

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

REGULAR MEETING STAMPED ORDER OF BUSINESS

333 South Beaudry Avenue, Board Room
1208 Magnolia Avenue, Gardena, CA 90247
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 –

**Procedural Error – This position is filled by election, not appointment.
Vote to be held at the next Regular Board Meeting.**

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 **ADOPTED**
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 **ADOPTED**
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 **ADOPTED BY CONSENT VOTE**
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 **ADOPTED BY CONSENT VOTE**
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 **ADOPTED BY CONSENT VOTE**
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 **ADOPTED BY CONSENT VOTE**
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 **ADOPTED BY CONSENT VOTE**
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 **ADOPTED**
Office of the Chief Business Officer **PUBLIC HEARING STATEMENT READ**
(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 **ADOPTED BY CONSENT VOTE**
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 **ADOPTED BY CONSENT VOTE**
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 **ADOPTED**
Division of Instruction **PUBLIC HEARING STATEMENT READ**
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 **ADOPTED**
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.

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

ADOPTED AS AMENDED BY CONSENT VOTE

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Whereas, An analysis of District data ~~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 Board within 120 days on update on the distribution ~~improvements or progress~~ that has been made on the distribution of mental health resources to all District students during the past year and potential future plans; ~~and, be it finally~~

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

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

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

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

ADOPTED AS AMENDED

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

ADOPTED AS AMENDED

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

ADOPTED

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)

ADOPTED BY CONSENT VOTE

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)

ADOPTED BY CONSENT VOTE

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)

PUBLIC HEARING STATEMENT READ

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 1 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 TK-8 beginning its next term in the 2025 school year, with a proposed location of 110 N. Coronado St., Los Angeles, CA 90026 and 2301-2323 Beverly Blvd., Los Angeles, CA 90057.

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

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

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

Consideration of the level of support for a renewal start-up independent charter petition requesting to serve up to 500 students in grades 9-12 beginning its next term in the 2025 school year, with a proposed location of 440 414 S. Atlantic Blvd., East Los Angeles, CA 90022.

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

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

New West Charter (Board District 4, Region West)

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

Downtown Value (Board District 5, Region South)

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

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

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

Gabriella Charter 2 (Board District 5, Region East)

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

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

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

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

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

Synergy Charter Academy (Board District 5, Region East)

Consideration of the level of support for a renewal start-up independent charter petition requesting to serve up to 360 students in grades ~~TK-6~~ TK-5 beginning its next term in the 2025 school year, with a proposed location of 900 E. 33rd Street, Los Angeles, CA 90011.

Fenton Avenue Charter (Board District 6, Region North)

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

Fenton Primary Center (Board District 6, Region North)

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

Correspondence and Petitions

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

APPROVED BY CONSENT VOTE
PUBLIC HEARING STATEMENT READ

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)

ADOPTED

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.