

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

REGULAR MEETING MINUTES

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

The Board of Education of the City of Los Angeles, acting as the Governing Board of the Los Angeles Unified School District, met in regular session on Tuesday, June 4, 2024, at the Los Angeles City Board of Education Administrative Offices, Board Room, 333 South Beaudry Avenue, Los Angeles, California.

Mr. Michael A. McLean, Executive Officer of the Board, called the meeting to order at 1:44 p.m.

The following Board Members were present: Dr. Rocio Rivas, Mr. Scott Schmerelson, Mr. Nick Melvoin, Ms. Kelly Gonez, and Board President Jackie Goldberg.

Ms. Tanya Ortiz Franklin arrived at approximately 1:48 p.m.

Dr. George McKenna, III arrived at approximately 2:01 p.m.

Student Board Member Karen Ramirez was present.

Superintendent Alberto M. Carvalho was present.

The Pledge of Allegiance was led by students from Loyola Village Fine and Performing Arts Magnet in Board District 4.

BOARD PRESIDENT'S REPORTS

Remarks were heard from Ms. Goldberg regarding the upcoming June board meetings, and she recognized June as Pride month.

Ms. Goldberg called upon student Board Member, Karen Ramirez, to talk about a resolution she will be submitting to the Board for approval at the next regular board meeting. Ms. Ramirez shared remarks about the resolution which will help bring awareness to the Student's Bill of Rights and support first amendment rights for students. Ms. Ramirez also shared remarks about the election for the new student board members.

LABOR PARTNERS

Members from SEIU Local 99 shared remarks regarding the importance of campus aides, supervision aides, special education assistants, community representatives, and the cuts to crucial positions and programs.

Cecily Meyers Cruz, President, UTLA, shared remarks regarding the cuts to programs and staff, the return of school police on campus, community-based safety, and the District Fund reserves.

Max Arias, SEIU Local 99, shared remarks regarding cuts to critical school site positions, jeopardizing student safety, and employees losing health benefits.

Gil Gamez, President, Los Angeles School Police Association, shared remarks about school fights, cuts against the Los Angeles School Police Department, parent concerns about school safety, and an incident at Washington Prep High School.

COMMITTEE CHAIR REPORTS

Dr. Rivas reported on the April 11, 2024 Charter School Committee.

Mr. Schmerelson reported on the May 14, 2024 Committee of the Whole.

Ms. Gonez reported on the May 21, 2024 Children and Families in Early Education Committee.

Ms. Goldberg announced they will posthumously honor a former District employee. Dr. Rivas invited the family of Andrew Michael Pacheco and shared remarks about Mr. Pacheco. In honor of Mr. Pacheco, Dr. Rivas presented his family with a certificate of recognition for his dedication and commitment to advocating for the East Los Angeles community.

CONSENT ITEMS

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

NEW BUSINESS FOR ACTION:

- TAB 2. BOARD OF EDUCATION REPORT NO. 232 – 23/24
Approval of Facilities Contracts Actions
- TAB 3. BOARD OF EDUCATION REPORT NO. 278 – 23/24
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
- TAB 4. BOARD OF EDUCATION REPORT NO. 281 – 23/24
Define and Approve Nine Board District Priority and Region Priority Projects and Amend the Facilities Services Division Strategic Execution Plan to Incorporate Therein
- TAB 6. BOARD OF EDUCATION REPORT NO. 295 – 23/24
Define and Approve Six Proposition 39 Co-Located/Shared Facilities Improvement Projects and Amend the Facilities Services Division Strategic Execution Plan to Incorporate Therein
- TAB 7. BOARD OF EDUCATION REPORT NO. 297 – 23/24
Approve the Definition of Four Classroom Replacement Projects and Amend the Facilities Services Division Strategic Execution Plan to Incorporate Therein

- TAB 8. BOARD OF EDUCATION REPORT NO. 299 – 23/24
Approve the Definition of Eight Classroom Upgrade Projects and Amend the Facilities Services Division Strategic Execution Plan to Incorporate Therein
- TAB 9. BOARD OF EDUCATION REPORT NO. 300 – 23/24
Ratification of Real Estate Leases, Licenses, and Other Agreements or Instruments That Are Necessary or Incidental for the Use of Real Property
- TAB 10. BOARD OF EDUCATION REPORT NO. 301 – 23/24
Authorization to Accept Five Million Dollars from Lulu’s Place for the Benefit of the Baseball and Softball Fields at Westchester Enriched Sciences Magnets
- TAB 12. BOARD OF EDUCATION REPORT NO. 305 – 23/24
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
- TAB 13. BOARD OF EDUCATION REPORT NO. 294 – 23/24
Approval of the Certification of Signatures for Fiscal Year 2024-25
- TAB 14. BOARD OF EDUCATION REPORT NO. 311 – 23/24
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
- TAB 15. BOARD OF EDUCATION REPORT NO. 283 – 23/24
Provisional Internship Permits
- TAB 19. BOARD OF EDUCATION REPORT NO. 334 – 23/24
Establishment of Three (3) New Magnet Centers Scheduled to Open for the 2025-2026 School Year
- TAB 20. BOARD OF EDUCATION REPORT NO. 302 – 23/24
Request for Authorization to Negotiate and Execute Contracts
- TAB 21. BOARD OF EDUCATION REPORT NO. 308 – 23/24
Education Compacts
- TAB 22. Item Withdrawn Prior to Meeting

RESOLUTIONS FOR ACTION:

- TAB 25. Dr. Rivas, Mr. Schmerelson, Mr. Melvoin, Dr. McKenna, Ms. Gonez, Ms. Ortiz Franklin, Ms. Goldberg – 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, **healthcare providers, and governmental agencies** 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~~ **partnerships programs** 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~~ **Service providers** 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~~ **additional no-cost providers and programs** 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~~ **partnerships program**, address critical issues of equity and accessibility in service delivery, ~~explore~~ **promote** potential ~~grant~~ **partnership** 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~~ **December** 1, 2024, informed by stakeholder sessions as outlined above. This plan will ensure program rollout and service delivery begin within 30 days thereafter.

RESOLUTIONS REQUESTED BY THE SUPERINTENDENT

TAB 31. Item Withdrawn Prior to Meeting

CORRESPONDENCE AND PETITIONS

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

SUPERINTENDENT'S REPORTS

No Superintendent Report was given.

CONSENT ITEMS, continued

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

Board of Education Report No. 311 – 23/24, 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

- Maria Luisa Palma, Community Member

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

- Maria Miranda, Elementary Vice President, United Teachers Los Angeles
- Ingrid Villeda, Community Member
- Blanca Guardado, Parent

Remarks were heard from Dr. Rivas regarding Res-029-23/24, Equitable Access to Vision Care in Los Angeles Unified School District Schools. Dr. Rivas submitted the following amendments:

SECOND RESOLVED:

Resolved further, That the Superintendent shall develop a Strategic Vision Care Plan for a pilot program with non-profit organizations, **healthcare providers, and governmental agencies** 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~~ **partnerships programs** 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~~ **Service providers** 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~~ **additional no-cost providers and programs** to integrate vision care services with existing programs that benefit students;

THIRD RESOLVED:

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~~ **partnerships program**, address critical issues of equity and accessibility in service delivery, ~~explore~~ **promote** potential ~~grant~~ **partnership** 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

FOURTH RESOLVED:

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

Remarks were heard from Mr. Schmerelson in support of the resolution.

Remarks were heard from Mr. Melvoin in support of the resolution.

Mr. Schmerelson moved that the Consent Items be adopted.

Mr. Melvoin seconded the motion.

On roll call vote, and with the following exception, the Consent Items were adopted, 7 ayes.

- Tab 25, Res-029-23/24, Equitable Access to Vision Care in Los Angeles Unified School District Schools was adopted as amended

Ms. Ramirez was absent.

NEW BUSINESS FOR ACTION

TAB 1. BOARD OF EDUCATION REPORT NO. 268 – 23/24
Approval of Procurement Services

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

Remarks were heard from Board Members regarding various contracts.

Frances Beaz, Chief Academic Officer, Robert Whitman, Education Transformation Officer, and Andres Chait, Chief of School Operations, responded to questions from the Board.

Remarks were heard from Ms. Gonez regarding Attachment B, Item BB, Far East Landscape and Maintenance, Inc., Contract 4400013050. She would like to see the work done by District staff, therefore, she will vote No on this item.

The following are questions and requests for more information by the Board:

Attachment A, Items E and F, City of Los Angeles, Contract 4400012774 and 4400012680

- Provide more data on the success rate of the Youth Source Center Navigators in connecting young people from 16-24 with jobs in high demand fields, or at least the jobs that are being offered through the Youth Source Center
- What is the average wage or salary range for those who have found employment through this program

Mr. Salcido said staff will provide an informative to the Board.

Attachment B, Item L, Hospitality Industry Training and Education Fund, dba Hospitality Training Academy (HTA), Contract 4400011212-1

- Given the availability of business and tourism programs, particularly at Miguel Contreras Learning Complex, have there been any discussions or plans to connect students with apprenticeship programs

Ms. Karla Estrada said staff will provide more information.

Attachment B, Item M, Various vendors

- Provide an update on the evaluation and monitoring of the contracts, particularly with tutoring
- How do we know that tutoring services are effectively addressing COVID related learning loss, and closing the opportunity gaps for our priority students
- What metrics are being used to evaluate the success of these programs
- How do they align with our broader goals for student achievement and equity

Dr. Baez provided a brief response and said staff will provide more information.

Attachment B, Item P, Amplify Education, Inc., Contracts 4400012307 and 4400012307-1

- Provide more information as to what the outcomes are
- Provide a summary of the impact or feedback from the schools that have these materials
- What were the positive and negative aspects of the program
- Have there been any measurable improvements in student outcomes
- It would be helpful to see the case study data
- If possible, provide a district peer comparison to determine if the growth is greater than expected when compared to the average growth that students are making at comparable district schools

Attachment B, Item T, Various vendors

- Provide a list of Community-Based Organizations disaggregated by the core service program that they are providing.

Dr. Whitman said staff will provide the information.

- Provide a list of schools by Board District

Dr. Baez provided a brief response and said staff will provide further information.

Mr. McLean read the following statement:

In accordance with Regulation Section 18707, Board Member Schmerelson is recusing himself from discussing or taking action on Tab 1, Items FF and GG.

The following speakers addressed the Board:

- Aaron McCloud, CEO, Intervene K-12
- Diana Guillen, Parent
- Raquel Zamora, School Attendance Review Board Chair
- Sofi Ryan, Community Member
- David Tokofsky, Community Member
- Maya Everhart-Sanchez, Student
- Elsy Munoz, Student
- Amia T. Green, Student
- Christian Flagg, Community Coalition

On roll call vote and with the following exception, the report was adopted, 7 ayes:

- Mr. Schmerelson was recused from the vote on Item FF, Apple, Inc, Contract 4400012885, and Item GG, Warren Anderson Ford and LA Trucker Centers, Contracts 4500873833 and 4500894348.
- Mr. Gonez recorded a no vote on Item BB, Far East Landscape and Maintenance, Inc., Contract 4400013050.

Ms. Ramirez was absent.

- - -
President Goldberg modified the Order of Business to allow action on a time certain item.
- - -

BOARD RESOLUTION FOR ACTION

Dr. Rivas moved the following resolution with a 3:30 p.m. time certain.

TAB 24. Dr. Rivas, Dr. McKenna, Mr. Schmerelson, Mr. Melvoin, Ms. Gonez, Ms. Ortiz Franklin, Ms. Goldberg – 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)

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.

Remarks were heard from Dr. Rivas regarding the resolution.

Dr. Rivas introduced Michelle Persoff, Senior Field Representative, Assemblymember Isaac Bryan, 55th District, who spoke in support of the resolution.

The following speakers addressed the Board:

- Nicolas Gardner, Sunrise Movement Los Angeles
- Grace Medrano, Sunrise Movement Los Angeles

Remarks were heard from Mr. Schmerelson in support of the resolution.

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

Ms. Ramirez was absent.

- - -

President Goldberg modified the Order of Business to allow for the Public Comment speakers.

- - -

PUBLIC COMMENT

The following speakers addressed the Board on the subjects indicated:

Sara Peral, Community Representative	Cuts to staff at the Clinic Programs
Mya Everhart Sanchez, Student	Mendez High School Principal
Pamela Lewis, LAUSD employee	Change of basis for Early Education Center staff
Laura Zavala, The Partnership for Los Angeles Schools	Timing and transparency of carryover funds
Sharice Sowell, LAUSD employee	Change of basis for school counselors
Eric White, Reclaim Our Schools	Opposes school police on campus
Mae Sanchez, LAUSD employee	Importance of PSA Counselors
Ian Kirksey, Students Deserve	Investments in restorative justice and mental health supports
Raelene Belisle, UTLA Chapter Chair	Probationary teachers
Marc Wutschke, Retired LAUSD Teacher	Dismissal of teacher at West Los Angeles Occupational Center
Nathalia Lopez, Student	Importance of mental health services
Jennifer Lupo, LAUSD employee	Detrimental impact from the lack of funding for PSW positions
Tyler Chavez-Feipel, LAUSD employee	Request to rescind the eight hour on site obligation for out of classroom assignments
Channing Martinez, Labor Community Strategy Center	Community-based safety and removal of school police on campus
Iris Mendoza, LAUSD employee	Removal of Principal at Frida Kahlo Continuation High School
Helen Ho, Student	Investments in mental health services, Arts Education, and requests to remove school police from school campuses

- - -

President Goldberg resumed the Order of Business

- - -

NEW BUSINESS FOR ACTION, continued

TAB 5. BOARD OF EDUCATION REPORT NO. 293 – 23/24
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

Dr. Rivas had a question on the item but stepped away from the dais. Ms. Goldberg asked the Board to continue on to the next item for action, and they will return to Tab 5 when Dr. Rivas returns.

- - -
President Goldberg modified the Order of Business
- - -

TAB 11. BOARD OF EDUCATION REPORT NO. 304 – 23/24
Define and Approve Four Accessibility Enhancement Projects, Two Barrier Removal Projects, and Amend the Facilities Services Division Strategic Execution Plan to Incorporate Therein

Mr. Melvoin moved that the report be adopted. Mr. Schmerelson seconded the motion.

Remarks were heard from Mr. Schmerelson regarding creating a private room space for nurses at school sites.

On roll call vote, the report was adopted, 4 ayes, 3 absent, Dr. Rivas, Ms. Gonez, and Ms. Ortiz Franklin.

Later in the meeting, Dr. Rivas recorded an aye vote.

The final vote was 5 ayes, 2 absent, Ms. Gonez and Ms. Ortiz Franklin.

Ms. Ramirez was absent.

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

The final vote was 7 ayes.

Later in the meeting, the following speakers addressed the Board:

- Jocelyn Chairez, Student
- Maria Daisy Ortiz, Parent

TAB 18. BOARD OF EDUCATION REPORT NO. 280 – 23/24
Investment of Verizon Proceeds in Programs for Students in Foster Care and Experiencing Homelessness

Mr. Schmerelson moved that the report be adopted. Dr. Rivas seconded the motion.

Joel Cisneros, Executive Director, Student Health and Human Services, and Denise Miranda, Director, Student Support Programs, responded to questions from the Board regarding the mobile laundry unit.

The following speakers addressed the Board:

- Pamela Lewis, LAUSD employee
- Jazzy Williams, LAUSD employee
- Norlon Davis, LAUSD employee

On roll call vote, the report was adopted, 5 ayes, 2 absent, Ms. Gonez and Ms. Ortiz Franklin.

Ms. Ramirez was absent.

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

The final vote was 7 ayes.

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

TAB 5. BOARD OF EDUCATION REPORT NO. 293 – 23/24
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

Mr. Schmerelson moved that the report be adopted. Mr. Melvoin seconded the motion.

Remarks were heard from Dr. Rivas.

On roll call vote, the report was adopted, 5 ayes, 2 absent, Ms. Gonez and Ms. Ortiz Franklin.

Ms. Ramirez was absent.

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

The final vote was 7 ayes.

TAB 23. BOARD OF EDUCATION REPORT NO. 291 – 23/24
Approval of the Proposed Material Revision for Arts in Action Community Charter

Mr. Schmerelson moved that the report be adopted. Mr. Melvoin seconded the motion.

Jose Cole Gutierrez, Director, Charter Schools Division, responded to questions from Dr. Rivas

The following speakers addressed the Board:

- Raul Alarcon, Arts in Action Community Charter Schools
- Kalin Balcomb, Arts in Action Community Charter Schools
- Crystal Chavez, Parent
- Jamie Kikuchi, Arts in Action Community Charter Schools
- Maria Ramirez, Parent
- Jessica Benitez, Arts in Action Community Charter Schools

- Stephanie Conde, Parent
- Melissa Espinoza, Parent

On roll call vote, the report was adopted, 5 ayes, 2 absent, Ms. Gonez and Ms. Ortiz Franklin.

Ms. Ramirez was absent.

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

The final vote was 7 ayes.

TAB 16. BOARD OF EDUCATION REPORT NO. 285 – 23/24
K12 Strong Workforce Program (SWP) 2023-2024

Mr. Schmerelson moved that the report be adopted. Dr. Rivas seconded the motion.

Esther Dabagyan, Administrator, CTE-Linked Learning, responded to questions from Dr. Rivas.

On roll call vote, the report was adopted, 6 ayes, 1 absent, Ms. Gonez.

Ms. Ramirez was absent.

Later in the meeting Ms. Gonez recorded an aye vote.

The final vote was 7 ayes.

TAB 17. BOARD OF EDUCATION REPORT NO. 279 – 23/24
AB 922 – Los Angeles County Plan for Expelled Students

Mr. Schmerelson moved that the report be adopted. Dr. Rivas seconded the motion.

Dr. Rivas requested staff provide, if possible, a detailed breakdown of the most recent demographics of expelled students.

Denise Miranda, Director, Student Support Programs, responded to questions from Dr. Rivas.

On roll call vote, the report was adopted, 6 ayes, 1 absent, Ms. Gonez.

Ms. Ramirez was absent.

Later in the meeting Ms. Gonez recorded an aye vote.

The final vote was 7 ayes.

BOARD MEMBER RESOLUTIONS FOR INITIAL ANNOUNCEMENT

The following resolution was withdrawn:

TAB 26. Ms. Goldberg – Supporting Meaningful Teaching and Learning in the LAUSD Community

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.

The following resolutions will be for action at the June 18, 2024 Regular Board Meeting:

TAB 27. Ms. Goldberg – LAUSD Student ID for All Students (Res-030-23/24)

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.

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

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.

TAB 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)

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.

TAB 30. Ms. Ortiz Franklin, Mr. Melvoin - Modern Budget Transparency for Student Achievement (Res-036-23/24)

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.

ADJOURNMENT

Ms. Gonez moved that the meeting be adjourned in memory of Juana Marcela Chavez, Early Education Aide, at Noble Avenue Early Education Center.

The meeting adjourned at 5:24 p.m.

APPROVED BY THE BOARD: **FEBRUARY 11, 2025**


JACKIE GOLDBERG
PRESIDENT


MICHAEL A. MCLEAN
EXECUTIVE OFFICER OF THE BOARD