

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

REGULAR MEETING REVISED ORDER OF BUSINESS

333 South Beaudry Avenue, Board Room
5015 Tujunga Avenue, North Hollywood, CA 91601
1208 Magnolia Avenue, Gardena, CA 90247
1:00 p.m., Tuesday, June 4, 2024

Roll Call

Pledge of Allegiance

Board President's Reports

Labor Partners

Committee Chair Reports

- Charter School Committee
- Committee of the Whole
- Children and Families in Early Education Committee

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 4:00 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 4:00 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. 268 – 23/24
Procurement Services Division
(Approval of Procurement Services) 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; Contract Amendments; and Goods and General Services Contracts (exceeding \$250,000): New Contracts; and Piggyback Contracts as listed in Attachment “B” and Certify federal micro-purchase threshold for calendar years 2023/2024 as listed on Attachment “C.”
2. Board of Education Report No. 232 – 23/24
Procurement Services Division – Facilities Contracts
(Approval of Facilities Contracts 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; award of architectural and engineering contracts; extra services/amendments for architectural and engineering contracts and approve the proposed contracts listed in Attachment B including on-call constructability review services contracts; Job Order Contracting application program management services contract; natural gas services contract; Major Modernization Project at 49th Street ES; Major Modernization Project at Canoga Park HS and Alternative Design-Build Project at Sylmar Charter HS.
3. Board of Education Report No. 278 – 23/24
Facilities Services Division
(Authorization to Execute a Renewal License Agreement for District-Wide Use of Radio Tower Space Located on Oat Mountain #3, Santa Susanna Mountains in Chatsworth California)
Recommends authorization of the Chief Facilities Executive and/or her designee(s), to execute a renewal license agreement, and/or any other reasonable instruments, with American Towers LLC, for remote tower space located on Oat Mountain #3, 12801 Tampa Avenue in Chatsworth. The Agreement, with a total base rent of \$199,241.04, includes a term of five years and provides Los Angeles Unified with three options to renew the term for a period of five years each.
4. Board of Education Report No. 281 – 23/24
Facilities Services Division
(Define and Approve Nine 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 nine Board District Priority and Region Priority projects, as listed on Exhibit A, for a total budget of \$1,188,764.

5. Board of Education Report No. 293 – 23/24
Facilities Services Division
(Define and Approve 16 Projects to Provide Critical Replacements and Upgrades of School Building/Site Systems and Components and Amend the Facilities Services Division Strategic Execution Plan to Incorporate Therein) Recommends the definition and approval of 16 projects to provide critical replacements and upgrades of school building/site systems and components, as listed on Exhibit A, for a total combined budget of \$8,554,153.
6. Board of Education Report No. 295 – 23/24
Facilities Services Division
(Define and Approve Six Proposition 39 Co-Located/Shared Facilities Improvement Projects and Amend the Facilities Services Division Strategic Execution Plan to Incorporate Therein) Recommends the definition and approval of six Proposition 39 Co-Located/Shared Facilities Improvement Projects, as listed on Exhibit A, for a total combined budget of \$654,855.
7. Board of Education Report No. 297 – 23/24
Facilities Services Division
(Approve the Definition of Four Classroom Replacement Projects and Amend the Facilities Services Division Strategic Execution Plan to Incorporate Therein) Recommends the definition and approval of four classroom replacement projects at Bell High School, Politi Elementary School, Limerick Elementary School, and Third Street Elementary School, as described in Exhibit A, for a total combined budget of \$402,695,000.
8. Board of Education Report No. 299 – 23/24
Facilities Services Division
(Approve the Definition of Eight Classroom Upgrade Projects and Amend the Facilities Services Division Strategic Execution Plan to Incorporate Therein) Recommends the definition and approval of eight classroom upgrade projects at Adams Middle School, Audubon Middle School, Bancroft Middle School, Burbank Arts Tech Community Magnet Middle School, Fleming Middle School, Hale Charter Academy Middle School, Louis Armstrong Middle School, and Webster Middle School, as described in Exhibit A, for a total combined budget of \$64,215,000.
9. Board of Education Report No. 300 – 23/24
Facilities Services Division
(Ratification of Real Estate Leases, Licenses, and Other Agreements or Instruments That Are Necessary or Incidental for the Use of Real Property) Recommends the ratification of the leases, licenses, and other agreements or instruments within its delegated authority for the period of July 2020 through December 2023 as listed in Attachment A.
10. Board of Education Report No. 301 – 23/24
Facilities Services Division
(Authorization to Accept Five Million Dollars from Lulu’s Place for the Benefit of the Baseball and Softball Fields at Westchester Enriched Sciences Magnets) Recommends the authorization to accept a \$5,000,000 donation from Lulu's Place, a California nonprofit public benefit corporation to be used exclusively to provide for the design and construction of capital improvements for the baseball and softball athletic fields at Westchester Enriched Sciences Magnets.

11. Board of Education Report No. 304 – 23/24
Facilities Services Division
Division of Special Education
(Define and Approve Four Accessibility Enhancement Projects, Two Barrier Removal Projects, and Amend the Facilities Services Division Strategic Execution Plan to Incorporate Therein) Recommends the definition and approval of four accessibility enhancement projects at Haskell Elementary STEAM Magnet, Parthenia Academy of Arts & Technology, Perez Special Education Center, and Willenberg Special Education Center as described in Exhibit A, and two barrier removal projects at Hollywood HS and Lowman Special Education & Career Transition Center as described in Exhibit B, to support the implementation of the Board of Education approved Self-Evaluation and Transition Plan under the Americans with Disabilities Act, for a total combined budget of \$31,421,060.
12. Board of Education Report No. 305 – 23/24
Facilities Services Division
(Authorization to Execute a Term Extension for the Joint Use Agreement with the Los Angeles Neighborhood Land Trust for its Use, Programming and Maintenance of the Garden and Greenhouse at John C. Fremont High School) Recommends authorization of the Chief Facilities Executive and/or her designee to execute a five-year extension of the term of the Joint Use Agreement with The Los Angeles Neighborhood Land Trust for its use, programming and maintenance of the garden and greenhouse at John C. Fremont High School located at 7821 South Avalon Boulevard, Los Angeles, CA 90003.
13. Board of Education Report No. 294 – 23/24
Office of the Chief Business Officer
(Approval of the Certification of Signatures for Fiscal Year 2024-25) Recommends approval to (1) obtain and submit certification of specified signatures, (2) authorize the Chief Business Officer (CBO) to sign warrants/checks on behalf of the Governing Board and authorizes specified designees to sign such orders in the event the CBO is unavailable; and (3) authorize the Deputy Controller, Director of Treasury and Accounts Payable, and the Head Accountant to approve payment vouchers on behalf of the District.
14. Board of Education Report No. 311 – 23/24
Office of the Chief Business Officer
(Authorization of a Resolution of the Board of Education to Create, Implement and Operate a Captive Insurance Company for Non-Insured/Retained Automobile Liability, General Liability and Workers' Compensation) Recommends adoption of a Resolution of the Board of Education to create a captive insurance company, the Los Angeles Unified School District Insurance Company, to insure and manage the non-insured/retained auto liability, general liability, and workers' compensation exposures of Los Angeles Unified School District as well as other insurance coverages deemed necessary by the captive company in the future.
15. Board of Education Report No. 283 – 23/24
Human Resources Division
(Provisional Internship Permits) Recommends approval of the continuing employment of 6 teachers who are employed under the Provisional Internship Permit requirements, allowing the District to continue to staff subject field shortage classrooms.

16. Board of Education Report No. 285 – 23/24
Career Technical Education-Linked Learning
Division of Instruction
(K12 Strong Workforce Program (SWP) 2023-2024) Recommends ratification for the K12 Strong Workforce Program 2023-2024 (SWP) Round 6 - Pathway Improvement Grant for a total grant award of \$1,381,619 (January 1, 2024, through June 30, 2026).
17. Board of Education Report No. 279 – 23/24
Student Health and Human Services
Student Discipline and Expulsion Support
(AB 922 – Los Angeles County Plan for Expelled Students) Recommends approval of the AB 922 – Los Angeles County Plan for Expelled Students.
18. Board of Education Report No. 280 – 23/24
Student Health and Human Services
Student Support Programs
(Investment of Verizon Proceeds in Programs for Students in Foster Care and Experiencing Homelessness) Recommends approval of investments of Verizon proceeds in programs for students in foster care and students and their families experiencing homelessness.
19. Board of Education Report No. 334 – 23/24
Student Integration Services
(Establishment of Three (3) New Magnet Centers Scheduled to Open for the 2025-2026 School Year) Recommends approval of three (3) new magnet centers to open in the 2025-2026 school and designate them as Alternative Programs of Choice in alignment with California Education Code 58500.
20. Board of Education Report No. 302 – 23/24
Division of Special Education
(Request for Authorization to Negotiate and Execute Contracts) Recommends authorization to delegate authority to the Superintendent or his/her designee in the Division of Special Education to negotiate, execute, authorize payments under, amend, exercise options, and terminate (whether by default or convenience) and take any other actions necessary, subject to and in accordance with California Education Code, California Government Code and any other applicable statutory provisions, for the administration of master contracts listed in Attachment “A”: Nonpublic School/Agency Master Contracts (exceeding \$250,000) for the 2024-25 school year.
21. Board of Education Report No. 308 – 23/24
Office of Government Relations
(Education Compacts) Recommends the authorization of the Education Compact with the City of Carson and City of Los Angeles.
22. **ITEM WITHDRAWN PRIOR TO MEETING**

23. Board of Education Report No. 291 – 23/24
Charter Schools Division
(Approval of the Proposed Material Revision for Arts in Action Community Charter)
Recommends approval of the material revision of the charter for Arts in Action Community Charter (“Charter School”), to add two additional sites within the community, as defined in the LAUSD Policy and Procedures for Charter Schools. The proposed additional sites are located at 5136 and 5140 Via Corona St. East Los Angeles, CA 90022 in Board District 2 and Region East.

Board Member Resolutions for Action

24. Dr. Rivas – Supporting Assembly Constitutional Amendment No. 16 (ACA 16), the Green Amendment, to Codify the Right to Clean Air, Water, and a Healthy Environment for Every Californian (Res-028-23/24) (Noticed May 7, 2024)

3:30 P.M. TIME CERTAIN

Whereas, The Los Angeles Unified School District is committed to the health, well-being, and academic success of all students;

Whereas, The District has established a strong foundation for environmental stewardship through a series of impactful resolutions, including commitments to 100% clean energy (Res-018-19/20), extensive campus greening by 2035 (Res-002-22/23), and ensuring every student receives annual outdoor and climate literacy education (Res-016-21/22), demonstrating the District's unwavering dedication to fostering a healthy learning environment and a sustainable future for all;

Whereas, The District's 2022-26 Strategic Plan prioritizes student success in a sustainable future, the District recognizes the profound impact of a healthy environment on student learning and well-being, particularly through the development of safe and sustainable green spaces in schools as outlined in Pillar 2: Joy and Wellness – Welcoming Learning Environments;

Whereas, Students in low-income communities and communities of color are disproportionately impacted by environmental injustices, including higher levels of air and water pollution, limited access to green spaces, and the brunt of climate change effects;

Whereas, These environmental injustices negatively impact student health, leading to increased asthma rates, respiratory illnesses, and developmental problems;

Whereas, Access to clean air, water, and green spaces is crucial for students' cognitive function, stress reduction, and physical activity, all of which are essential for learning and development;

Whereas, ACA 16 (Bryan), also known as the Green Amendment, proposes to amend the California Constitution to establish a fundamental right to a clean and healthy environment for all Californians; and

Whereas, Enshrining this right in the state constitution would provide a stronger foundation for existing environmental legislation and guide future policy decisions that prioritize environmental justice and the health of all Californians; now, therefore, be it

Resolved, That the Governing Board of the Los Angeles Unified School District hereby strongly supports the passage of ACA 16;

Resolved further, That the Board urges the California Legislature to pass ACA 16 and Governor Newsom to sign it into law; and, be it finally

Resolved, That the Board hereby directs the Superintendent and the District's Office of Government Relations to transmit a copy of this Resolution to the Speaker of the Assembly, the President pro Tempore of the Senate, each member of the California State Legislature representing a district within the boundaries of the LAUSD, and Governor Newsom.

25. Dr. Rivas, Mr. Schmerelson, Mr. Melvoin – Equitable Access to Vision Care in Los Angeles Unified School District Schools (Res-029-23/24) (Noticed May 7, 2024)

Whereas, The Los Angeles Unified School District demonstrates a multi-pronged approach to academic success and equity through the Community Schools initiative, Black Student Achievement Plan, and Priority Schools initiative, aimed at ensuring that all students are prepared and inspired for college, career, and life;

Whereas, The District's Strategic Plan 2022-2026 prioritizes Safe and Healthy Environments to Promote Joy and Wellness, expanding access to vision services aligns with the District's commitment to promoting whole-child well-being through integrated health, nutrition, and wellness services;

Whereas, Up to one-third of children experience vision problems that can significantly hinder their academic performance and overall well-being. These uncorrected issues impede learning as 80% of it is processed visually, leading to difficulties with reading, focusing, headaches, and participation in classroom activities;

Whereas, Limited access to vision care due to provider shortages, affordability concerns, and transportation limitations disproportionately impacts low-income District students, exacerbating existing educational and health disparities;

Whereas, Undiagnosed vision problems can have a negative impact on a student's social and emotional development, leading to difficulties participating in activities and feelings of isolation;

Whereas, A recent report with a study population of over 94% Black and Latinx students published in Journal of the American Medical Association (JAMA) Ophthalmology (2022) demonstrates that participation in a school-based vision program led to significant academic gains in both math and English. Students with Individualized Education Programs (IEPs) and those initially performing lower academically experienced the most improvement;

Whereas, The Los Angeles Unified School District Board previously passed Resolution Res-020-19/20 on March 10, 2020, aimed at increasing equitable access to student health care, and despite these prior efforts, ensuring all students receive the necessary follow-up care remains a critical challenge; and

Whereas, Integrating vision services directly into District schools maximizes resource utilization and removes barriers to care, promoting early intervention through effective school-based programs proven to identify vision problems, connect students with care, and improve academic outcomes; now, therefore, be it

Resolved, That the Governing Board of the Los Angeles Unified School District commits to

furthering student success by expanding access to vision services through a school-based vision care program offered at no cost to students, families, or the District;

Resolved further, That the Superintendent shall develop a Strategic Vision Care Plan for a pilot program with non-profit organizations to provide school-based initial assessments, diagnosis, prescriptions, prescription glasses, and eye care as needed, that prioritizes service delivery on considerations including but not limited to, designations of Community Schools, BSAP Schools, and Priority Schools during the 2024-2025 school year. Services to be provided on an ongoing basis no less than every other year thereafter. The continued service will help address the changing needs of young children along with students who are new to a school. The vision care plan should prioritize the following:

- Accessibility: All services should be offered within school sites during school hours and after-school programming hours to maximize student participation.
- Quality: Vendors must be qualified eye care professionals with a demonstrated track record of providing high-quality vision care services to children, have at least five years' experience providing school-based vision services in California, and the ability to bill Medi-Cal for services rendered to covered students.
- Cultural Competency: Services should be delivered in a culturally competent manner that respects the diverse needs (i.e. linguistic) of District students and their families.
- Collaboration with relevant national, state, and local health care agencies: The Superintendent shall explore and develop partnerships with relevant agencies such as the National Center for Children's Vision and Eye Health, California Department of Health Care Services, Los Angeles County Department of Public Health, children's hospitals, optometry schools, and insurance providers to leverage their expertise and resources in developing a thorough, well-informed pilot program. This collaboration may involve identifying potential funding opportunities through relevant programs and exploring opportunities to integrate vision care services with existing programs that benefit students;

Resolved further, That the Superintendent shall foster ongoing collaboration with stakeholders by engaging educators, administrators, healthcare and vision care providers, school nurses, parents, the Community Schools Steering Committee, and the Black Student Achievement Plan Steering Committee to help inform the development of the vision care plan, address critical issues of equity and accessibility in service delivery, explore potential grant opportunities to ensure the program's long-term sustainability, and work with the Office of Government Relations, the Office of Student Health and Human Services, and any other relevant stakeholders to advocate for related legislation and necessary funding to ensure robust implementation; and, be it finally

Resolved, That the Superintendent shall finalize the vision plan by September 1, 2024, informed by stakeholder sessions as outlined above. This plan will ensure program rollout and service delivery begin within 30 days thereafter.

Board Member Resolution for Initial Announcement

26. Ms. Goldberg – Supporting Meaningful Teaching and Learning in the LAUSD Community Schools Initiative (Res-033-23/24) (For Action June 18, 2024) **ITEM 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, 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 schools that participate in one of the five CSI cohorts will be eligible to apply to participate in the Supporting Meaningful Teaching and Learning Initiative, and the Community Schools Steering Committee (CSSC) will approve or deny applications;

Resolved further, That Cohort participants will be granted funding for a Community School Lead Teacher through the Community Schools Partnership Program (CCSPP), who will support the goal of “remodeling instructional program commitment”, including through performance assessment;

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;

Resolved further, That Cohort participants 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 Cohort participants 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 approved Cohort participants, at their own discretion and subject to their own determination, will be excused from any and all standardized testing with the exception of state-and federally-mandated statewide assessment; 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 the Supporting Meaningful Teaching and Learning Initiative, 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 begin August 2024.

27. Ms. Goldberg – LAUSD Student ID for All Students (Res-030-23/24) (For Action June 18, 2024)

Whereas, The Los Angeles Unified School District (LAUSD) Student ID is a unique identifier which allows the District to store, track, and access every individual student's school enrollment, demographics, contact information, Individualized Education Plan (IEP), scores, transcripts, and other important information;

Whereas, Because it is our responsibility to provide an education to every school-age person living within our boundaries and in practice, students often move between charter schools and public schools, all students in District-operated public schools and independent charter schools are LAUSD students; and

Whereas, Ensuring that all public school and District-approved charter school students are included in the same Student ID system throughout their school career will create a seamless transition for families whose students move from charter schools to public schools or from public schools to charter schools, and will ensure that important records including attendance, behavior, academic outcomes, and IEPs automatically follow them throughout their time in LAUSD, regardless of the school they are enrolled in; now, therefore, be it

Resolved, That all students in Los Angeles Unified School District, including those attending District-approved charter schools, shall be assigned an LAUSD Student ID;

Resolved further, That newly-assigned Student IDs pursuant to this resolution will be managed by the same system and store the same information as those assigned to students in District-operated schools; and, be it, finally

Resolved, That Information Technology Services will develop a plan to assign a Student ID to District-approved charter school students for the 2024-25 school year.

28. Dr. Rivas, Mr. Melvoin – Celebration of Play Day on June 29, 2024, and Promotion of Play Equity (Res-034-23/24) (For Action June 18, 2024)

Whereas, Sport, play, and movement are essential for positive youth development, improving mental and physical health, increasing cognitive performance, and leading to higher academic and career achievement;

Whereas, Inequities in access to sport, play, and movement exist, particularly for youth of color, including Black and Latino youth, who often face barriers such as limited access to quality park space and lower rates of participation in organized sports;

Whereas, Achieving play equity, which means removing barriers and ensuring all children have equal access to the benefits of sport, play, and movement, is essential to fostering thriving children, building stronger communities nationwide, and realizing our shared vision for a healthier and more inclusive society;

Whereas, The LA84 Foundation and the Play Equity Fund are issuing a call to action to fortify the spirit of our youth with Play Day on June 29, a national celebration uplifting the lifelong benefits of sport, play, and movement for children in their neighborhoods;

Whereas, Play Day demonstrates the power of sports and play to connect us, foster understanding, and build more promising futures for young people;

Whereas, The Los Angeles Unified School District's Strategic Plan 2022-2026 emphasizes creating safe and healthy learning environments to promote joy and wellness, recognizing that physical activity and play are essential components of a holistic approach to student well-being and academic success; and

Whereas, The District, as demonstrated in its support of International Walk to School Day (October 9, 2013) and TV Turnoff Week (April 19-25, 2004), strives to uphold the health and safety of all students and recognizes the importance of physical activity and reduced screen time for their overall well-being, academic success, and creative growth; now, therefore, be it

Resolved, That the Governing Board of the Los Angeles Unified School District commits to championing policies and practices that promote equitable access to sports, play, and movement opportunities for all students;

Resolved further, That the Board will designate June 29, 2024, as “Play Day” and encourages all District students and families to join the celebration in West Adams and go out and play on that day; and, be it finally

Resolved, That the Board direct the Superintendent to utilize and promote resources through the District’s Summer of Learning summer school programming, as well as Los Angeles County and Los Angeles City programs, to support Play Day on June 29, 2024, and to champion equitable access to sports, play, and movement opportunities for all students throughout the year.

29. Mr. Melvoin, Ms. Goldberg, Ms. Ortiz Franklin – Supporting Student Mental Health and Learning by Ensuring a Phone-Free School Day (Res-035-23/24) (For Action June 18, 2024)

Whereas, The Los Angeles Unified School District (“District”) is committed to supporting student mental health and wellbeing and creating environments where students feel safe, welcome, and excited to learn;

Whereas, Research indicates that excessive cell phone use impacts adolescents mental health and well-being and is associated with increased stress, anxiety, depression, sleep issues, feelings of aggression, and suicidal thoughts. According to the US National Survey on Drug Use and Health, anxiety for those born after 1995 increased by 139 percent from 2010 to 2020, coinciding with the rise in smartphones and social media;

Whereas, Cell phones can stifle meaningful in-person interaction and enable cyberbullying.

According to a report published by the Centers for Disease Control and Prevention, 16 percent of U.S. high school students in 2021 said they had been bullied via text message or social media platforms over the previous year;

Whereas, While headphones and earbuds are tools to promote focus and concentration in the classroom, students use them with their cell phones all day and may become reliant on them—stifling student interaction with their peers and limiting classroom engagement;

Whereas, Half of all teens reported feeling “addicted” to their phones in a survey published in 2016 by Common Sense Media. And, a 2023 Common Sense Media study of 200 students found that 97% of 11 to 17-year-olds used their phones during the school day;

Whereas, The U.S. surgeon general wrote in an advisory in 2023 that social media may be linked to the growing mental health crisis among teens. Children and adolescents on social media are commonly exposed to extreme, inappropriate, and harmful content. Many students access social media via their smartphones during the school day;

Whereas, Research indicates that limiting cell phone usage and social media access during the school day increases academic performance and has positive effects on student mental health. Studies show that banning smartphones increases performance on both standardized test scores and end-of-course exams. The gains were equivalent to an additional hour of instructional time per week. A study published in 2024 shows that banning smartphones reduces the number of consultations for psychological symptoms by about two-to-three visits per child, per year;

Whereas, Districts and schools across the country have adopted policies restricting student smartphone use during the school day. For example, starting in 2023, public schools in Florida began prohibiting student phone use during instructional time and blocking students’ access to social media on district Wi-Fi. In 2019, California’s AB 272 encouraged school districts to adopt policies limiting the use of smartphones in school. And, California’s AB 3216 “Pupils: use of smartphones,” introduced in February 2024, would require school districts to adopt a policy to prohibit the use of smartphones at school sites by July 1, 2026. Other states including Oklahoma, Kansas, Vermont, Ohio, Louisiana, and Pennsylvania have introduced similar legislation;

Whereas, BUL-5468.0 “Use of Cellular Telephones and Other Electronic Devices by Students” prohibits the use of cell phones during normal school hours or school activities, excluding lunchtime or nutrition unless the school has adopted a stricter policy. However, implementation of the existing cell phone policy varies by school site—sometimes from classroom to classroom. This policy has not been updated since 2011, prior to the widespread usage of smartphones by school-aged children;

Whereas, BUL-6299.2 “Social Media Policy for Students” provides guidelines regarding student’s social media use. This policy has not been updated since 2018; and

Whereas, School safety experts indicate that the use of cell phones by students could potentially decrease school safety during certain emergencies, spreading misinformation and interfering with official communications and directions to students; now, therefore be it

Resolved, That within 120 days, the Los Angeles Unified School District shall develop and present to the public at a Board Meeting updated cell phone and social media policies to prohibit student use of cell phones and social media platforms district-wide during the entire school day.

The policies and their implementation shall be informed by best practices and by input from experts in the field, labor partners, staff, students, and parents;

Resolved further, That the updated policies will go into effect no later than the second semester of the 2024-2025 school year and shall include guidelines for implementation that:

- Are consistent with California and federal legal requirements including exemptions for IEP or Section 504 accommodations and emergencies;
- Are age appropriate and differentiated by grade level;
- Delineate an approach for smartphones versus text/voice only phones versus other smart devices like watches;
- Consider options for cell phone storage including locked pouches and/or cell phone lockers taking the needs of local school communities and stakeholders into account;
- Consider the use of technological means of restriction to social media platforms or other similar content by internet or cellular service;
- Provide guidance to school sites on communicating with students, families and employees regarding the policies; and, be it finally

Resolved, That the District shall advocate for state and federal legislation—including but not limited to AB 3216—limiting the use of smartphones at school sites as well as other legislation that limits the use of social media platforms, and support litigation, as appropriate, that limits the use of social media platforms that disrupt learning and contribute to declining student mental health.

30. Ms. Ortiz Franklin, Mr. Melvoin - Modern Budget Transparency for Student Achievement (Res-036-23/24) (For Action June 18, 2024)

Whereas, Los Angeles Unified School District is committed to equity, collaboration and excellence, leading every student to be ready for college, career and life;

Whereas, Providing the highest-quality instructional experience requires utilizing resources equitably, efficiently, and strategically to improve student outcomes and to do so requires timely, easy-to-understand budget analysis that well informs decisions;

Whereas, The Strategic Plan Pillar 3 Engagement and Collaboration commits to providing opportunities for robust stakeholder engagement in the school budget development process as a strategy for strengthening relationships between families, students, and their schools to improve student success;

Whereas, The Strategic Plan Pillar 4 Operational Effectiveness elevates the Priority of Sustainable Budgeting and the importance of establishing powerful new ways to look at data and District budgets to make the best decisions to serve our students;

Whereas, The Governing Board of the Los Angeles Unified School District passed the LAUSDATA: Los Angeles Unified Sharing Data for Accessibility, Transparency, and Accountability resolution (Res-021-17/18), which recognized the importance of open government, collective problem solving, trust and shared accountability and established the LAUSD Open Data portal which averages 1,372 monthly users;

Whereas, The Strategic Plan was aligned to budget investments in the OpenGov portal taking an important step towards tracking our investments connected to District goals and strategies, but

currently lacks the ability to produce a report to understand usage;

Whereas, There are multiple places to access budget data which creates confusion, lack of clarity on the most up to date information, and budget allocation information is difficult to decipher, static, and only addresses high-level questions;

Whereas, Artificial Intelligence (AI) provides the possibility of enhancing efficiencies, expediting processing times, improved accuracy, and real-time customization for the user, and LA Unified is a leader in AI with applications such as Ed and presentations at renowned conferences;

Whereas, District students, parents, families, staff, and community members voice the importance of having access to readily available, easily understandable budget information so they can understand how the District is prioritizing its investments and to what extent those investments are impacting student experiences and achievement; and

Whereas, The District faces a challenging budgetary context with pandemic recovery funds expiring and California state budget projected deficits, making informed, transparent decisions alongside community necessary to ensure high-quality, equitable learning environments; now, therefore, be it

Resolved, That the Los Angeles Unified School District provide a primary resource for the community that is a consolidated, clear, comprehensive, detailed, language accessible, and AI-powered annual budget tool—publicly available online—that includes an FAQ section to help with navigation, and which:

- a. Integrates Artificial Intelligence so that users engage actively with the tool to ask questions and receive accurate answers,
- b. Includes customizable data visualizations, download capability, sort ability to analyze investments across schools, SENI quintile, board district, community of school, student demographic and other relevant data to be determined by stakeholder engagement,
- c. Includes all fund sources, totals, carryover, full-time and part-time equivalent allocations, position titles, per pupil expenditures for all funding sources across major categories,
- d. Is organized by categories commonly discussed at board meetings, in community meetings, and at school sites (determined by community described in Resolve 2 below),
- e. Includes year-over-year historical data for the past 3-year time period and includes budgeted and actual expenditures in each category,
- f. Has the capacity to support school-site budgetary decisions through including access to accurate and timely information for making real-time budget decisions;

Resolved further, That in order to design the first draft and final version of this tool, made available by July 1, 2025, the District continues to seek and incorporate community feedback that

- a. Includes LCAP parent groups, community partners, labor partners, and board offices,
- b. Is shared in language accessible formats, and when the community can best participate,
- c. Prioritizes engaging historically marginalized communities which can include but are not limited to native/indigenous, immigrant, disabled, and racial/ethnic subgroups, and
- d. Ensures that the product matches the demand of the end users (feedback shall be sought at least twice – at the outset and after a draft is available to test drive);

Resolved further, That by October 2025 the budget tool clearly connects to student outcomes,

describing how specific investments impact student outcomes and strategic plan goals (recognizing limitations regarding causal and correlative connections as well as shared responsibility across programs, personnel and school/region/district staff) to inform budget development of the 2026-27 school year; and, be it finally

Resolved, That the budget tool and student achievement metrics are available at the regional and school site levels and are shared multiple times per year, publicly as a part of Strategic Plan updates, LCAP updates, and key budgetary milestones (including 2nd-interim report) to inform board decisions on budget development and approval.

Resolutions Requested by the Superintendent

31. ITEM WITHDRAWN PRIOR TO MEETING

Correspondence and Petitions

32. Report of Correspondence (ROC-012-23/24)

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#calendar73805/20240622/event/69361>

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