract Services Ripple Effects, Kimochis, Feeling Friends, Second Step Maintenance Materials for Calming Corners

Priority #3: Student Engagement and Well-being	This priority focuses on activities that enhance CCEIS Scholar engagement, well-being, and educational experiences through positive behavior interventions, restorative practices, and culturally and linguistically responsive instruction.					
Activity	Continuation Key	Staff Responsible for Implementation and Monitoring	Funding/ Implementat ion Timeline	Data Sources/ Methods for Evaluating Progress	2023 Funding Sources, Types of Expenditures, and Cohorts Supported	2024 Funding Sources, Types of Expenditures, and Cohorts Supported
					Continued Socio-emotional Learning CCEIS School Licenses CCEIS School Support Staff Supplies and Materials Socio-emotional Supports and Services Cohort A, Cohort B, Cohort C, Cohort D, Cohort E, Cohort F	Continued Socio-emotional Learning CCEIS School Licenses CCEIS School Support Staff Supplies and Materials Socio-emotional Supports and Services Cohort A, Cohort B, Cohort C, Cohort D, Cohort E, Cohort F
Activity 3D: Through data collection of school visits using a classroom observation tool for socio- emotional learning competencies, training	MOD	CCEIS Leadership Team School Leadership Team	2023 CCEIS Funding Through June 2025 2024 CCEIS Funding	Staff Sign-ins Meeting Agendas Presentations	1000 Certificated Salaries 3000 Employee Benefits	1000 Certificated Salaries 3000 Employee Benefits

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Activity	Continuation Key	Staff Responsible for Implementation and Monitoring	Funding/ Implementat ion Timeline	Data Sources/ Methods for Evaluating Progress	2023 Funding Sources, Types of Expenditures, and Cohorts Supported	2024 Funding Sources, Types of Expenditures, and Cohorts Supported
and coaching will be delivered to improve school-wide culture and stakeholder strategies.		CCEIS School Support Staff Accelerated Learning Academies Staff Student Health and Human Services Team/School Mental Health Team CCEIS Restorative Justice Teachers Building Bridges Support Staff	Through June 2026	Observation/ Checklist Data Welligent Logs to Document Student Supports Student Surveys Student Discipline Data	4000 Materials and Supplies 5000 Services and Other Operating Costs CCEIS School Support Staff Supplies and Materials Materials for Menu of Options for CCEIS Schools and CCEIS Scholars Cohort A, Cohort B, Cohort C, Cohort D, Cohort E, Cohort F	4000 Materials and Supplies 5000 Services and Other Operating Costs CCEIS School Support Staff Supplies and Materials Materials for Menu of Options for CCEIS Schools and CCEIS Scholars Cohort A, Cohort B, Cohort C, Cohort D, Cohort E, Cohort F

Priority #3: Student Engagement and Well-being	This priority focuses on activities that enhance CCEIS Scholar engagement, well-being, and educational experiences through positive behavior interventions, restorative practices, and culturally and linguistically responsive instruction.					
Activity	Continuation Key	Staff Responsible for Implementation and Monitoring	Funding/ Implementat ion Timeline	Data Sources/ Methods for Evaluating Progress	2023 Funding Sources, Types of Expenditures, and Cohorts Supported	2024 Funding Sources, Types of Expenditures, and Cohorts Supported
		Black Student Achievement Plan Team				
Activity 3E: CCEIS school support staff will engage in ongoing data dialogues with school leadership teams at CCEIS schools to identify potential students, not previously identified as CCEIS Scholars, that might qualify as a CCEIS Scholar by ensuring: 1) Student has a Student Support and Progress Team meeting for attendance, trauma, and/or literacy, with at least two cycles of progress monitoring and, 2) student has a documented area of	EXT	CCEIS Leadership Team School Leadership Team CCEIS School Support Staff Accelerated Learning Academies Staff Behavior Support Team	2023 CCEIS Funding Through June 2025 2024 CCEIS Funding Through June 2026	Student Data from Dialogues Student Support and Progress Team Data CCEIS Core Implementation Team Meeting Agendas Student Data	1000 Certificated Salaries 3000 Employee Benefits Cohort A, Cohort B, Cohort C, Cohort D, Cohort E, Cohort F	1000 Certificated Salaries 3000 Employee Benefits Cohort A, Cohort B, Cohort C, Cohort D, Cohort E, Cohort F

Priority #3: Student Engagement and Well-being	This priority focuses on activities that enhance CCEIS Scholar engagement, well-being, and educational experiences through positive behavior interventions, restorative practices, and culturally and linguistically responsive instruction.					
Activity	Continuation Key	Staff Responsible for Implementation and Monitoring	Funding/ Implementat ion Timeline	Data Sources/ Methods for Evaluating Progress	2023 Funding Sources, Types of Expenditures, and Cohorts Supported	2024 Funding Sources, Types of Expenditures, and Cohorts Supported
need in social, emotional, and/or behavior support.						
Activity 3F: CCEIS school support staff will serve as additional members of the school Positive Behavioral Interventions and Supports/Restorative Practices team to identify specific strategies that ensure the unique needs of CCEIS Scholars are considered and addressed during regularly scheduled Positive Behavioral Interventions and Supports/Restorative Practices team meetings when reviewing school-wide and student data (i.e.,	EXT	CCEIS Leadership Team School Leadership Team CCEIS School Support Staff Accelerated Learning Academies Staff CCEIS Restorative Justice Teachers School Staff	2023 CCEIS Funding Through September 2025 2024 CCEIS Funding Through September 2025 2023 CCEIS Funding Through September 2025 2024 CCEIS Funding Through September 2026	Staff Sign-ins Meeting Agendas Presentations Welligent Logs to Document Student Supports Student Attendance Data Student Discipline Data	1000 Certificated Salaries 2000 Classified Salaries 3000 Employee Benefits Cohort A, Cohort D, Cohort E, Cohort F	1000 Certificated Salaries 2000 Classified Salaries 3000 Employee Benefits Cohort A, Cohort D, Cohort E, Cohort F

Priority #3: Student Engagement and Well-being	This priority focuses on activities that enhance CCEIS Scholar engagement, well-being, and educational experiences through positive behavior interventions, restorative practices, and culturally and linguistically responsive instruction.					
Activity	Continuation Key	Staff Responsible for Implementation and Monitoring	Funding/ Implementat ion Timeline	Data Sources/ Methods for Evaluating Progress	2023 Funding Sources, Types of Expenditures, and Cohorts Supported	2024 Funding Sources, Types of Expenditures, and Cohorts Supported
Tiered Fidelity Inventory, monthly suspension, Student Support and Progress Team data, office discipline referrals, attendance), plans for stakeholder engagement, and identification and implementation of school-wide procedures to address equity and disproportionality.		School Health and Human Services/School Mental Health Team				
Activity 3G: Using the Behavior Skills Training Model (Instruct, Model, Rehearse, Feedback) within the Multi-Tiered Systems of Support framework, equip school teams with the knowledge and skills to integrate behavior	ADD	CCEIS Leadership Team School Leadership Team CCEIS School Support Staff	2023 CCEIS Funding Through June 2025 2024 CCEIS Funding Through June 2026	Student Data from Dialogues Student Support and Progress Team Data	1000 Certificated Salaries 2000 Classified Salaries 3000 Employee Benefits	1000 Certificated Salaries 2000 Classified Salaries 3000 Employee Benefits

Priority #3: Student Engagement and Well-being	This priority focuses on activities that enhance CCEIS Scholar engagement, well-being, and educational experiences through positive behavior interventions, restorative practices, and culturally and linguistically responsive instruction.					
Activity	Continuation Key	Staff Responsible for Implementation and Monitoring	Funding/ Implementat ion Timeline	Data Sources/ Methods for Evaluating Progress	2023 Funding Sources, Types of Expenditures, and Cohorts Supported	2024 Funding Sources, Types of Expenditures, and Cohorts Supported
support recommendations into Student Support and Progress Teams.		Behavior Support Team			4000 Materials and Supplies CCEIS School Support Staff Supplies and Materials Materials for Menu of Options for CCEIS Schools and CCEIS Scholars Socio-emotional Supports and Services Cohort A, Cohort D, Cohort E, Cohort F	4000 Materials and Supplies CCEIS School Support Staff Supplies and Materials Materials for Menu of Options for CCEIS Schools and CCEIS Scholars Socio-emotional Supports and Services Cohort A, Cohort D, Cohort E, Cohort F

Priority #4: Family and Community Engagement	This priority increases family and community involvement in the educational lives of CCEIS Scholars, empowering parents to ensure that family voices are included in decision-making.					
Activity	Continuation Key	Staff Responsible for Implementation and Monitoring	Funding/ Implementa tion Timeline	Data Sources/ Methods for Evaluating Progress	2023 Funding Sources, Types of Expenditures, and Cohorts Supported	2024 Funding Sources, Types of Expenditures, and Cohorts Supported
Activity 4A: Continue the work of CCEIS Family Leaders across all regions with CCEIS schools through ongoing meetings of CCEIS Family Leaders, delivery of training, development of resources, conference attendance, building a space for providing feedback on CCEIS Action Plans, and focusing on the issues that impact access and success gaps, of CCEIS Scholars, to ensure diversity of family voices are included in all CCEIS forums to empower parents to support their child in building a sense of belonging.	EXT	CCEIS Leadership Team CCEIS School Support Staff CCEIS Parent Family Specialist CCEIS Parent Family Coaches	2023 CCEIS Funding Through September 2025 2024 CCEIS Funding Through September 2026	Meeting Agendas Post-meeting Surveys Promotional Materials Membership List Staff Sign-ins Meeting Agendas Parent Surveys Parent Focus Groups Parent Interviews	1000 Certificated Salaries 2000 Classified Salaries 3000 Employee Benefits 4000 Materials and Supplies Parent Engagement Trainings Parent/Family Collaborative Group General Supplies CCEIS School Support Staff Supplies and Materials	1000 Certificated Salaries 2000 Classified Salaries 3000 Employee Benefits 4000 Materials and Supplies Parent Engagement Trainings Parent/Family Collaborative Group General Supplies CCEIS School Support Staff Supplies and Materials

Priority #4: Family and Community Engagement	This priority increases family and community involvement in the educational lives of CCEIS Scholars, empowering parents to ensure that family voices are included in decision-making.					
Activity	Continuation Key	Staff Responsible for Implementation and Monitoring	Funding/ Implementa tion Timeline	Data Sources/ Methods for Evaluating Progress	2023 Funding Sources, Types of Expenditures, and Cohorts Supported	2024 Funding Sources, Types of Expenditures, and Cohorts Supported
				Student Attendance Data Student Discipline Data Student Surveys LAUSD's School Experience Survey Data	Cohort A, Cohort C, Cohort D, Cohort E, Cohort F	Cohort A, Cohort C, Cohort D, Cohort E, Cohort F
Activity 4B: Deliver workshops for parents/families of CCEIS Scholars related to literacy, mental health supports, and CCEIS-aligned activities that support the home-to-school connections.	EXT	CCEIS Literacy Specialist CCEIS School Support Staff Accelerated Learning Academies Staff Student Health and Human Services/School	2023 CCEIS Funding Through June 2025 2024 CCEIS Funding Through June 2026	Family Participation Data Meeting Agendas Parent Surveys Student Attendance Data	1000 Certificated Salaries 3000 Employee Benefits 4000 Materials and Supplies 5000 Services and Other Operating Costs	1000 Certificated Salaries 3000 Employee Benefits 4000 Materials and Supplies 5000 Services and Other Operating Costs

Priority #4: Family and Community Engagement	This priority increases family and community involvement in the educational lives of CCEIS Scholars, empowering parents to ensure that family voices are included in decision-making.					
Activity	Continuation Key	Staff Responsible for Implementation and Monitoring	Funding/ Implementa tion Timeline	Data Sources/ Methods for Evaluating Progress	2023 Funding Sources, Types of Expenditures, and Cohorts Supported	2024 Funding Sources, Types of Expenditures, and Cohorts Supported
		Mental Health Team CCEIS Restorative Justice Teachers Building Bridges Support Staff Region Family and Community Engagement Team Office of Student, Family and Community Engagement Team Pupil Service and Attendance Counselors		Student Discipline Data Student Surveys LAUSD's School Experience Survey Data	Parent Engagement Trainings Parent/Family Collaborative Group General Supplies CCEIS School Support Staff Supplies and Materials Cohort A, Cohort C, Cohort D, Cohort E, Cohort F	Parent Engagement Trainings Parent/Family Collaborative Group General Supplies CCEIS School Support Staff Supplies and Materials Cohort A, Cohort C, Cohort D, Cohort E, Cohort F

Priority #4: Family and Community Engagement	This priority increases family and community involvement in the educational lives of CCEIS Scholars, empowering parents to ensure that family voices are included in decision-making.					
Activity	Continuation Key	Staff Responsible for Implementation and Monitoring	Funding/ Implementa tion Timeline	Data Sources/ Methods for Evaluating Progress	2023 Funding Sources, Types of Expenditures, and Cohorts Supported	2024 Funding Sources, Types of Expenditures, and Cohorts Supported
		Black Student Achievement Plan Team				
Activity 4C: Plan and convene events (e.g. conferences, summits, etc.) that support the ongoing development and capacity of families to navigate the home to school connection around socio-emotional learning, literacy, and trauma-informed resources and supports; to support the increase of parent participation and involvement at CCEIS schools.	EXT	CCEIS Leadership Team CCEIS School Support Staff Accelerated Learning Academies Staff CCEIS Parent Family Specialist CCEIS Parent Family Coach	2023 CCEIS Funding Through September 2025 2024 CCEIS Funding Through September 2026	Parent Feedback and Evaluations Parent Sign-ins Attendance Data Student Discipline Data Student Surveys LAUSD's School Experience Survey Data	1000 Certificated Salaries 3000 Employee Benefits 4000 Materials and Supplies 5800 Contract Services Parent/Family Collaborative Group General Supplies CCEIS School Support Staff Supplies and Materials	1000 Certificated Salaries 3000 Employee Benefits 4000 Materials and Supplies 5800 Contract Services Parent/Family Collaborative Group General Supplies CCEIS School Support Staff Supplies and Materials

Priority #4: Family and Community Engagement	This priority increases family and community involvement in the educational lives of CCEIS Scholars, empowering parents to ensure that family voices are included in decision-making.					
Activity	Continuation Key	Staff Responsible for Implementation and Monitoring	Funding/ Implementa tion Timeline	Data Sources/ Methods for Evaluating Progress	2023 Funding Sources, Types of Expenditures, and Cohorts Supported	2024 Funding Sources, Types of Expenditures, and Cohorts Supported
					Culturally Linguistically Responsive Materials for CCEIS Schools and CCEIS Scholars Cohort A, Cohort C, Cohort D, Cohort E, Cohort F	Culturally Linguistically Responsive Materials for CCEIS Schools and CCEIS Scholars Cohort A, Cohort C, Cohort D, Cohort E, Cohort F
Activity 4D: Deliver early education-based workshops, training, and resources that focus on targeted programming, resources, and coaching support for families of CCEIS Scholars.	MOD	CCEIS School Support Staff Accelerated Learning Academies Staff CCEIS Parent Family Coaches CCEIS Restorative Justice Teachers	2023 CCEIS Funding Through September 2025 2024 CCEIS Funding Through September 2026	Workshop Participation Logs Parent Sign-ins Parent Feedback and Evaluations Assessment Data	1000 Certificated Salaries 3000 Employee Benefits 4000 Materials and Supplies 5800 Contract Services CCEIS School Support Staff	1000 Certificated Salaries 3000 Employee Benefits 4000 Materials and Supplies 5800 Contract Services CCEIS School Support Staff

Priority #4: Family and Community Engagement	This priority increases family and community involvement in the educational lives of CCEIS Scholars, empowering parents to ensure that family voices are included in decision-making.					
Activity	Continuation Key	Staff Responsible for Implementation and Monitoring	Funding/ Implementa tion Timeline	Data Sources/ Methods for Evaluating Progress	2023 Funding Sources, Types of Expenditures, and Cohorts Supported	2024 Funding Sources, Types of Expenditures, and Cohorts Supported
		Building Bridges Support Staff			Supplies and Materials Literacy Materials for Early Education Centers Culturally Linguistically Responsive Materials for CCEIS Schools and CCEIS Scholars Socio-Emotional Supports and Services Cohort A, Cohort C	Supplies and Materials Literacy Materials for Early Education Centers Culturally Linguistically Responsive Materials for CCEIS Schools and CCEIS Scholar Socio-Emotional Supports and Services Cohort A, Cohort C

Priority #5: Professional Development and Staff Training	This priority develops the background, skills, and mindsets of school staff with socio-emotional learning, implicit bias, and culturally responsive pedagogy through professional development and coaching.					
Activity	Continuation Key	Staff Responsible for Implementation and Monitoring	Funding/Implementation Timeline	Data Sources/Methods for Evaluating Progress	2023 Funding Sources, Types of Expenditures, and Cohorts Supported	2024 Funding Sources, Types of Expenditures, and Cohorts Supported
Activity 5A: Provide Implicit Bias and socio-emotional learning training for school administrators, teachers, and paraprofessionals of CCEIS Scholars to build awareness of the impact of how personal belief systems can impact student outcomes.	EXT	CCEIS Leadership Team	2023 CCEIS Funding Through June 2025	Tiered Fidelity Inventory Data	1000 Certificated Salaries	1000 Certificated Salaries
		School Leadership Team		Classroom Observation Data	2000 Classified Salaries	2000 Classified Salaries
		CCEIS School Support Staff	2024 CCEIS Funding Through June 2026	Student Surveys	3000 Employee Benefits	3000 Employee Benefits
		Student Health and Human Services/School Mental Health Team		Student Discipline Data	4000 Materials and Supplies	4000 Materials and Supplies
		CCEIS Restorative Justice Teachers			5100 Contract Services	5100 Contract Services
		Building Bridges Support Staff			5800 Contract Services	5800 Contract Services
					CCEIS School Support Staff Supplies and Materials	CCEIS School Support Staff Supplies and Materials
					Culturally Linguistically	Culturally Linguistically

Priority #5: Professional Development and Staff Training	This priority develops the background, skills, and mindsets of school staff with socio-emotional learning, implicit bias, and culturally responsive pedagogy through professional development and coaching.					
Activity	Continuation Key	Staff Responsible for Implementation and Monitoring	Funding/Implementation Timeline	Data Sources/Methods for Evaluating Progress	2023 Funding Sources, Types of Expenditures, and Cohorts Supported	2024 Funding Sources, Types of Expenditures, and Cohorts Supported
					Responsive Materials for CCEIS Schools and CCEIS Scholars Socio-emotional Supports and Services Cohort A, Cohort B, Cohort C, Cohort D, Cohort E, Cohort F	Responsive Materials for CCEIS Schools and CCEIS Scholars Socio-emotional Supports and Services Cohort A, Cohort B, Cohort C, Cohort D, Cohort E, Cohort F
Activity 5B: Deliver trauma-resilient and informed professional development to stakeholders and leadership teams that expand upon understanding implicit bias and socio-emotional learning to ensure	EXT	CCEIS Leadership Team School Leadership Team CCEIS School Support Staff CCEIS Restorative Justice Teachers	2023 CCEIS Funding Through June 2025 2024 CCEIS Funding Through June 2026	Sign-ins Meeting Agendas Presentations Welligent Logs to Document Student Supports	1000 Certificated Salaries 2000 Classified Salaries 3000 Employee Benefits 5100 Contract Services	1000 Certificated Salaries 2000 Classified Salaries 3000 Employee Benefits 5100 Contract Services

Priority #5: Professional Development and Staff Training	This priority develops the background, skills, and mindsets of school staff with socio-emotional learning, implicit bias, and culturally responsive pedagogy through professional development and coaching.					
Activity	Continuation Key	Staff Responsible for Implementation and Monitoring	Funding/Implementation Timeline	Data Sources/Methods for Evaluating Progress	2023 Funding Sources, Types of Expenditures, and Cohorts Supported	2024 Funding Sources, Types of Expenditures, and Cohorts Supported
Culturally and Linguistically Responsive practices are implemented in an Anti-Bias and Anti-Racist learning environment school-wide.		<p>Accelerated Learning Academies Staff</p> <p>Student Health and Human Services/Mental Health Team</p> <p>Building Bridges Support Staff</p> <p>Black Student Achievement Plan Team</p>		<p>Student Attendance Data</p> <p>Student Discipline Data</p>	<p>5800 Contract Services</p> <p>Socio-Emotional Supports and Services</p> <p>Culturally Linguistically Responsive Materials for CCEIS Schools and CCEIS Scholars</p> <p>Professional Development in Race, Equity, Anti-racism, Anti-bias, and Culturally-linguistically Responsive Practices</p>	<p>5800 Contract Services</p> <p>Socio-Emotional Supports and Services</p> <p>Culturally Linguistically Responsive Materials for CCEIS Schools and CCEIS Scholars</p> <p>Professional Development in Race, Equity, Anti-racism, Anti-bias, and Culturally-linguistically Responsive Practices</p>

Priority #5: Professional Development and Staff Training	This priority develops the background, skills, and mindsets of school staff with socio-emotional learning, implicit bias, and culturally responsive pedagogy through professional development and coaching.					
Activity	Continuation Key	Staff Responsible for Implementation and Monitoring	Funding/Implementation Timeline	Data Sources/Methods for Evaluating Progress	2023 Funding Sources, Types of Expenditures, and Cohorts Supported	2024 Funding Sources, Types of Expenditures, and Cohorts Supported
					Cohort A, Cohort B, Cohort C, Cohort D, Cohort E, Cohort F	Cohort A, Cohort B, Cohort C, Cohort D, Cohort E, Cohort F
Activity 5C: Expand anti-bias, anti-racist, and inclusive school environments and classroom ecologies through the provision of professional development and coaching workshops that build the capacity of school staff for culturally responsive classroom/learning environments.	MOD	CCEIS Leadership Team School Leadership Team CCEIS School Support Staff Accelerated Learning Academies Staff CCEIS Restorative Justice Teachers Behavior Support Team	2023 CCEIS Funding Through September 2025 2024 CCEIS Funding Through September 2026	Staff Sign-ins Meeting Agendas Presentations Welligent Logs to Document Student Supports Student Attendance Data Student Discipline Data	1000 Certificated Salaries 2000 Classified Salaries 4000 Materials and Supplies 5000 Services and Other Operating Costs Materials for Joyful Classrooms and Positive Classroom Ecologies	1000 Certificated Salaries 2000 Classified Salaries 4000 Materials and Supplies 5000 Services and Other Operating Costs Materials for Joyful Classrooms and Positive Classroom Ecologies

Priority #5: Professional Development and Staff Training	This priority develops the background, skills, and mindsets of school staff with socio-emotional learning, implicit bias, and culturally responsive pedagogy through professional development and coaching.					
Activity	Continuation Key	Staff Responsible for Implementation and Monitoring	Funding/Implementation Timeline	Data Sources/Methods for Evaluating Progress	2023 Funding Sources, Types of Expenditures, and Cohorts Supported	2024 Funding Sources, Types of Expenditures, and Cohorts Supported
		Student Health and Human Services/Mental Health Team Building Bridges Support Staff Black Student Achievement Plan Team			Training Rate for Professional Development Classified Staff for After and/or Saturday Trainings CCEIS School Support Staff Supplies and Materials Culturally Linguistically Responsive Materials for CCEIS Schools and CCEIS Scholars Socio-emotional Supports and Services	Training Rate for Professional Development Classified Staff for After and/or Saturday Trainings CCEIS School Support Staff Supplies and Materials Culturally Linguistically Responsive Materials for CCEIS Schools and CCEIS Scholars Socio-emotional Supports and Services

Priority #5: Professional Development and Staff Training	This priority develops the background, skills, and mindsets of school staff with socio-emotional learning, implicit bias, and culturally responsive pedagogy through professional development and coaching.					
Activity	Continuation Key	Staff Responsible for Implementation and Monitoring	Funding/Implementation Timeline	Data Sources/Methods for Evaluating Progress	2023 Funding Sources, Types of Expenditures, and Cohorts Supported	2024 Funding Sources, Types of Expenditures, and Cohorts Supported
					Cohort A, Cohort C, Cohort D, Cohort E, Cohort F	Cohort A, Cohort C, Cohort D, Cohort E, Cohort F
Activity 5D: Collect and analyze data to identify disparities in CCEIS Scholar success rates and utilize findings to provide detailed recommendations, feedback, and targeted and function-based training on de-escalation techniques and self-regulation strategies, which will enhance the implementation of behavioral support systems.	ADD	CCEIS Leadership Team CCEIS School Support Staff Student Health and Human Services/Mental Health Teams Building Bridges Support Staff Behavior Support Team	2023 CCEIS Funding Through September 2025 2024 CCEIS Funding Through September 2026	Student Academic Data Student Discipline Data Assessment Data Attendance Data Staff Feedback and Evaluations	1000 Certificated Salaries 3000 Employee Benefits 4000 Materials and Supplies CCEIS School Support Staff Supplies and Materials Culturally Linguistically Responsive Materials for CCEIS Schools and CCEIS Scholars	1000 Certificated Salaries 3000 Employee Benefits 4000 Materials and Supplies CCEIS School Support Staff Supplies and Materials Culturally Linguistically Responsive Materials for CCEIS Schools and CCEIS Scholars

Priority #5: Professional Development and Staff Training	This priority develops the background, skills, and mindsets of school staff with socio-emotional learning, implicit bias, and culturally responsive pedagogy through professional development and coaching.					
Activity	Continuation Key	Staff Responsible for Implementation and Monitoring	Funding/Implementation Timeline	Data Sources/Methods for Evaluating Progress	2023 Funding Sources, Types of Expenditures, and Cohorts Supported	2024 Funding Sources, Types of Expenditures, and Cohorts Supported
					Socio-emotional Supports and Services Cohort A, Cohort B, Cohort C, Cohort D, Cohort E, Cohort F	Socio-emotional Supports and Services Cohort A, Cohort B, Cohort C, Cohort D, Cohort E, Cohort F
Activity 5E: Train and coach on building trauma-informed, healing school-wide environments/spaces. -Student access and intervention support will be documented and monitored through a school-wide tracking system.	MOD	CCEIS Leadership Team CCEIS School Support Staff CCEIS Restorative Justice Teachers Behavior Support Team Senior Fiscal Specialist	2023 CCEIS Funding Through September 2025 2024 CCEIS Funding Through September 2026	Attendance Data Student Discipline Data Student Surveys LAUSD School Experience Survey Student Support and Progress Team Data	1000 Certificated Salaries 2000 Classified Salaries 3000 Employee Benefits 4000 Materials and Supplies 5000 Services and Other Operating Costs	1000 Certificated Salaries 2000 Classified Salaries 3000 Employee Benefits 4000 Materials and Supplies 5000 Services and Other Operating Costs

Priority #5: Professional Development and Staff Training	This priority develops the background, skills, and mindsets of school staff with socio-emotional learning, implicit bias, and culturally responsive pedagogy through professional development and coaching.					
Activity	Continuation Key	Staff Responsible for Implementation and Monitoring	Funding/Implementation Timeline	Data Sources/Methods for Evaluating Progress	2023 Funding Sources, Types of Expenditures, and Cohorts Supported	2024 Funding Sources, Types of Expenditures, and Cohorts Supported
					CCEIS School Support Staff Supplies and Materials Maintenance Materials for Calming Corners Socio-emotional Supports and Services Cohort A, Cohort C, Cohort D, Cohort E, Cohort F	CCEIS School Support Staff Supplies and Materials Maintenance Materials for Calming Corners Socio-emotional Supports and Services Cohort A, Cohort C, Cohort D, Cohort E, Cohort F

Priority #6: Universal CCEIS Supports	Focusing on structure and logistic support needed to implement and sustain the action plan, this priority ensures the CCEIS program is staffed appropriately to fully implement the 2024 CCEIS Action Plan activities and disrupt disproportionality on a universal scale.					
Activity	Continuation Key	Staff Responsible for Implementation and Monitoring	Funding/ Implement ation Timeline	Data Sources/ Methods for Evaluating Progress	2023 Funding Sources, Types of Expenditures, and Cohorts Supported	2024 Funding Sources, Types of Expenditures, and Cohorts Supported
<p>Activity 6A: Collaborate with LAUSD's Fiscal Services, School Mental Health, Behavioral Supports, and Human Resources to implement the following CCEIS infrastructure for the 2024 CCEIS Action Plan with the following certificated positions:</p> <ul style="list-style-type: none"> • CCEIS Team Coordinators, 4.0 • Student Health and Human Services Coordinator, 1.0 • CCEIS Specialists (Behavior, Parent, and Accelerated Learning Academies), 3.0 • CCEIS APEIS (Universal Focus on 	MOD	<p>CCEIS Leadership Team</p> <p>CCEIS School Support Team</p> <p>LAUSD Fiscal Team</p> <p>LAUSD Human Resources</p>	<p>2023 CCEIS Funding Through September 2025</p> <p>2024 CCEIS Funding Through September 2026</p>	<p>Student Attendance Data</p> <p>Student Discipline Data</p> <p>Student Surveys</p> <p>LAUSD School Experience Survey Data</p> <p>Student Support and Progress Team Data</p>	<p>1000 Certificated Salaries</p> <p>2000 Classified Salaries</p> <p>3000 Employee Benefits</p> <p>Cohort A, Cohort B, Cohort C, Cohort D, Cohort E, Cohort F</p>	<p>1000 Certificated Salaries</p> <p>2000 Classified Salaries</p> <p>3000 Employee Benefits</p> <p>Cohort A, Cohort B, Cohort C, Cohort D, Cohort E, Cohort F</p>

Priority #6: Universal CCEIS Supports	Focusing on structure and logistic support needed to implement and sustain the action plan, this priority ensures the CCEIS program is staffed appropriately to fully implement the 2024 CCEIS Action Plan activities and disrupt disproportionality on a universal scale.					
Activity	Continuation Key	Staff Responsible for Implementation and Monitoring	Funding/ Implement ation Timeline	Data Sources/ Methods for Evaluating Progress	2023 Funding Sources, Types of Expenditures, and Cohorts Supported	2024 Funding Sources, Types of Expenditures, and Cohorts Supported
Disproportionality), 15.75 <ul style="list-style-type: none"> • CCEIS System of Support Advisers (Universal Focus on Disproportionality), 4.0 • CCEIS Restorative Justice Teachers, 20.0 • CCEIS Family and Community Engagement Educator Coaches, 3.0 • CCEIS Accelerated Learning Academies Instructional Coaches, 6.0 • CCEIS Accelerated Learning Academies General Education Teachers, 4.0 						

Priority #6: Universal CCEIS Supports	Focusing on structure and logistic support needed to implement and sustain the action plan, this priority ensures the CCEIS program is staffed appropriately to fully implement the 2024 CCEIS Action Plan activities and disrupt disproportionality on a universal scale.					
Activity	Continuation Key	Staff Responsible for Implementation and Monitoring	Funding/ Implement ation Timeline	Data Sources/ Methods for Evaluating Progress	2023 Funding Sources, Types of Expenditures, and Cohorts Supported	2024 Funding Sources, Types of Expenditures, and Cohorts Supported
<ul style="list-style-type: none"> • CCEIS Accelerated Learning Academies Special Education Teachers, 4.0 • CCEIS Behavior Specialist, 2.0 • CCEIS Behavior Support Teacher, 4.0 • CCEIS Building Bridges Psychiatric Social Workers, 12.0 • CCEIS Building Bridges Mental Health Consultant, 5.0 • CCEIS Building Bridges Occupational Therapist, 2.0 • CCEIS Building Bridges Recreational Therapist, 1.0 						

Priority #6: Universal CCEIS Supports	Focusing on structure and logistic support needed to implement and sustain the action plan, this priority ensures the CCEIS program is staffed appropriately to fully implement the 2024 CCEIS Action Plan activities and disrupt disproportionality on a universal scale.					
Activity	Continuation Key	Staff Responsible for Implementation and Monitoring	Funding/ Implement ation Timeline	Data Sources/ Methods for Evaluating Progress	2023 Funding Sources, Types of Expenditures, and Cohorts Supported	2024 Funding Sources, Types of Expenditures, and Cohorts Supported
<ul style="list-style-type: none"> CCEIS Building Bridges Speech and Language Therapist, 2.0 						
<p>Activity 6B: Collaborate with LAUSD's Fiscal Services, School Mental Health, Behavioral Supports, and Personnel Commission to implement the following CCEIS infrastructure for the 2024 CCEIS Action Plan with the following classified positions:</p> <ul style="list-style-type: none"> Principal Administrative Analyst, 1.0 Administrative Analyst, 1.0 Senior Office Technician, 1.0 Office Technician, 1.0 	MOD	<p>CCEIS Leadership Team</p> <p>CCEIS School Support Team</p> <p>LAUSD Fiscal Team</p> <p>LAUSD Personnel Commission</p>	<p>2023 CCEIS Funding Through September 2025</p> <p>2024 CCEIS Funding Through September 2026</p>	<p>Student Attendance Data</p> <p>Student Discipline Data</p> <p>Student Surveys</p> <p>LAUSD School Experience Survey Data</p> <p>Student Support and Progress Team Data</p>	<p>1000 Certificated Salaries</p> <p>2000 Classified Salaries</p> <p>3000 Employee Benefits</p> <p>Cohort A, Cohort B, Cohort C, Cohort D, Cohort E, Cohort F</p>	<p>1000 Certificated Salaries</p> <p>2000 Classified Salaries</p> <p>3000 Employee Benefits</p> <p>Cohort A, Cohort B, Cohort C, Cohort D, Cohort E, Cohort F</p>

Priority #6: Universal CCEIS Supports	Focusing on structure and logistic support needed to implement and sustain the action plan, this priority ensures the CCEIS program is staffed appropriately to fully implement the 2024 CCEIS Action Plan activities and disrupt disproportionality on a universal scale.					
Activity	Continuation Key	Staff Responsible for Implementation and Monitoring	Funding/ Implement ation Timeline	Data Sources/ Methods for Evaluating Progress	2023 Funding Sources, Types of Expenditures, and Cohorts Supported	2024 Funding Sources, Types of Expenditures, and Cohorts Supported
<ul style="list-style-type: none"> • Senior Financial Analyst, 1.0 • Accelerated Learning Academies Paraprofessionals, 4.0 • CCEIS Behavior Support Paraeducators, 4.0 						
Activity 6C: Establish a Core Implementation Team that will meet regularly to address program planning, data collection, and program evaluation.	EXT	CCEIS Leadership Team Student Health and Human Services/Mental Health Team Black Student Achievement Plan Team LAUSD Fiscal Team	2023 CCEIS Funding Through September 2025 2024 CCEIS Funding Through September 2026	Meeting Agendas Minutes of Meetings Recommendations from Meetings	1000 Certificated Salaries 2000 Classified Salaries 3000 Employee Benefits 4000 Materials and Supplies CCEIS School Support Staff	1000 Certificated Salaries 2000 Classified Salaries 3000 Employee Benefits 4000 Materials and Supplies CCEIS School Support Staff

Priority #6: Universal CCEIS Supports	Focusing on structure and logistic support needed to implement and sustain the action plan, this priority ensures the CCEIS program is staffed appropriately to fully implement the 2024 CCEIS Action Plan activities and disrupt disproportionality on a universal scale.					
Activity	Continuation Key	Staff Responsible for Implementation and Monitoring	Funding/ Implement ation Timeline	Data Sources/ Methods for Evaluating Progress	2023 Funding Sources, Types of Expenditures, and Cohorts Supported	2024 Funding Sources, Types of Expenditures, and Cohorts Supported
		Behavior Support Team Division of Instruction Team Early Childhood Education Division			Supplies and Materials Cohort A, Cohort B, Cohort C, Cohort D, Cohort E, Cohort F	Supplies and Materials Cohort A, Cohort B, Cohort C, Cohort D, Cohort E, Cohort F
Activity 6D: Provide equipment, materials, and resources for CCEIS school support staff to aid in lesson design, school and family communications, progress monitoring, and implementation of the 2024 CCEIS Action Plan.	EXT	CCEIS Leadership Team CCEIS School Support Staff CCEIS Restorative Justice Teachers LAUSD Fiscal Team	2023 CCEIS Funding Through September 2025 2024 CCEIS Funding Through September 2026	Student Attendance Data Student Discipline Data Student Surveys LAUSD School Experience Survey Student Support and Progress Team Data	4000 Materials and Supplies 5000 Services and Other Operating Costs CCEIS School Support Staff Supplies and Materials Toshiba Contracts	4000 Materials and Supplies 5000 Services and Other Operating Costs CCEIS School Support Staff Supplies and Materials Toshiba Contracts

Priority #6: Universal CCEIS Supports	Focusing on structure and logistic support needed to implement and sustain the action plan, this priority ensures the CCEIS program is staffed appropriately to fully implement the 2024 CCEIS Action Plan activities and disrupt disproportionality on a universal scale.					
Activity	Continuation Key	Staff Responsible for Implementation and Monitoring	Funding/ Implement ation Timeline	Data Sources/ Methods for Evaluating Progress	2023 Funding Sources, Types of Expenditures, and Cohorts Supported	2024 Funding Sources, Types of Expenditures, and Cohorts Supported
					Cohort A, Cohort C, Cohort D, Cohort E, Cohort F	Cohort A, Cohort C, Cohort D, Cohort E, Cohort F
Activity 6E: Train and develop CCEIS school support staff to understand their roles and responsibilities as they relate to the 2024 CCEIS Action Plan.	EXT	CCEIS Leadership Team CCEIS School Support Staff CCEIS Family Parent Specialist	2023 CCEIS Funding Through June 2025 2024 CCEIS Funding Through June 2026	Staff Feedback and Evaluations Data from Educator Development and Support Evaluations	1000 Certificated Salaries 2000 Classified Salaries 3000 Employee Benefits 4000 Materials and Supplies 5800 Contract Services CCEIS School Support Staff Supplies and Materials	1000 Certificated Salaries 2000 Classified Salaries 3000 Employee Benefits 4000 Materials and Supplies 5800 Contract Services CCEIS School Support Staff Supplies and Materials

Priority #6: Universal CCEIS Supports	Focusing on structure and logistic support needed to implement and sustain the action plan, this priority ensures the CCEIS program is staffed appropriately to fully implement the 2024 CCEIS Action Plan activities and disrupt disproportionality on a universal scale.					
Activity	Continuation Key	Staff Responsible for Implementation and Monitoring	Funding/ Implement ation Timeline	Data Sources/ Methods for Evaluating Progress	2023 Funding Sources, Types of Expenditures, and Cohorts Supported	2024 Funding Sources, Types of Expenditures, and Cohorts Supported
					Building Bridges Program Materials Socio-emotional Supports and Services Cohort A, Cohort C, Cohort D, Cohort E, Cohort F	Building Bridges Program Materials Socio-emotional Supports and Services Cohort A, Cohort C, Cohort D, Cohort E, Cohort F
Activity 6F: Conduct ongoing needs assessments on inconsistent attendance documentation practices and other instances where students are out of class while in attendance and analyze data to address and identify	MOD	CCEIS Leadership Team CCEIS School Support Staff CCEIS Restorative Justice Teachers Behavior Support Team	2023 CCEIS Funding Through June 2025 2024 CCEIS Funding Through June 2026	Student Surveys LAUSD's School Experience Survey Data Student Support and Progress Team Data	1000 Certificated Salaries 2000 Classified Salaries 3000 Employee Benefits 4000 Materials and Supplies	1000 Certificated Salaries 2000 Classified Salaries 3000 Employee Benefits 4000 Materials and Supplies

Priority #6: Universal CCEIS Supports	Focusing on structure and logistic support needed to implement and sustain the action plan, this priority ensures the CCEIS program is staffed appropriately to fully implement the 2024 CCEIS Action Plan activities and disrupt disproportionality on a universal scale.					
Activity	Continuation Key	Staff Responsible for Implementation and Monitoring	Funding/ Implement ation Timeline	Data Sources/ Methods for Evaluating Progress	2023 Funding Sources, Types of Expenditures, and Cohorts Supported	2024 Funding Sources, Types of Expenditures, and Cohorts Supported
strategies that will disrupt these negatively impactful practices to maximize opportunities for CCEIS Scholars to participate in their educational program daily.					5000 Services and Other Operating Costs CCEIS School Support Staff Supplies and Materials Building Bridges Program Materials Socio-emotional Supports and Services Cohort A, Cohort B, Cohort C, Cohort D, Cohort E, Cohort F	5000 Services and Other Operating Costs CCEIS School Support Staff Supplies and Materials Building Bridges Program Materials Socio-emotional Supports and Services Cohort A, Cohort B, Cohort C, Cohort D, Cohort E, Cohort F
Activity 6G: Monitor, target, and disrupt disproportionate areas of focus within the	ADD	CCEIS Leadership Team	2023 CCEIS Funding Through	Student Attendance Data	1000 Certificated Salaries	1000 Certificated Salaries

Priority #6: Universal CCEIS Supports	Focusing on structure and logistic support needed to implement and sustain the action plan, this priority ensures the CCEIS program is staffed appropriately to fully implement the 2024 CCEIS Action Plan activities and disrupt disproportionality on a universal scale.					
Activity	Continuation Key	Staff Responsible for Implementation and Monitoring	Funding/ Implement ation Timeline	Data Sources/ Methods for Evaluating Progress	2023 Funding Sources, Types of Expenditures, and Cohorts Supported	2024 Funding Sources, Types of Expenditures, and Cohorts Supported
school environment, ensuring equity and inclusion across the LAUSD community of schools.		Assistant Principal, Elementary Instructional Specialists System of Support Advisers School Psychologists	September 2025 2024 CCEIS Funding Through September 2026	Student Discipline Data Student Surveys LAUSD School Experience Survey Student Support and Progress Team Data District-wide Data CALPADS Data Staff Feedback and Evaluations Staff Sign-ins	2000 Classified Salaries 3000 Employee Benefits Trainings Programming Adjustments to Monitoring Disproportionate Areas of Focus in Student Information Systems Cohort A, Cohort B, Cohort C, Cohort D, Cohort E, Cohort F	2000 Classified Salaries 3000 Employee Benefits Trainings Programming Adjustments to Monitoring Disproportionate Areas of Focus in Student Information Systems Cohort A, Cohort B, Cohort C, Cohort D, Cohort E, Cohort F

2023 CCEIS BUDGET AMENDMENT

The 2023 CCEIS Budget does **NOT** need to be amended.

Due to changes in the 2024 Addendum, the 2023 CCEIS Budget will be amended as follows.

2023 Budget Line Items	Brief Description of 2023 CCEIS Activities	Amount for Each CCEIS Activity
1000–Certified Salaries	<ul style="list-style-type: none"> • CCEIS Team Coordinators, 4.0 • Student Health and Human Services Coordinator, 1.0 • CCEIS Specialists (Behavior, Parent, and Accelerated Learning Academies), 3.0 • CCEIS Assistant Principal, Elementary Instructional Specialists, 16.65¹⁴ • CCEIS System of Support Advisers, 16.0 • CCEIS Family and Community Engagement Educator Coaches, 3.0 • CCEIS Restorative Justice Teachers, 3.0 • CCEIS Accelerated Learning Academies Instructional Coaches, 6.0 • CCEIS Accelerated Learning Academies General Education Teachers, 4.0 • CCEIS Accelerated Learning Academies Special Education Teachers, 4.0 • CCEIS Accelerated Learning Academies Psychologist, 1.0 • CCEIS Building Bridges Psychiatric Social Workers, 8.0 • CCEIS Building Bridges Mental Health Consultant, 4.0 • CCEIS Building Bridges Occupational Therapist, 2.0 • CCEIS Building Bridges Recreational Therapist, 1.0 • CCEIS Building Bridges Speech and Language Therapist, 2.0 • CCEIS Building Bridges Resource Nurse, 0.5 <p>Note: Additional time for professional development training for certificated staff, planning, coaching, and providing direct student services will be added throughout the fiscal year, as needed.</p>	\$10,730,743
2000–Classified Salaries	<ul style="list-style-type: none"> • CCEIS Principal Administrative Analyst, 1.0 • CCEIS Administrative Analyst, 1.0 • CCEIS Senior Office Technician, 1.0 • CCEIS Office Technicians, 1.0 • CCEIS Senior Financial Analyst, 1.0 • CCEIS Accelerated Learning Academies Paraprofessionals, 4.0 • CCEIS Early Education Teacher Aides, 10.0 	\$1,280,537

¹⁴ In the ongoing evaluation and refinement of the CCEIS APEIS role, we recognize the importance of maintaining staff roles and FTEs, especially as it pertains to our efforts under the CCEIS program. However, we also recognize that the CCEIS APEIS position will need to continue to have its role modified for the 2024 CCEIS Action Plan. This will ensure direct and sustained CCEIS Scholar and CCEIS program impact and support an additional focus strand for elementary schools across LAUSD. As the CCEIS team modifies the CCEIS APEIS position, the team will ensure that this position plays a pivotal role in the implementation and expansion of CCEIS Scholar supports and provides a universal mechanism to monitor, target, and disrupt disproportionality. This will ensure that the APEIS role not only meets the objectives of CCEIS but also adapts and grows in response to emergent CCEIS Scholar needs.

2023 Budget Line Items	Brief Description of 2023 CCEIS Activities	Amount for Each CCEIS Activity
	Note: Additional time for professional development training for classified staff, planning, coaching, and providing direct student services will be added throughout the fiscal year, as needed.	
3000–Employee Benefits	Benefits for LAUSD-based staff utilized under the 2023 CCEIS Action Plan	\$5,281,261
4000–Materials and Supplies	<ul style="list-style-type: none"> Materials for menu of options for CCEIS schools and CCEIS Scholars Parent/family collaborative group general supplies Materials for CCEIS parent/family centers Materials for Accelerated Learning Academies Maintenance materials for calming corners Building Bridges program materials Supplies and materials (CCEIS Restorative Justice Teachers and System of Supports Advisers) Continued socio-emotional learning CCEIS school licenses Continued literacy licenses at CCEIS schools Literacy materials for early education centers Culturally linguistically responsive materials for CCEIS schools and CCEIS Scholars 	\$2,423,377
5000–Services and Other Operating Costs	<ul style="list-style-type: none"> Parent engagement trainings Trauma-informed training Early childhood content expert for Building Bridges program for CCEIS Scholars Professional development in race, equity, anti-racism, anti-bias, and culturally-linguistically responsive practices Interdepartmental symposiums and trainings Travel and conference attendance to support plan implementation Toshiba contracts at \$10,000 (\$2,500 per Accelerated Learning Academy) 	\$275,000
5100–Contract Services (ICR cannot be used for Object Code 5100)	<p>Sub-agreement contracts for vendor supports and services for the 2024 CCEIS Action Plan implementation:</p> <ul style="list-style-type: none"> Reading program supports and services Socio-emotional supports and services Technical Assistance Facilitator Tutoring and mentoring groups 	\$655,000
5800–Contract Services*	<ul style="list-style-type: none"> Reading program supports and services Socio-emotional supports and services Technical Assistance Facilitator Tutoring and mentoring groups 	\$75,000
7300–Indirect Cost Rate (ICR) CDE-approved rate of 5.95 percent)		\$1,193,922
Total Amount for 2023 CCEIS Activities. The amount must equal the Total 2024 CCEIS Budget as indicated on the 2023 Budget Allocation Summary.		\$21,914,840

*Services for the same vendor are capped at \$25,000 in the 5800 Budget Line. The remainder must be moved into the 5100 Budget Line.

2024 CCEIS BUDGET ALLOCATION

Provide the Fiscal Year 2023–24 allocation awarded for Resource Codes 3310 and 3315.

2023 Resource 3310 Allocation	2023 Resource 3315 Allocation
\$140,964,635	\$5,134,298

Provide the Fiscal Year 2024–25 allocation awarded for Resource Codes 3310 and 3315. Provide the 2024 allocations the Special Education Local Plan Area provided to the identified LEA for resource codes 3310 and 3315. The 15 percent set-aside for CCEIS expenditures will be determined from these two resource codes.

2024 Resource 3310 Allocation	2024 Resource 3315 Allocation
\$140,964,635	\$5,134,298

In the box below, indicate the 15 percent set aside for each of the Fiscal Year 2024–25 allocations the LEA was awarded for resource codes 3310 and 3315:

2024 CCEIS Resource 3312 3312 = 15% of 3310		2024 CCEIS Resource 3318 3318 = 15% of 3315		Total 2024 CIM for CCEIS Budget (3312 plus 3318)
\$21,144,695	plus	\$770,145	equals	\$21,914,840

The above 15 percent set-aside amounts will be the 2024–25 CCEIS allocations for resource codes 3310 (CCEIS Resource Code 3312) and 3315 (CCEIS Resource 3318) and should be expended and reported accurately in quarterly CIM for Sig Dis Progress and Expenditure Reports.

2024 ALLOWABLE COSTS BUDGET

Please use the Total 2024 CCEIS Budget indicated above to complete the 2024 Allowable Costs Budget. Complete the table below to reflect the **Total 2024 CCEIS Budget** (for CCEIS expenditures) as reported on the 2024 Budget Allocation. CCEIS expenses for 2024 must conform to the U.S. Office of Special Education Programs (OSEP) IDEA Part B Regulations Significant Disproportionality (Equity in IDEA). For detailed allowable CCEIS expenditures, please refer specifically to Questions C-3-1 through C-3-10, pages 19 through 24, on the U.S. Department of Education Web page at <https://sites.ed.gov/idea/files/significant-disproportionality-qa-03-08-17-2.pdf>. The 2024 CCEIS budget period is July 1, 2024, through September 30, 2026. The CCEIS 15 percent set-aside must be fully expended by September 30, 2026.

2024 Budget Line Items	Brief Description of 2024 CCEIS Activities	Amount for Each CCEIS Activity
1000–Certified Salaries	<ul style="list-style-type: none"> CCEIS Team Coordinators, 4.0 Student Health and Human Services Coordinator, 1.0 	\$12,239,984

2024 Budget Line Items	Brief Description of 2024 CCEIS Activities	Amount for Each CCEIS Activity
	<ul style="list-style-type: none"> • CCEIS Specialists (Behavior, Parent, and Accelerated Learning Academies), 3.0 • CCEIS Assistant Principal, Elementary Instructional Specialists (Universal Focus on Disproportionality)¹⁵, 15.75 • CCEIS System of Support Advisers (Universal Focus on Disproportionality), 4.0 • CCEIS Restorative Justice Teachers, 20.0 • CCEIS Family and Community Engagement Educator Coaches, 3.0 • CCEIS Accelerated Learning Academies Instructional Coaches, 6.0 • CCEIS Accelerated Learning Academies General Education Teachers, 4.0 • CCEIS Accelerated Learning Academies Special Education Teachers, 4.0 • CCEIS Behavior Specialist, 2.0 • CCEIS Behavior Support Teacher, 4.0 • CCEIS Building Bridges Psychiatric Social Workers, 12.0 • CCEIS Building Bridges Mental Health Consultant, 5.0 • CCEIS Building Bridges Occupational Therapist, 2.0 • CCEIS Building Bridges Recreational Therapist, 1.0 • CCEIS Building Bridges Speech and Language Therapist, 2.0 <p>Note: Additional time for professional development training for certificated staff, planning, coaching, and providing direct student services will be added throughout the fiscal year, as needed.</p>	
2000–Classified Salaries	<ul style="list-style-type: none"> • Principal Administrative Analyst, 1.0 • Administrative Analyst, 1.0 • Senior Office Technician, 1.0 • Office Technician, 1.0 • Senior Financial Analyst, 1.0 • Accelerated Learning Academies Paraprofessionals, 4.0 • CCEIS Behavior Support Paraeducators, 4.0 <p>Note: Additional time for professional development training for classified staff, planning, coaching, and providing direct student services will be added throughout the fiscal year, as needed.</p>	\$1,007,815
3000–Employee Benefits	Benefits for LAUSD–based staff utilized under the 2024 CCEIS Action Plan	\$5,844,408

¹⁵ Two to three hours per week of sustained disproportionality work equates to 5–7% of an APEIS' workweek. Up to 7% of approximately 225 Assistant Principal, Elementary Instructional Specialists (APEIS) FTEs (out of a total of 315) equate up to 15.75 FTE. By adding a disproportionality focus to APEIS roles (approximately 5–7% of weekly time) at schools that qualify for Universal CCEIS Supports, these APEIS staff will act as essential connectors across different educational settings. In elementary settings, they will champion the CCEIS mission, advocating for early and effective intervention strategies that can alter the trajectory of a student's educational journey. As students transition to secondary education, these APEIS staff will help to ensure continuity and consistency in support, helping to mitigate the common challenges that can arise during such transitions. Further, these APEIS staff will serve not only as implementers of the tenets of the CCEIS program but also as spokespersons and liaisons, bridging the gap between school staff, district policy makers, and the broader educational community. This dual function facilitates a more integrated approach to CCEIS and intervention services across LAUSD.

2024 Budget Line Items	Brief Description of 2024 CCEIS Activities	Amount for Each CCEIS Activity
4000–Materials and Supplies	<ul style="list-style-type: none"> • Materials for menu of options for CCEIS schools and CCEIS Scholars • Parent/family collaborative group general supplies • Materials for CCEIS parent/family centers • Materials for Accelerated Learning Academies • Maintenance materials for calming corners • Building Bridges program materials • Supplies and materials (CCEIS Restorative Justice Teachers and System of Supports Advisers) • Continued socio-emotional learning CCEIS school licenses • Continued literacy licenses at CCEIS schools • Literacy materials for early education centers • Culturally linguistically responsive materials for CCEIS schools and CCEIS Scholars 	\$896,528
5000–Services and Other Operating Costs	<ul style="list-style-type: none"> • Travel and conference attendance to support plan implementation • Parent engagement trainings • Trauma-informed training • Early childhood content expert for Building Bridges program for CCEIS Scholars • Professional development in race, equity, anti-racism, anti-bias, and culturally-linguistically responsive practices • Interdepartmental symposiums and trainings • Travel and conference attendance to support plan implementation • Toshiba contracts at \$10,000 (\$2,500 per Accelerated Learning Academy) 	\$375,000
5100–Contract Services (ICR cannot be used for Object Code 5100)	<p>Sub-agreement contracts for vendor supports and services for the 2024 CCEIS Action Plan implementation:</p> <ul style="list-style-type: none"> • Reading program supports and services • Socio-emotional supports and services • Technical Assistance Facilitator • Tutoring and mentoring groups 	\$260,000
5800–Contract Services*	<ul style="list-style-type: none"> • Reading program supports and services • Socio-emotional supports and services • Technical Assistance Facilitator • Tutoring and mentoring groups 	\$75,000
7300–Indirect Cost Rate (ICR) CDE-approved rate of 5.95 percent)		\$1,216,105
Total Amount for 2024 CCEIS Activities. The amount must equal the Total 2024 CCEIS Budget as indicated on the 2024 Budget Allocation Summary.		\$21,914,840

*Services for the same vendor are capped at \$25,000 in the 5800 Budget Line. The remainder must be moved into the 5100 Budget Line.

Signature of fiscal/business agents validate the accuracy of the information reported:

LEA Fiscal Officer (Print Name & Signature)	Date Signed: Contact Phone:
SELPA Fiscal Officer (Print Name & Signature)	Date Signed: Contact Phone:

Note: This budget will be revised after actual allocations are finalized. The form for documenting revisions to the budget is a standalone document available at www.spptap.org.

CONTINUING CIM FOR SIG DIS ADDENDUM SIGNATURES

By signing below, the authorized Local Educational Agency (LEA) personnel validate the accuracy of the information reported and agree to implement the 2024 Continuing CIM for Sig Dis Addendum using the 2024 CCEIS Budget. Submit completed plan to SigDisp@cde.ca.gov by September 30, 2024.

Printed Name of LEA Board Chairperson: **Jackie Goldberg**

LEA Board Chairperson Signature:

Date Signed:

Printed Name of LEA Superintendent: **Alberto M. Carvalho**

LEA Superintendent Signature:

Date Signed:

Printed Name of LEA Fiscal Officer: **Nolberto Delgadillo**

LEA Fiscal Officer Signature:

Date Signed:

Printed Name of LEA Chief of Special Education, Equity, and Specialized Programs: **Anthony Aguilar**

LEA Chief of Special Education, Equity, and Specialized Programs Signature:

Date Signed:

Printed Name of Special Education and Special Education Local Plan Area (SELPA) Director: **Dr. Jose Soto**

LEA SELPA Director Signature:

Date Signed:

Printed Name of LEA Implementation Leads: **Dr. Sukari Garlington and Dixon Deutsch**

LEA Implementation Leads Signatures:

Date Signed:

Appendix A

Summary and Recommendations Related to the Annual Policies, Practices and Procedures Review

The review for the 2024 CCEIS Action Plan was conducted in June 2024. The SPP-TAP PPP Matrix tool was used by correlating the LAUSD documents with the listed review policies on the Matrix tool.

Out of the 22 policy documents reviewed, the Technical Assistance Facilitator team recommend the following policy documents be reviewed with an eye towards disrupting disproportionality:

1. Nonpublic School (NPS) Placement Policies and Procedures for Individualized Education Program (IEP) Teams, BUL-5757.3 – Ensure document language addressing NPS certification and that the NPS complies with the district's policies, practices, and procedures.
2. A Multi-Tiered System of Support Framework for the Student Support and Progress Team, BUL-6730.1 – Review universal impact of the Student Support and Progress Team and its overlap with significant disproportionality.
3. Development of the Final Individualized Education Program (IEP) for Students with Disabilities, REF-073512.0 – Ensure inclusion of the Alternative Diploma for students with significant disabilities.
4. Discipline Foundation Policy: Multi-Tiered Systems of Support for Behavior and Social-Emotional Well-Being using Positive Behavior Interventions and Supports/Restorative Practices (PBIS/RP), BUL-133307 – Include changes that address the elimination of suspensions for willful defiance.

Appendix B

Summary of Findings and Support for Root Causes

Root Cause #1: Systemic racism and cultural dissonance result in a culture lacking meaningful student relationships and culturally responsive practices evidenced by explicit and implicit biases.

African American/Black students are identified when they are young. The majority of the students were identified as having a special education eligibility of emotional disability in the 2nd–6th grades. Once identified, many are placed in a nonpublic school or a residential treatment center, which is a restrictive setting with no access to general education curriculum or peers. Nearly 60% of the males and 51% of the female students had attended these types of settings. The grades which students are identified and placed indicate students are placed at the time of eligibility or shortly thereafter. Students were placed in nonpublic schools across all grades with the highest number of placements in the 2nd–6th grades. Once students are placed in a nonpublic school setting, they typically remain in this restrictive setting. The largest numbers of students have or had attended nonpublic schools for 4–6 years.

Root Cause #2: Lack of fidelity of discipline policies, procedures and practices has created a direct pathway to special education.

The findings indicating 169 students did not have a Functional Behavioral Assessment along with those which indicated students are not always provided counseling interventions for a sufficient amount of time. In addition, family trauma is not considered in many cases, which might lead to fast tracking of students into special education assessments, eligibility, and placements in more restrictive settings.

Root Cause #3: Inconsistencies in the Student Support and Progress Team processes result in an inconsistent pre-referral process.

Root Cause #4: Lack of consistent interventions and practices for students impacted by trauma.

The reviewers indicated the following supports for Root Causes #3 and #4:

- Students are not always provided with pre-referral interventions prior to assessments to determine if these supports will be successful.
- Trauma is not always taken into consideration and counseling is not provided to address the social emotional needs as a pre-referral intervention.
- Attendance and behavior concerns are not always addressed prior to assessment for special education.
- Student Support and Progress Team is not gatekeeping and students are fast-tracked into special education.

Root Cause #5: Lack of authentic partnership with African American/Black parents and families leading to strained relationships and distrust.

The reviewers found the parent voice or participation was minimal in 40–62% of the cases for the

following:

- Initial IEPs
- Current IEPs
- Identification of student as an emotional disability
- Re-evaluation of student

The following is a quote from one of the reviewers: "There is a significant stigma associated with [Los Angeles County Department of Children and Family Services] involvement within the African American community. Parents may fear being judged or labeled as unfit, which can deter them from seeking further assistance, even if it is beneficial for their children." -CCEIS File Reviewer, July 2024

Root Cause #6: Lack of cohesive and universal supports to proactively monitor, target, and disrupt disproportionate areas of focus.

Supporting data from file review process:

- Risk ratio continues to exceed 3.0 (target set by the California Department of Education).
- Fifty-three of the respondents indicated the type of school or could not find the information in the file.
- There is a need for a universal system that is adequate to increase parent involvement, monitor the process and ensure students have pre-referral interventions, are not assessed prematurely, are not misidentified as having an emotional disability, and decrease placements in restrictive settings.

SCHOOL AND STUDENT SELECTION CRITERIA

Criteria for Identifying an Early Education Student as a CCEIS Scholar:

- Step 1: Students will be selected from schools with 18% or more of students representing the indicator student group.
- Step 2: The Desired Results Developmental Profile (DRDP) - If a student has an average score that falls within either the Responding or Exploring ratings for at least one of the following domains they are identified as a CCEIS Scholar: 1) Approaches to Learning Self-Regulation; 2) Social and Emotional Development; and/or, 3) Physical Development-Health.
- Step 3: The Ages and Stages Questionnaires (ASQ-3) and the Ages and Stages Questionnaires: Social Emotional-2 (ASQ:SE-2) - For students that have an incomplete score profile in one of the three DRDP domains outlined above, the CCEIS leadership team will leverage the ASQ-3 and then the ASQ SE-2, as applicable. Targeting the ASQ-3 domain of Personal-Social, the CCEIS team uses a cutoff score of 26.60, to determine the need for a review of the ASQ:SE-2. For students that require a review of ASQ:SE-2, a monitor cutoff score of 70 or above is used as criteria for CCEIS Scholar status.

Criteria for Identifying a UTK-12th Grade Student as a CCEIS Scholar:

- Step 1: Students will be selected from schools with 18% or more of students representing the indicator student group.
- Step 2: A student must be a Probable Standard English Learner.
- Step 3: A student is required to exhibit a minimum of three of the following indicators:
 - One or more discipline referrals in 2023-2024 school year
 - One or more suspensions in 2023-2024 school year
 - Chronic absenteeism or 10 or more days absent during the 2023-2024 school year
 - Formative Reading Assessment Results:
 - DIBELS: Below or Well-Below Benchmark
 - i-Ready: Approaching Grade Level or Needs Improvement
 - Renaissance: Level 1 or 2

Criteria for Identifying a Student for Universal CCEIS Supports as a CCEIS Scholar:

- Step 1: School must have had at least three discipline referrals in the previous two school years.
- Step 2: A student must be a Probable Standard English Learner.
- Step 3: Student selected must exhibit a minimum of two of the following indicators:
 - One or more discipline referrals in the previous two school years
 - Student has not had a Student Support and Progress Team meeting in the 2023-2024 school year

- Student is a part of the student indicator group
- Step 4: Student selected must exhibit a minimum of one of the following indicators:
 - One or more suspensions in the previous two school years
 - Chronic absenteeism or 10 or more days absent during the previous two school years
 - Student began the initial referral process but has not yet been found eligible for special education
 - Formative Reading Assessment Results:
 - DIBELS: Below or Well-Below Benchmark
 - i-Ready: Approaching Grade Level or Needs Improvement
 - Renaissance: Level 1 or 2
- Step 5: Students will be selected from schools with student enrollment of at least one student representing the student indicator group.

ATTACHMENT C

SCHOOL ROSTER, GRADE LEVELS, APPROXIMATE NUMBER OF STUDENTS IMPACTED, BOARD DISTRICT, AND PRIORITY STATUS (2023-24)

LC	School Name	Grades	# of CCEIS Scholars	Board District	Region	Priority School (2023-24)	BSAP
9566	36Th St EEC	PK	4	1	W		
3795	59Th St EL	K- 5	18	1	S	Y	1
9538	95Th St EEC	PK	9	1	S		
5521	95Th St EL	K- 5	68	1	S	Y	1
9539	97th St EL	PK	17	1	S		
2123	Angeles Mesa EL	K- 5	12	1	W		2
8028	Audubon MS	6- 8	69	1	S	Y	1
7569	BALA	6- 12	20	1	S		3
7123	Bradley Gbl Awr Mag	K- 5	19	1	S	Y	1
2616	Budlong Ave EL	K- 5	28	1	S	Y	2
8075	Burroughs MS	6- 8	16	1	W		2
2939	Carson-Gore Academy	K- 5	20	1	W		
2945	Century Park EL	K- 5	9	1	S	Y	2
9516	Collins EEC	PK	9	1	S		
8596	Crenshaw Mag Stemm	9- 12	59	1	S	Y	1
9597	Crescent Heights EEC	PK	21	1	W		
8600	Dorsey HS	9- 12	80	1	S	Y	1
3822	Figuroa St EL	K- 5	10	1	S		1
6795	Garcetti LA EL	K- 6	28	1	S		3
8686	Hamilton HS	9- 12	110	1	W		1
8170	Harte Prep MS	6- 8	36	1	S	Y	1
8713	Hawkins HS C/Dags	9- 12	99	1	S	Y	
4528	Hillcrest Dr EL	K- 5	33	1	S	Y	1
9527	Hyde Park EEC	PK	7	1	S		
4786	La Salle Ave EL	K- 5	25	1	S	Y	1
5110	Manhattan Pl EL	K- 5	6	1	S	Y	1
7574	Mann UCLA Comm Sch	6- 12	78	1	S	Y	1
9584	Marvin Avenue EEC	PK	2	1	W		
9591	Mikes EEC	PK	42	1	S		
5630	Normandie Ave EL	K- 5	19	1	S	Y	1

LC	School Name	Grades	# of CCEIS Scholars	Board District	Region	Priority School (2023-24)	BSAP
8340	Palms MS	6- 8	50	1	W		2
9447	Parks Huerta EEC	PK	5	1	S		
4980	Pio Pico MS	6- 8	14	1	W	Y	
8928	Washington Prep HS	9- 12	75	1	S	Y	1
2209	West Athens CSPP	PK	3	1	S		
7644	West Athens EL	K- 5	33	1	S	Y	1
7795	Wilshire Crest EL	K- 5	8	1	W		
9577	Wilton Place EEC	PK	5	1	W		
7822	Windsor Hills EL	K- 5	33	1	W		1
7863	Woodcrest EL	K- 5	48	1	S	Y	1
8598	Young HS	9- 12	4	1	S		
2507	Brentwood EL Sci Mag	K- 5	13	4	W		1
3260	Cowan EL	K- 5	22	4	W		2
5240	Johnson STEM Academy MS	6- 8	11	4	W		3
9528	Kentwood EEC	PK	3	4	W		
9529	Laurel EEC	PK	24	4	W		
8235	Marina Del Rey MS	6- 8	53	4	W	Y	1
9533	Marina EEC	PK	2	4	W		
8425	Mark Twain MS	6- 8	11	4	W		3
6052	Paseo Del Rey EL	K- 5	12	4	W		1
8481	Webster MS	6- 8	29	4	W		2
8943	Wesm Hlth/Sports Med	9- 12	74	4	W		1
9576	Westminster EEC	PK	3	4	W		
7712	Westport Hts EL	K- 5	3	4	W		3
9545	102nd Street EEC	PK	23	7	S		
5857	107Th St EL	K- 5	60	7	S	Y	1
5836	109Th St EL	K- 5	15	7	S	Y	3
9546	112th Street EEC	PK	30	7	S		
9558	75th Street EEC	PK	50	7	S		
9881	Bradley EEC	PK	25	7	S		
9514	Dolores Street EEC	PK	26	7	S		
8112	Drew MS	7- 8	13	7	S	Y	1
7667	Dymally HS	9- 12	59	7	S	Y	1
8113	Edison MS	6- 8	45	7	S	Y	3

LC	School Name	Grades	# of CCEIS Scholars	Board District	Region	Priority School (2023-24)	BSAP
5781	Flournoy EL	K- 5	32	7	S	Y	2
9165	Gardena EEC	PK	37	7	S		
8160	Gompers MS	6- 8	66	7	S	Y	1
4274	Grape St EL	K- 5	19	7	S	Y	3
5849	Griffith Joyner EL	K- 5	41	7	S	Y	1
9531	Locke EEC	PK	32	7	S		
8237	Markham MS	6- 8	66	7	S	Y	1
9543	Normont EEC	PK	17	7	S		
8352	Peary MS	6- 8	61	7	S		1
6158	Purche Ave EL	K- 5	16	7	S		1
8868	Rancho Domngz Prep	9- 12	32	7	S		2
8850	San Pedro HS	9- 12	32	7	S		2
8487	White MS	6- 8	35	7	S		2

TAB 13



Board of Education Report

File #: Rep-039-24/25, **Version:** 1

U.S. Environmental Protection Agency Clean School Bus Program Notice of Award
September 10, 2024
Transportation Services Division

Action Proposed:

Approval to accept award totaling \$19.75 million to offset the costs to purchase 50 electric school buses. The award is issued through the Environmental Protection Agency (EPA), an agency of the United States government tasked with human health and environmental protection matters. These new buses shall replace the oldest diesel buses in the District's fleet.

Background:

The EPA's Clean School Bus (CSB) Program was created through the 2021 Infrastructure Investment and Jobs Act to promote the use of low and zero-emission (electric) school buses to provide clean rides for students while prioritizing historically underserved communities that face disproportionate air pollution. The program's objective is to improve the air quality for communities across the United States by reducing air pollution and greenhouse gas (GHG) emissions while accelerating the deployment of clean school buses.

The electric buses emit zero emissions and are equipped with the latest safety features. They will have a capacity for 75 passengers and an operating range of 125 miles with a full charge.

The proposed award supports the District's resolution, "Transitioning Los Angeles Unified School District to 100% Clean, Renewable Energy Resulting in Healthier Students and More Sustainable, Equitable Communities (Res-018-19/0)." It further supports the Healthy Breathing initiative adopted by the Board of Education in 2003 to reduce the harmful effects of diesel emissions to students and the school community.

Expected Outcomes:

The replacement of 50 diesel school buses with zero-emission electric school buses will reduce over 530 short tons of CO₂ annually along school bus routes. This will mitigate students' risk of exposure to harmful air pollutants and carcinogens, especially for students who reside in impacted communities. Besides eliminating harmful emissions and improving the air quality, electric buses will yield lower operational costs than conventional buses. Electric buses require fewer components, such as fan belts, air filters, and oil, to operate. Studies have shown that electric buses are also more fuel efficient, resulting in fuel savings of as much as \$70,000 over a lifecycle of 20 years. Upon the delivery of these buses, the District will have over 300 electric buses in its fleet.

Board Options and Consequences:

A "NO" vote - the District would forfeit the award to offset the purchase costs of electric buses and forgo the environmental benefits and reduced operational costs.

A "YES" vote - the District shall accept the award and use them in conjunction with General Funds to replace 50 diesel buses with new electric buses, resulting in reductions of operational costs and GHG emission levels

File #: Rep-039-24/25, **Version:** 1

for healthier air quality for the community.

Policy Implications:

Not Applicable

Budget Impact:

This is a one-time grant award of \$19.75 million to offset 86% of the cost to purchase 50 new electric school buses. At approximately \$420,000 each, the total cost is approximately \$23 million, including tax. Transportation Services Division shall seek Board approval to fund the remaining 14% of the cost, or approximately \$3.25 million.

A breakdown of cost estimates is provided below:

Line Item	Total Cost of Buses (50 buses at \$420K ea.)	Tax (9.5%)	Total Costs	EPA Funding	LAUSD Costs
Class 8 zero-emission/electric school bus	\$21,000,000	\$1,995,000	\$22,995,000	\$19,750,000	\$3,245,000

Student Impact:

The grant award will directly benefit students by enabling the District's Transportation Services Division to improve the timely delivery of students to schools. New buses have significantly fewer breakdowns, which reduces repair down-times and transportation delays. The zero emission buses will improve student health by limiting their exposure to transportation-related air pollution.

Equity Impact:

Component	Score	Score Rationale
Recognition	3	This award will support the District's efforts to transition to 100% clean renewable energy resulting in healthier students by limiting their exposure to harmful pollutants and creating more equitable communities. This will also directly benefit students by improving the timely delivery of students to schools as new buses have significantly fewer breakdowns.
Resource Prioritization	3	The new, zero-emission electric school buses will benefit all students as they will contribute to improve the overall route coverage for all students in the District.
Results	3	These electric school buses will help ensure students get to school on time every day, so they have the opportunity to learn.
TOTAL	9	

Issues and Analysis:

Not Applicable

File #: Rep-039-24/25, **Version:** 1

Attachments:

Not Applicable

Informatives:


Not Applicable

Submitted:

08/12/24

File #: Rep-039-24/25, Version: 1

RESPECTFULLY SUBMITTED,



ALBERTO M. CARVALHO
Superintendent

APPROVED & PRESENTED BY:



DANIEL KANG
Director
Transportation Services Division


REVIEWED BY:



DEVORA NAVERA REED
General Counsel

☒ Approved as to form.

APPROVED BY:



SUNG YON LEE
Deputy Chief Business Officer
Office of the Business Manager

REVIEWED BY:



NOZBERTO DELGADILLO
Deputy Chief Business Officer, Finance

☒ Approved as to budget impact statement.

TAB 14



Board of Education Report

File #: Res-002-24/25, Version: 2

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 15

**Item
Withdrawn**

TAB 16



Board of Education Report

File #: Res-008-24/25, **Version:** 1

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.

TAB 17



Board of Education Report

File #: Res-010-24/25, Version: 1

Ms. Gonez - 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.

TAB 18



Board of Education Report

File #: Res-011-24/25, Version: 1

Ms. Ortiz Franklin - 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
<<https://www.streetsareforeveryone.org/blog/traffic-violence-in-la-for-2023>>, 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.

TAB 19



Board of Education Report

File #: Res-007-24/25, Version: 1

Mr. Schmerelson - Fostering Healthy Relationships through Digital Citizenship Week (Res-007-24/25) (For Action October 22, 2024)

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.

TAB 20



Board of Education Report

File #: Sup Res -002-24/25, **Version:** 1

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.

**PRESIDENT**

Dina Kimble
Royal Electric Company

PRESIDENT-ELECT

Steve Rule
Turner Construction Company

VICE PRESIDENT**BUILDING**

Brad Jeanneret
Hensel Phelps

VICE PRESIDENT**HIGHWAY & TRANSPORTATION**

Ural Yal
Flatiron West, Inc.

VICE PRESIDENT**UTILITY & INFRASTRUCTURE**

Jim Blois
Blois Construction, Inc.

VICE PRESIDENT**SPECIALTY CONTRACTORS**

Greg Timmerman
ISEC, Inc.

TREASURER

Pat Kelly
Granite Construction Company

IMMEDIATE PAST PRESIDENT

Mike Blach
Blach Construction Company

CEO

Peter Tateishi
AGC of California

HEADQUARTERS OFFICE

3095 Beacon Blvd.
West Sacramento, CA 95691
Office: 916.371.2422
Fax: 916.371.2352
member_services@agc-ca.org

August 13, 2024

Jackie Goldberg, President
Los Angeles Unified School District Board of Education
333 South Beaudry Street, 24th Floor
Los Angeles, California 90017

Dear Jackie Goldberg,

The Associated General Contractors (AGC) of California hereby nominate Brian Mello to serve on the Los Angeles Unified School District School Construction Bond Citizen's Oversight Committee. AGC of California hereby nominates Ashley Kaiser as an alternate committee member.

Brian Mello, and Ashley Kaiser can represent the best interests, and values of The Associated General Contractors of California while serving on this committee.

Sincerely,

Peter
Tateishi CEO
Associated General Contractors of California

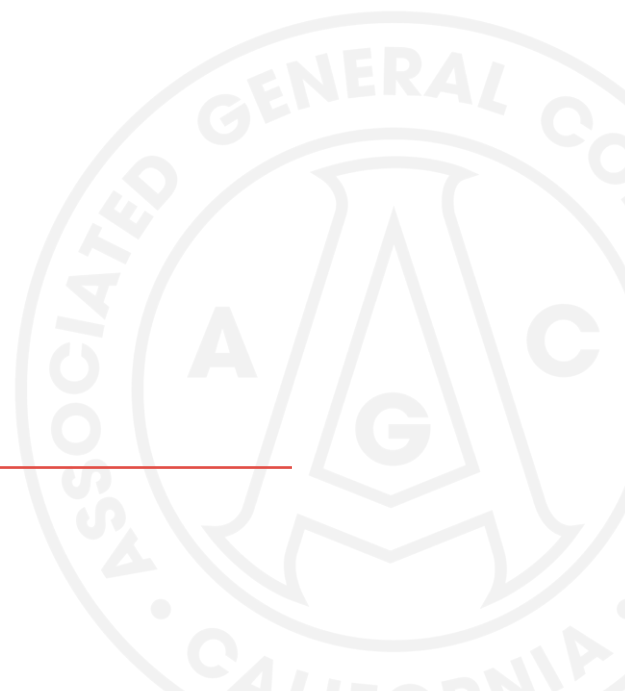




Brian Mello, a New Hampshire native, joined Associated General Contractors (AGC) of California in November 2020. As AGC of California's associate vice president of engagement and regulatory affairs, Brian leads all Southern California government affairs activities to ensure influence and access to relevant public owners and decision makers with whom AGC members' work.

Brian also leads the association's regulatory affairs team through tracking, advocacy, and engagement to ensure members' voices are heard by the necessary entities, including Cal/OSHA, DWR, CARB, CSLB, UC/CSU, State Architect, and State Fire Marshall. With deep field experience and dedication to worker safety, Brian also oversees of AGC of California's Safety & Health Council and Legal Advisory Committee.

Prior to working for AGC of California, Brian worked as a safety officer for Shawmut Design & Construction in Boston, Massachusetts.



ASHLEY KAISER

Director of Government Affairs

Phone: 949-357-4204

Email: Kaisera@agc-ca.org

EXPERTISE

Community Relations, Governmental Affairs, Strategic Planning, Crisis Management, Public Speaking, Networking, Event Coordination and Management

EXPERIENCE

Director of Government Affairs

2024-current

Associated General Contractors of California

- Develop and implement a comprehensive government affairs strategy that aligns with the organization's goals and priorities.
- Monitor legislative and regulatory proposals at the local, state, and federal levels, and provide in-depth analysis of their potential impact on the organization.
- Build and maintain relationships with government officials, legislators, and regulatory agencies to help advance the construction industry.

Director of Government Affairs

2022-2024

Athens Services

- Utilises background in politics and community relations to develop, nurture, and maintain outstanding relationships with community stakeholders, including; elected officials, City staff, and influential community members.
- Provides input and support of corporate strategies, policies, and plans that align with governmental laws and regulations.
- Develops formal correspondence and messaging relating to company services for both internal and external audiences.
- Manages exclusive franchise agreements and oversees the successful execution of contractual obligations.
- Manages and resolves any escalated customer issues escalated to City management.
- Creates strategy and support for charitable contributions. Oversee's annual charitable contribution budget.

President / Executive Board Member

2019-2024

Glendora Chamber of Commerce

- Serves as a policy making member of the organization and represents a broad cross-section of the business and professional leadership of the community.
- Chair of the Legislation Action Committee that monitors legislation and offers advocacy and works with local legislative offices to support or oppose policies.

Manager of Government Affairs

2018-2022

Athens Services

- Developed and executed the organization's community relations strategy in assigned territory. This included ensuring all resources (people, equipment, educational material, etc.) were ordered and ready for use at each event.
- Managed the outreach and education efforts for assigned cities. Including newsletters and social media campaigns aligned with contract requirements and the company's vision.
- Created executive summaries of the company's multiple franchise agreements.

EXPERIENCE (CONTINUED)

Board Member

2020-2024

Monrovia Chamber of Commerce

- Provides creative direction to the Executive Director on events and opportunities to engage and grow membership.
- Serves on the Governmental Affairs committee that monitors current legislation impacting businesses.

Director

2017-2022

Friends of West Covina Police K9s

- Coordinated the organization's annual golf tournament fundraiser. Through these fundraising efforts, the organization was able to maintain four K9s for the Police Department.
- Coordinated the annual training for both the K9s and handlers as required to maintain their certifications.
- Oversaw the execution of bylaws and met the health needs of each K9 on the unit.

Senior Field Deputy

2016-2018

California State Assembly

- Served as a liaison between the Assemblymember and constituents, district organizations, local governments, and state agencies.
- Monitored pertinent district or local issues, especially those involving state agencies, and kept the Assemblymember, Chief of Staff, and District Director up to date.
- Oversaw the Assemblymember's Young Legislator Program. Reviewed applicants and created a six-month program that partnered with various agencies and businesses that offered students the ability to learn more about policy and government.

Planning Commissioner

2018-2019

City of West Covina

- Made decisions on city plans of design, variances, conditional use permits, and tentative tract and parcel maps.
- Supported the City Council and worked with City staff through expert decisions on zoning ordinances and map amendments, specific plan amendments, and revisions to the General Plan to help guide the growth of the City.

Human Resources Commissioner

2015-2018

City of West Covina

- Served as an advisor to the City Council and City Manager in all matters relating to personnel.
- Supported the review of recruitment and selection processes for classified service employees. In addition, conducted hearings regarding MOU, retirement, and injury matters.

Field Deputy

2014-2016

California State Assembly

- Served as a liaison between the Assemblymember and constituents, district organizations, local governments, and state agencies.
- Created and executed the Assemblymember's district community relations strategy. This included coordinating district events, community resource fairs, press releases, and talking points.
- Prepared press material, social media content, and media talking points and handled media inquiries and relationships.

Public Relations Coordinator

2013-2014

Louis Barajas, Inc.

- Provided the CEO with creative direction on brand awareness.
- Oversaw the companies digital and social media campaigns and strategies.
- Coordinated the scheduling of speaking engagements/seminars with fortune 100 companies, employee resource groups and nonprofits.

Communications Department Assistant

2011-2014

University of La Verne

- Assisted students with equipment check-in/out procedures, and prepared studios and equipment for faculty use.
- Monitored department correspondence such as emails, and phone calls. Provided the appropriate resources based on each inquiry.

EDUCATION**Executive Master in Leadership**

2018-2020

*Sol Price School of Public Policy, University of Southern California***Bachelor of Arts in Communications**

2010-2014

University of La Verne

- Term abroad: Charles University, Prague, Czech Republic 2013

SKILLS

- Professional: Contract Negotiation, Policy, Crisis Management, Strategic Planning, Advocacy
- Technical: Canva, Mac or PC hardware/software, proficient in Word, Works, Outlook and PowerPoint, Teams, WorkDay, SoftPak, and Sales Force
- Languages: English, American Sign Language (ASL)

VOLUNTEER EXPERIENCE

- West Covina Beautiful, Board Member
- La Canada Chamber of Commerce, Board Member
- RYLA, Counselor
- Paws 4 Success, Volunteer
- Assistance League, Assistent/Volunteer
- Ca State Assembly Young Legislators, Program Coordinator
- Muscular Dystrophy Association, Volunteer
- Glendora Police Department, Citizens Academy
- Habitat for Humanity, Volunteer

TAB 21



Board of Education Report

File #: Sup Res -003-24/25, **Version:** 1

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.



California
Charter Schools
Association

1107 9th Street, Suite 200. | Sacramento, CA 95814
p 916-448-0995 | f 916-448-0998 | www.ccsa.org

August 1, 2024

Board President Jackie Goldberg
Los Angeles Unified School District Board of Education

Dear Board President Goldberg and Members of the LAUSD Board of Education,

The California Charter Schools Association (CCSA) proudly re-nominates Neelura Bell to the LAUSD School Construction Bond Citizens' Oversight Committee (SCBCOC) for a two-year term. Ms. Bell will soon complete her second term as CCSA's representative to the SCBCOC.

As noted in our initial nomination and re-nomination two years ago, Ms. Bell has had a long and distinguished career in the fields of real estate development and financing, with her most recent work focusing on school construction financing. We believe she will continue to serve the SCBCOC with integrity and insight.

Ms. Bell holds the position of Director of Facility Financing for ExED, a Southern California-based nonprofit that provide business and support services to high-achieving, community-focused charter schools. In this role, Ms. Bell underwrites and manages financing portfolios for the development of charter school facilities. She also supports charter schools by providing technical assistance in the identification and feasibility assessment of potential school sites.

In addition to the above, Ms. Bell satisfies the requirements of the SCBCOC Memorandum of Understanding (MOC). Specifically, Section 3.1.14 of the MOU reads:

"The Board shall appoint one member who is nominated by the California Charter School[s] Association (CCSA) who is not an officer, board member, or employee of CCSA or of a District Charter School or Charter School Group."

Ms. Bell is not an officer, board member, or employee of CCSA, or a District Charter School or Charter School Group.

Ms. Bell also has extensive professional experience in community and economic development as a funder, developer, and administrator. Prior to joining ExED, Ms. Bell worked with a community-based non-profit organization, the Los Angeles Mayor's Office, a national financial and technical assistance intermediary, and most recently the Community Redevelopment Agency of the City of Los Angeles. Through her prior experience, she has been involved in all aspects of facilitating the development of complex and catalytic commercial, housing, facility and infrastructure projects. Ms. Bell prepared for her career by obtaining a bachelor's degree in public administration from the University of Southern California.

Through all of her work Ms. Bell has demonstrated a long-standing commitment to improving Los Angeles communities through transformative redevelopment, and we look forward to seeing her continue serving these communities as a member of the SCBCOC. We respectfully request that the LAUSD Board approve her appointment. Should you have any questions regarding this nomination please feel free to contact me at your convenience.

Warmly,

Keith Dell'Aquila
Vice President, Local Advocacy, Greater Los Angeles
California Charter Schools Association

Cc:

Neelura Bell
Perla Zitle, BOC Coordinator
Michael McClean, Executive Officer of the Board
Michael Hamner, Chair LAUSD SCBCOC
Devora Navera Reed, General Counsel
Alberto Carvalho, Superintendent

Neelura Bell has extensive experience in community and economic development as a funder, developer, and administrator. She is currently the Director of Facility for Excellent Education where she is in charge of school facility technical assistance, loan underwriting and asset management. Ms. Bell's background includes positions with a community-based non-profit organization, the Mayor's Office, a national financial and technical assistance intermediary and the Community Redevelopment Agency of the City of Los Angeles. Through her prior experience, she has been involved in all aspects of facilitating the development of complex and catalytic commercial, housing, facility, and infrastructure projects. She has provided financial and technical support to small and major developers from the acquisition and entitlement phases through construction and occupancy. She holds a bachelor's degree in public administration from the University of Southern California.

TAB 22



Board of Education Report

File #: 002-24/25, Version: 1

Charter Petitions for Public Hearing

September 10, 2024

Charter Schools Division

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 414 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 1196 students in grades 6-12 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 440 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-6 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.

LIST OF CHARTER PETITIONS FOR PUBLIC HEARING**BOARD OF EDUCATION MEETING
SEPTEMBER 10, 2024**

	PETITION NAME	TYPE OF CHARTER	PROP. 39 as of Current (Y/N)	PERFORMANCE CATEGORY (H/M/L¹)	ACTION TYPE	BD	REGION	PROPOSED ADDRESS OR TARGET LOCATION	PROPOSED GRADE LEVELS	ENROLLMENT	PROPOSED# OF STUDENTS	TERM REQUESTED (By Petitioner)
1.	Global Education Academy	Start-Up Independent	N	H	Renewal	1	S	4141 S. Figueroa St., Los Angeles, CA 90037 and 2009 W. Martin Luther King Jr. Blvd., Los Angeles, CA 90062	TK-8	379	414	2025-2032
2.	Ednovate – USC Hybrid High College Prep	Start-Up Independent	N	M	Renewal	1	S	3939 S. Vermont Ave., Los Angeles, CA 90037	9-12	533	500	2025-2030
3.	ICEF View Park Preparatory Middle	Start-Up Independent	N	M	Renewal	1	S	5311 S. Crenshaw Blvd., Los Angeles, CA 90043	6-8	261	450	2025-2030
4.	Citizens of the World Charter School Silver Lake	Start-Up Independent	Y	M	Renewal	2	E	110 N. Coronado St. Los Angeles, CA 90026 and 2301-2323 Beverly Blvd., Los Angeles, CA 90057	TK-8	732	1196	2025-2030
5.	Ednovate – Brio College Prep	Start-Up Independent	N	M	Renewal	2	E	350 S. Figueroa St., Ste. 100, Los Angeles, CA 90071	9-12	499	500	2025-2030

¹ H = High, M = Medium, L = Low

LOS ANGELES UNIFIED SCHOOL DISTRICT
CHARTER SCHOOLS DIVISION (CSD)

	<i>PETITION NAME</i>	<i>TYPE OF CHARTER</i>	<i>PROP. 39 as of Current (Y/N)</i>	<i>PERFORMANCE CATEGORY (H/M/L¹)</i>	<i>ACTION TYPE</i>	<i>BD</i>	<i>REGION</i>	<i>PROPOSED ADDRESS OR TARGET LOCATION</i>	<i>PROPOSED GRADE LEVELS</i>	<i>ENROLLMENT</i>	<i>PROPOSED# OF STUDENTS</i>	<i>TERM REQUESTED (By Petitioner)</i>
6.	Ednovate – Esperanza College Prep	Start-Up Independent	N	M	Renewal	2	E	414 S Atlantic Blvd, East Los Angeles, CA 90022	9-12	506	500	2025-2030
7.	Para Los Niños Charter	Start-Up Independent	N	M	Renewal	2	E	1617 E. 7th St., Los Angeles, CA 90021	TK-5	230	410	2025-2030
8.	New West Charter (SBE)	Start-Up Independent	N	H	Renewal	4	W	1905 Armacost Ave., Los Angeles, CA 90026 and 11625 Pico Blvd., Los Angeles, CA 90064	6-12	998	1,225	2025-2032
9.	Downtown Value	Start-Up Independent	N	M	Renewal	5	S	950 West Washington Blvd., Los Angeles, CA 90015	TK-8	425	456	2025-2030
10	Equitas Academy #2	Start-Up Independent	N	M	Renewal	5	W	2723 West 8th St. Los Angeles, CA 90005	5-8	401	400	2025-2030
11	Gabriella Charter 2	Start-Up Independent	Y	M	Renewal	5	E	3736 Trinity St., Los Angeles, CA 90011 and 4312 S. Grand Ave., Los Angeles, CA 90037	TK-8	393	468	2025-2030
12	Monsenor Oscar Romero Charter Middle	Start-Up Independent	N	M	Renewal	5	W	2670 W. 11th Street Los Angeles, CA 90006	6-8	272	375	2025-2030
13	Santa Monica Boulevard Community Charter	Conversion Independent	N	M	Renewal	5	W	1022 N. Van Ness Ave. Los Angeles, CA 90038	TK-6	753	950	2025-2030

LOS ANGELES UNIFIED SCHOOL DISTRICT
CHARTER SCHOOLS DIVISION (CSD)

	<i>PETITION NAME</i>	<i>TYPE OF CHARTER</i>	<i>PROP. 39 as of Current (Y/N)</i>	<i>PERFORMANCE CATEGORY (H/M/L¹)</i>	<i>ACTION TYPE</i>	<i>BD</i>	<i>REGION</i>	<i>PROPOSED ADDRESS OR TARGET LOCATION</i>	<i>PROPOSED GRADE LEVELS</i>	<i>ENROLLMENT</i>	<i>PROPOSED# OF STUDENTS</i>	<i>TERM REQUESTED (By Petitioner)</i>
14	Synergy Charter Academy	Start-Up Independent	Y	M	Renewal	5	E	900 E. 33 rd St. Los Angeles, CA 90011	TK-5	314	360	2025-2030
15	Fenton Avenue Charter	Conversion Independent	N	M	Renewal	6	N	11828 Gain St., Lake View Terrace, CA 91342	TK-5	687	832	2025-2030
16	Fenton Primary Center	Start-Up Independent	N	M	Renewal	6	N	11351 Dronfield Ave., Pacoima, CA 91331	TK-2	502	840	2025-2030

TAB 23



Los Angeles Unified School District

277

333 South Beaudry Ave,
Los Angeles, CA 90017

Board of Education Report

File #: ROC-002-24/25, **Version:** 1

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

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

September 10, 2024

REPORT OF CORRESPONDENCE

The following correspondence addressed to the Board of Education is submitted with the recommended Disposition, “Refer to Superintendent for referral to Office of the General Counsel to take all steps necessary to protect the interests of the Board of Education, including assignment to outside counsel; Controller to draw warrants in such amounts as may be necessary for the payment of costs and fees upon invoices as approved by the Office of the General Counsel”:

FROM	LEGAL ACTION
1. Abir Cohen Treyzon Salo	Complaint for Damages: 1) Negligence; 2) Negligent Hiring, Supervision, and Training; Case No. 24STCV14134; Superior Court of the State of California, for the County of Los Angeles; E.G. by and through his GAL Ana G., Plaintiff v. Los Angeles Unified School District; and Does 1-50, Defendants.
2. Aitken, Aitken, Cohn	Summons & Complaint for: 1) Negligence; 2) Negligent Hiring/Retention/Supervision/Training; 3) Dangerous Condition of Public Property; Case No. 24STCV14530; Superior Court of the State of California, County of Los Angeles; Scott Liu, a minor, by and through his GAL, Chi Huynh, Plaintiff v. Los Angeles Unified School District, and Does 1 through 50, inclusive, Defendants.
3. Arias Sanguinetti Wang & Torrijos LLP	Summons & Complaint for Damages for: 1) Negligence; 2) Negligent Supervision/Training/Hiring/Retention; 3) Sexual Battery; 4) Assault; 5) Violation of Civil Rights [California Civil Code Sections 51.9]; 6) Violation of Civil Rights [California Civil Code Sections 51.7, 51.9, 52, 52.1, 52.3 & 52.4]; Case No. 22SMCV02943; Superior Court of the State of California, for the County of Los Angeles; John Doe, Plaintiff v. Roe Defendant 1; Roe Defendant 2; Roe Defendant 3; Roe Defendant 4; Roe Defendant 5; Roe Defendant 6; and Roes 7 through 100, Defendants.
4. Aviram Law, APLC	Amended Summons & Complaint for Damages: 1) Negligent Hiring, Retention, Supervision, and Training; and 2) Negligence; and 3) Premises Liability; Case No. 24VECV03518; Superior Court of the State of California, for the County of Los Angeles; Kai Jeddah, minor, by and through his Parent and Guardian ad Litem, Maytal Cohen, an individual, Plaintiff v. Los Angeles Unified School District, and Does 1 through 100, Defendants.

5. Carrillo Law Firm
Complaint for Damages; Case No. 24STCV20851; Superior Court of the State of California, for the County of Los Angeles; Jane D.R. Doe, Plaintiff v. Los Angeles Unified School District; and Does 1-20, Defendants.
6. Custodio & Dubey LLP
Summons & Complaint for Damages: 1. Negligence Under Gov. Code §815.2(a) 2. Negligence; Case No. 24CHCV02911; Superior Court of California, For the County of Los Angeles; N.C. a minor, by and through his GAL, Lucia Lisette Avalos, Plaintiff v. Los Angeles Unified School District, and Does 1 through 25, Inclusive, Defendants.
7. D&Z Law Group, LLP
Summons & Complaint for Damages: 1. General Negligence 2. Premise Liability; Case No. 24STCV14306; Superior Court of California, County of Los Angeles; Danil Airapetian by GAL Ogannes Airapetian, Plaintiff v. Los Angeles Unified School District, and Does 1 through 50, Inclusive, Defendants.
8. Demarco Law Firm
Summons & Complaint for Damages: 1) Sexual Battery; 2) Negligence; 3) Negligent Failure to Warn, Train, or Educate; Case No. 24STCV19495; Superior Court of the State of California, County of Los Angeles; John M.C. Doe, an individual; John M.S. Doe, an individual, Plaintiff v. Los Angeles Unified School District, and Does 2 through 100, inclusive, Defendants.
9. Freeburg & Granieri, APC
Summons & Complaint for: 1) Disability Discrimination in Violation of FEHA – Government Code § 12940, Et Seq. 2) Failure to Reasonably Accommodate a Disability in Violation of FEHA – Government Code § 12940, Et Seq. 3) Failure to Engage in a Good Faith Interactive Process in Violation of FEHA – Government Code § 12940, Et Seq. 4) Retaliation in Violation of FEHA– Government Code § 12940, Et Seq. 5) Failure to Prevent Discrimination and Retaliation in Violation of FEHA – Government Code § 12940, Et Seq.; Case No. 24STCV18372; Superior Court of the State of California, For the County of Los Angeles; Joshua Ruiz, Plaintiff, v. Los Angeles Unified School District, and Does 1-25, Inclusive, Defendants.
10. Hunt Ortmann Palffy Nieves Darling & Mah, Inc.
Summons & Complaint for: 1) Breach of Contract; 2) Breach of Implied Covenant of Good Faith and Fair Dealing; Case No. 24STCV19237; Superior Court of the State of California, County of Los Angeles; Morillo Construction, Inc., a California corporation, Plaintiff v. Los Angeles Unified School District, and Does 1 through 100, inclusive, Defendants.

11. Jaurigue Law Group
Summons & Complaint for: 1) Disability Discrimination in Violation of FEHA; 2) Failure to Provide Reasonable Accommodations in Violation of FEHA; 3) Failure to Engage in Good Faith Interactive Process in Violation of FEHA; 4) Retaliation in Violation of FEHA; 5) Failure to Prevent Discrimination, Harassment and/or Retaliation in Violation of FEHA; 6) Wrongful Termination if Violation of Public Policy; Case No. 23STCV26129; Superior Court of the State of California, Los Angeles County; Miguel Morales Jr., an individual, Plaintiff v. Los Angeles Unified School District, and Does 1 through 50, inclusive, Defendants.
12. Javanmardi Law, PC | Holmquist Law, PC
Summons & Complaint for Damages: 1) Whistleblower Retaliation (Lab. Code §§ 1102.5, 6310); 2) FEHA Employment Discrimination (Gov. Code § 12940(a); 3) FEHA Failure to Accommodate (Gov. Code § 12940(m); 4) FEHA Failure to Engage in Timely & Good-Faith Interactive Process (Gov. Code § 12940(n); 5) FEHA Harassment (Gov. Code 12940(j)); 6) FEHA Retaliation (Gov. Code §§ 12940(h)); 7) FEHA Failure to Prevent/Remedy Discrimination, Harassment and/or Retaliation (Gov. Code § 12940(k)); and 8) Defamation; Case No. 24STCV16754; Superior Court of the State of California, for the County of Los Angeles; Pasha McKenley, Plaintiff v. Los Angeles Unified School District, et al. Defendants.
13. Law Offices of Gerald L. Marcus
Summons & Complaint for Damages: 1) Premises Liability – Negligence; 2) Dangerous Condition of Public Property (Gov't Code 835); Case No. 24VECV02188; Superior Court of the State of California, County of Los Angeles; Sayuri Nomoto, Plaintiff v. Los Angeles Unified School District, et al. Defendants.
14. Law Offices of Helena S. Wise
Summons & Complaint for: 1. Redress of Perceived Discrimination 2. Redress of Genetic Testing 3. Redress Discrimination Due to Association 4. Lack of Good Faith Interactive 5. Failure to Accommodate 6. Redress Harassment 7. Redress Unlawful Retaliation 8. Redress Failure to Prevent Discrimination, Harassment and Retaliation; Case No. 24STCV09473; Superior Court of the State of California, County of Los Angeles; Trevor Schmidt, Tracy Caldwell, Susanna Hernandez, Mary Reyes and Jeny Vasquez Plaintiffs, v. Los Angeles Unified School District, and Does 1-100, Defendants.

15. Levin & Nalbandyan, LLP
Complaint for Damages: 1) Negligence, Negligent Failure to Supervise and Care for Students; 2) Negligent Hiring and/or Retention; Case No. 24NNCV03025; Superior Court of California, For the County of Los Angeles; Vilma Kerlin Vargas, a minor by and through her GAL, Beatriz Marisol Vargas Olmedo, Plaintiff v. Los Angeles Unified School District, and Does 1 through 50, Inclusive, Defendants.
16. Manly Stewart Finaldi
Summons & Plaintiff's Complaint for Damages for: 1) Intentional Infliction of Emotional Distress; 2) Negligence; 3) Negligent Supervision; 4) Negligent Retention/Hiring; 5) Negligent Failure to Warn, Train or Educate; 6) Breach of Fiduciary Duty; 7) Constructive Fraud (Civil Code § 1573); 8) Sexual Battery; 9) Sexual Assault; Case No. 24STCV20509; Superior Court of the State of California, for the County of Los Angeles; Jane VJ Doe, an individual, Plaintiff v. Los Angeles Unified School District, a California Local public entity, et al., Defendants.
17. Manly Stewart Finaldi
Summons & Complaint for Damages for: 1) Negligence; 2) Negligent Supervision; 3) Negligent Hiring/Retention; 4) Negligent Failure to Warn Train or Educate; 5) Intentional Infliction of Emotional Distress; 6) Public Entity Liability for Failure to Perform Mandatory Duty (Education Code §§ 200, 201; Civil Code § 51.9; Title IX; 20 U.S.C. § 1681); 7) Assault; 8) Sexual Battery (C.C. § 1708.5); Case No. 24STCV20565; Superior Court of the State of California, for the County of Los Angeles; John DLTR Doe, an individual, Plaintiff v. Los Angeles Unified School District, a local public entity, et al., Defendants.
18. Rice & Bloomfield, LLP
Summons & Complaint for Damages for Negligence; Case No. 24VECV02106; Superior Court of California, For the County of Los Angeles; Jane V.G. Doe, and Jane A.B. Doe, Plaintiffs v. Los Angeles Unified School District, and Does 1 through 40, Inclusive, Defendants.
19. Slater Slater Schulman, LLP
Summons & Complaint for Personal Injuries and Damages from Childhood Sexual Abuse; Case No. 24STCV18509; Superior Court of California, For the County of Los Angeles; Jane Roe T.E.; Jane Roe C.F.; Jane Roe B.L., et al. Plaintiffs v. Los Angeles Unified School District, and Does 1 through 60, Inclusive, Defendants.
20. Taylor & Ring
Summons & Complaint for Personal Injuries and Damages Arising from Childhood Sexual Abuse; Case No. 24STCV19918; Superior Court of the State of California, for the County of Los Angeles; Jane Doe 1, Jane Doe 2, John Doe 2, John Doe 3, Plaintiff v. Los Angeles Unified School District, a public school district, et al. Defendants.

The recommended disposition of the following item is “Refer to Superintendent for referral to the Office of the Risk Management and Insurance Services”:

<u>No.</u>	<u>Received From</u>	<u>Type of Damage</u>	<u>Claimant</u>	<u>Date of Damage</u>
21.	John Nojima Lederer & Nojima	Damages	Adan Farias by GAL Claudia Landaverde	05-10-24
22.	Hamlet Yarijanian	Damages	Aiden Badajoz	Multiple dates
23.	Amalia Khechumian	Damages	Amalia Khechumian for Avet Avetisyan	02-16-24
24.	Sergio F. Benedetto, The Law Offices of Sergio F. Benedetto	Damages	Amelie Thatio	05-07-24
25.	Andres M. Arango Dordulian Law Group, APC	Damages	Ana Maria Perez Mother for Minor Lorena Victoria Perez	04-03-24
26.	Todd P. Drakeford Wilshire Law Firm	Damages	Ashlei Livas obo Zayne Livas	02-20-24
27.	Natalie Weatherford Taylor & Ring	Damages	Beckett Buckley	04-25-24
28.	Moises Vazquez Law Offices of Moises Vazquez	Damages	Bethzaida Rios	02-05-24
29.	Steffen Lieber Law office of Steffen Lieber	Damages	Byant Tanyi	02-01-24 and continuing
30.	Vardan Boyazhyan V/B & Associates	Damages	Candy Quixtan	07-10-24 (3 Rec'd)
31.	Jazmine Gomez DTLA Law Group	Damages	D'lilah Peace	02-07-24
32.	Hailey Randolph	Damages	Hailey Randolph	05-23-24

33.	Gregory Wong Lyfe Law	Damages	David Steenhoek	Ongoing
34.	Oshea Orchid Sethi Orchid Miner LLP	Damages	Dean Ledesma	October 2023 - February 25, 2024
35.	Jazmine Gomez DTLA Law Group	Damages	Duke Williams	02-01-24
36.	Gerriolyn Lotten	Damages	Gerriolyn Lotten	N/A
37.	Jazmine Eure LA Lawyers	Damages	Hailey Milligan	05-29-24
38.	Darlin Izamar Peraza Gomez LA Lawyers	Damages	Ilan Herrera	03-18-24
39.	Luis A. Carrillo Carrillo Law Firm	Damages	Jane H.M. Doe Miguel Angel Mendoza (GAL)	02-29-24 to 03-01-24
40.	Kevin Gilliland. P.C	Damages	Joanna Garvin	Between approx. 2-15-24 & 3-18-24
41.	Jordan Tobins	Damages	Jordan Tobins Stefany Tobins Jaxson Tobins	2023-24
42.	Alan Blanco Rafii & Associates	Damages	Kevin Vladimir Rivas	02-07-24
43.	Christa Ramey ACTS Law	Damages	Kimberly Jasso	05-14-24 to Present
44.	Downtown LA Law Group	Damages	Leo Coleman	02-23-204
45.	Gabriella Marquez	Damages	Liam Gonzalez	04-25-24

46.	Christa Ramey ACTS Law	Damages	Liam Jasso	05-14-24 to Present
47.	Karla Sanchez Karpel & Nero Law Firm	Damages	Liam Munoz	05-14-24
48.	Gregory Wong Lyfe Law, LLP	Damages	Lisa Ann Robertson	Ongoing
49.	Christa Ramey ACTS Law	Damages	Lucia Jasso	05-14-24 to Present
50.	Ara Aroustamian Law Office of Ara Aroustamian	Damages	M.G., Guardian Ad Litem for N.B., a minor	04-29-24
51.	Jazmine Gomez DTLA Law Group	Damages	Maloni Sowell	02-02-24
52.	Marcella Wilson Law Offices of Scott C. Stratman	Damages	Marina Goktchyan	05-04-23 (2 received)
53.	Julie Villalpando QueensCare	Damages	QueensCare	03-15-24
54.	Jazmine Gomez DTLA Law Group	Damages	Samiah Drake	01-29-24
55.	Jazmine Gomez DTLA Law Group	Damages	Sammie Ojeda	02-07-24
56.	Sarah Gonzalez	Damages	Sarah Gonzalez	06-26-24
57.	Marcella Wilson Law Offices of Scott C. Stratma	Damages	Serob Kalashyan	05-04-23 (2 received)
58.	Anoush Sarkisyan Sarkisyan Law Group	Damages	Tony Kalashyan	05-04-23

59.	Alfredo Ortiz Padron	Vehicle Damages	Alfredo Ortiz Padron	07-02-24
60.	Allen Takahata	Vehicle Damages	Allen Takahata	08-25-23
61.	Ashley Contreras	Vehicle Damages	Ashley Contreras	08-06-24
62.	Fernando Gomez Munoz	Vehicle Damages	Fernando Gomez Munoz	04-11-24
63.	Alexandra Arteaga Pacific Adjusting and Claim Services	Vehicle Damages	Heiner Duarte Mandon	03-07-24
64.	Maria Del Carmen Cuevas	Vehicle Damages	Heiner Duarte Mandon	08-19-24
65.	Janice Carlberg	Vehicle Damages	Janice Carlberg	05-07-24
66.	Lilia Ruelas	Vehicle Damages	Lilia Ruelas	06-26-24
67.	Miriam Ramirez	Vehicle Damages	Miriam Ramirez	07-16-24
68.	Nicolette Hernandez	Vehicle Damages	Nicolette Hernandez	07-22-24
69.	Hasmik Manucharyan Martinian Lawyers	Vehicle Damages	Vergara Morales Fernando	02-21-24

**WILLIAMS AND STATE PRESCHOOL HEALTH AND SAFETY
UNIFORM COMPLAINT
QUARTERLY REPORT SUMMARY
4th Quarter 2023/2024**

DISTRICT NAME: Los Angeles Unified School District

DATE: August 8, 2023

QUARTER COVERED BY THIS REPORT:


April, May, June 2024

Williams Uniform Complaints:

	Number of Complaints Received in Quarter	Number of Complaints Resolved	Number of Complaints Unresolved
Textbooks and Instructional Materials	0	0	0
Facility Conditions	37	37	0
Teacher Vacancy or Misassignment	1	1	0
Totals	38	38	0

State Preschool Health and Safety:

	Number of Complaints Received in Quarter	Number of Complaints Resolved	Number of Complaints Unresolved
Facility Conditions	0	0	0
Visual Supervision	0	0	0
Totals	0	0	0

SUBMITTED BY: Binh Nguyen 

TITLE: Director, Office of Student Civil Rights, Office of the General Counsel

Williams Project
Record Distribution Report
2023-2024 – 4th Quarterly Report
August 8, 2024

Board Member							
Board Member	Gross UCPs	Non-Wms UCPs	Net Wms UCPs	IM	MO	HR	Total
1	0	0	0	0	0	0	0
2	4	0	4	0	4	0	4
3	27	0	27	0	27	0	27
4	1	0	1	0	0	1	1
5	2	0	2	0	2	0	2
6	4	0	4	0	4	0	4
7	0	0	0	0	0	0	0
Other/Districtwide	0	0	0	0	0	0	0
Not Applicable	0	0	0	0	0	0	0
TOTAL	38	0	38	0	37	1	38
Local District							
Local District	Gross UCPs	Non-Wms UCPs	Net Wms UCPs	IM	MO	HR	Total
North	31	0	31	0	31	0	31
South	0	0	0	0	0	0	0
East	5	0	5	0	5	0	5
West	2	0	2	0	1	1	2
Non-Public	0	0	0	0	0	0	0
Not Applicable	0	0	0	0	0	0	0
DACE	0	0	0	0	0	0	0
TOTAL	38	0	38	0	37	1	38
Subject Area							
Subject Area	Gross UCPs	Non-Wms UCPs	Net Wms UCPs				
IM	0	0	0				
MO	37	0	37				
HR	1	0	1				
Non-Williams	0	0	0				
TOTAL	38	0	38				
2023-2024 UCPs							
Quarter	Net UCPs	IM	MO	HR			
Q1	130	1	125	4			
Q2	90	0	85	5			
Q3	43	0	42	1			
Q4	38	0	37	1			
TOTAL	301	1	289	11			

Legend: UCPs=Uniform Complaint Procedures: Wms=Williams: IM=Instructional Materials/Textbooks: MO=Facilities:
HR=Human Resources (Teacher Assignments)

TAB 24

**Item
Withdrawn**

TAB 25



Board of Education Report

File #: 003-24/25, **Version:** 1

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

2024-2025 LAUSD Board of Education Meeting Schedule

Version 2

Meeting Type	Meeting Date	Day of the Week	Meeting Start Time	
Closed	8/6/2024	Tuesday	10:00 AM	
Regular	8/13/2024	Tuesday	10:00 AM	
Regular	9/10/2024	Tuesday	10:00 AM	
Closed	9/11/2024	Wednesday	10:00 AM	
Committee of the Whole	9/17/2024	Tuesday	10:00 AM	
Committee of the Whole	10/15/2024	Tuesday	10:00 AM	
Regular	10/22/2024	Tuesday	10:00 AM	11:00 AM
Closed	10/23/2024	Wednesday	10:00 AM	
Committee of the Whole	11/12/2024	Tuesday	10:00 AM	
Regular	11/19/2024	Tuesday	10:00 AM	11:00 AM
Closed	11/20/2024	Wednesday	10:00 AM	
Committee of the Whole	12/3/2024	Tuesday	10:00 AM	
Annual Meeting	12/10/2024	Tuesday	10:00 AM	
Regular	12/10/2024	Tuesday	10:45 AM	
Closed	12/11/2024	Wednesday	10:00 AM	
Regular	1/14/2025	Tuesday	10:00 AM	11:00 AM
Closed	1/15/2025	Wednesday	10:00 AM	
Committee of the Whole	1/28/2025	Tuesday	10:00 AM	
Regular	2/11/2025	Tuesday	10:00 AM	11:00 AM
Closed	2/12/2025	Wednesday	10:00 AM	
Committee of the Whole	2/18/2025	Tuesday	10:00 AM	
Regular	3/11/2025	Tuesday	10:00 AM	11:00 AM
Closed	3/12/2025	Wednesday	10:00 AM	
Committee of the Whole	3/18/2025	Tuesday	10:00 AM	
Regular	4/8/2025	Tuesday	10:00 AM	11:00 AM
Closed	4/9/2025	Wednesday	10:00 AM	
Committee of the Whole	4/22/2025	Tuesday	10:00 AM	
Regular	5/13/2025	Tuesday	10:00 AM	11:00 AM
Closed	5/14/2025	Wednesday	10:00 AM	
Committee of the Whole	5/20/2025	Tuesday	10:00 AM	

2024-2025 LAUSD Board of Education Meeting Schedule **Version 2**

Regular	6/3/2025	Tuesday	10:00 AM	11:00 AM
Closed	6/4/2025	Wednesday	10:00 AM	
Regular Budget and LCAP Hearing	6/17/2025	Tuesday	10:00 AM	11:00 AM
Closed	6/18/2025	Wednesday	10:00 AM	
Regular Budget and LCAP Adoption	6/24/2025	Tuesday	10:00 AM	11:00 AM
Closed	6/25/2025	Wednesday	10:00 AM	