

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

REGULAR MEETING ORDER OF BUSINESS

333 South Beaudry Avenue, Board Room
1:00 p.m., Tuesday, February 7, 2023

Roll Call

Pledge of Allegiance

Board President's Reports

Student Voices
Labor Partners
Independent Analysis Unit
Committee Chair Reports

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 seven (7) speakers, except those items for which a Public Hearing will be held will allow for 12 speakers, and 15 speakers may sign up for general Public Comment.

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 213-338-8477 and entering the Meeting ID: **879 7060 8197**.

Each speaker will be allowed a single opportunity to provide comments to the Board, with the exception of public hearings, and shall be given three 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.

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 1-213-338-8477 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.

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 213-338-8477 and entering the Meeting ID: **879 7060 8197**, or (3) in person. *Please note that due to the continued public health risks associated with COVID-19, the Board Room will be operating at reduced capacity.*

Public Notice of Bargaining Union Initial Proposals

1. [Los Angeles School Police Management Association \(Unit H\) Initial Bargaining Proposals for 2022-2023 Reopener \(UIP-003-22/23\)](#)

Initial proposals from collective bargaining representatives are made public before negotiations begin.

New Business for Action

2. [Board of Education Report No. 140 – 22/23](#)
[Procurement Services Division](#)

(Procurement Actions) Recommends approval of procurement actions taken by staff for professional services, agreement amendments, and purchases with the delegated authority of the Superintendent as described in Attachment A, not exceeding \$250,000, including two new contracts, amendments, and assignments totaling approximately \$9.3 million; low value contracts for December 2022 totaling approximately \$2.7 million; and goods and general services for December 2022 totaling approximately \$30.8 million.

Additionally, recommends approval of procurement contracts not under the delegated authority, as detailed in Attachment B, including one bench of 17 contracts for professional development for an aggregate five-year value of \$20 million; one new revenue contract, amendment or authorization to increase contract capacity for \$650,000; and two goods and general services contracts totaling \$3.7 million.

3. [Board of Education Report No. 130 – 22/23](#)
[Procurement Services Division – Facilities Contracts](#)

(Facilities Contract Actions) Recommends approval of actions executed within the delegated authority of the Board of Education including the approval of the award of one advertised construction contracts for approximately \$1.5 million; three job order contract amendments totaling \$3.5 million; the approval of 229 change orders for approximately \$4.2 million; the completion of 8 contracts; the award of 30 informal contracts for approximately \$1.5 million; the award of one architectural and engineering contract for \$329,038; the award of two goods and services contracts for approximately \$5 million; and extra services and amendments for architectural and engineering contracts for \$84,723.

Additionally, recommends approval of the contracts and amendments not under the delegated authority, as detailed in Attachment B, including the approval of one professional and technical services contract capacity increase for \$15 million.

4. [Board of Education Report No. 006 – 22/23](#) **REQUIRES 2/3 VOTE**
[Facilities Services Division](#)

(Adoption of a Resolution to Exempt the Proposed Bright Star Schools – Rise Kohyang Middle School Project from Local Land Use Regulations under Government Code Section 53094)
Recommends adoption of a resolution making the necessary findings of fact to exempt the Bright Star Schools – Rise Kohyang Middle School Project from local city and county zoning ordinances, including city and county redevelopment plans, as allowed by Government Code, that may compromise the ability to construct the facilities.

5. [Board of Education Report No. 153 – 22/23](#)
[Accounting and Disbursements Division](#)
(Report of Cash Disbursements) Recommends approval of warrants for things such as salary payments totaling \$ 828,349,636.92.
6. [Board of Education Report No. 168 – 22/23](#)
[Accounting and Disbursements Division](#)
(Donations of Money to the District and Associated Student Body) Recommends the acceptance of one donation to the District for \$30,625; and the acceptance of one donation to James A. Garfield High School in the amount of \$50,000.
7. [Board of Education Report No. 145 – 22/23](#)
[Human Resources Division](#)
(Approval of Routine Personnel Actions) Recommends approval of 3,013 routine personnel actions such as promotions, transfers, leaves, terminations, etc.
8. [Board of Education Report No. 146 – 22/23](#)
[Human Resources Division](#)
(March 15 Notices to Administrators) Recommends authorizing the Office of General Counsel and Human Resources Division to send March 15 notices to all certificated contract level management and senior management employees of the classified service with expiring contracts as provided in Section 35031 of the Education Code, advising of their expiring contract, and that they will be released from their contract positions no later than June 30, 2023.
9. [Board of Education Report No. 147 – 22/23](#) **NOT ON CONSENT**
[Human Resources Division](#)
(Provisional Internship Permits) Recommends approval of the continuing employment of 43 teachers who are employed under the Provisional Internship Permit requirements, allowing the District to continue to staff subject field shortage classrooms.
10. [Board of Education Report No. 160 – 22/23](#)
[Division of Special Education](#)
(Approval of the 2021 Comprehensive Coordinated Early Intervening Services (CCEIS) Recommends approval of an amendment to the 2021 CCEIS Action Plan in order to align with the 2022 CCEIS Action Plan.
11. [Board of Education Report No. 162 - 22/23](#) **PUBLIC HEARING**
[Division of Instruction](#)
(Approval to Submit Physical Education Block Schedule Waiver to the California State Board of Education for High Schools on a Block Schedule) Recommends approval of the submission of a waiver request to the California Department of Education to allow six District high school to use a 4 x 4 block instructional schedule.

Board Member Resolution for Action

12. [Dr. McKenna – Celebration of Black History Month 2023 \(Res-010-22/23\) \(Noticed January 17, 2023\)](#)

Whereas, Black History Month, or National African American History Month, is an annual celebration of achievements by Black Americans and a time for recognizing the central role of African Americans in United States history;

Whereas, Carter G. Woodson, a Harvard trained historian, like W.E.B. DuBois before him, believed that truth would not be denied and that reason would prevail over prejudice, and as a result announced “Negro History Week” in 1925 to raise awareness of the contributions of African Americans;

Whereas, It is commonly stated that Carter G. Woodson selected February as the month to host “Negro History Week” because it encompasses the birthdays of two great Americans who played a prominent role in shaping black history, namely Abraham Lincoln and Frederick Douglass, whose birthdays are February 12th and 14th respectively;

Whereas, Carter G. Woodson believed that history was created by great people and not simply great men; he envisioned the study and celebration of Black people as a race, not simply as the producers of great men and emphasized the contributions of countless Black men and women who contributed to the advancement of human civilization;

Whereas, Since 1976, the commemoration was extended from a week-long event to the entire month of February;

Whereas, Every United States President has officially designated the month of February as Black History Month and other countries around the world, including Canada and the United Kingdom, also devote a month to celebrating Black history;

Whereas, The legacy of Carter G. Woodson lives on in the continued work of the Association for the Study of African American Life and History (ASALH), an organization now in its 107th Year;

Whereas, The 2023 theme for Black History Month established by the ASALH is “Black Resistance;”

Whereas, African Americans have resisted historic and ongoing oppression, in all forms, especially the racial terrorism of lynching, racial pogroms, and police killings since their arrival upon these shores;

Whereas, Black people have sought ways to nurture and protect Black lives, and for autonomy of their physical and intellectual bodies through armed resistance, voluntary emigration, nonviolence, education, literature, sports, media, and legislation/politics;

Whereas, By resisting Black people have achieved triumphs, successes, and progress as seen in the end of chattel slavery, dismantling of Jim and Jane Crow segregation in the South, increased political representation at all levels of government, desegregation of educational institutions, the

passage of Civil Rights Act of 1964, the opening of the Smithsonian National Museum of African American History in DC and increased and diverse representation of Black experiences in media;

Whereas, the representation, identity, and diversity of Black people have been revered, stereotyped, and vilified from the days of enslavement to our own time;

Whereas, Black History Month aims to mitigate the persistent and ongoing failure to acknowledge the contributions of Black Culture, Black Inventors, Black Artists, Black Artisans, Black Advocacy Black Leaders, and Black Civic Engagement to American history and society;

Whereas, Black people continually remain optimistic and confident about the path ahead while leading the courageous, yet hard fought fights for the rights, liberties, and freedoms that many marginalized communities are now beneficiaries;

Whereas, Black resistance strategies have served as a model for every other social movement in the country, thus, the legacy and importance of these actions cannot be understated; and

Whereas, Our democracy's founding ideals were exclusionary when they were written, but Black Americans have continuously fought to make them true; now, therefore, be it

Resolved, That the Governing Board of the Los Angeles Unified School District recognizes February as National Black History Month;

Resolved further, That the Board acknowledges that all people of the United States are beneficiaries of the wealth of history given to all by Black Culture, Black Inventors, Black Artists, Black Artisans, Black Advocacy Black Leaders, and Black Civic Engagement;

Resolved, further, That the Board embeds the study of Black History into the core curriculum of its Ethnic Studies, ~~and~~ African American History courses and African American Literature so that this critical learning lives in the minds of our students beyond the month of February;

Resolved further, That the Board direct the Superintendent to expand upon the District's existing efforts, such as the implementation of the Black Student Achievement Plan, to convene a committee or working group to identify strategies and tactics to align resources targeted toward eliminating anti-racist educational practices and closing the gap of academic achievement outcomes for Black Students, and, be it finally

Resolved, That the Superintendent will work with educators, librarians, all the schools of the District, and our wider community to recognize and celebrate this month with culturally relevant and appropriate curriculum, programs, ceremonies, and activities that generate in-depth discussion of the complex factual history of the United States and the legacy of Black Americans.

13. [Mr. Melvoin – ENOUGH: End the Nation’s Ongoing Unrelenting Gun Horror \(Res-012-22/23\) \(Waiver of Board Rule 72\)](#)

Whereas, In just January of 2023, more than 80 lives were lost in 52 mass shooting incidents as well as six school shootings that have resulted in injuries or death. These statistics tragically represent just a fraction of all those lost to gun violence in the United States, a country with more firearms than people;

Whereas, In the nearly 25 years since the Columbine High School Massacre, there have been more than 300 school shootings, including the tragic incidents at Sandy Hook Elementary, Marjory Stoneman Douglass High, and Uvalde Elementary. Gun violence continues to run rampant, enabled by a culture of violence and fear, and by a legal framework that implicitly condones a deadly arms race amongst civilians;

Whereas, The Los Angeles Unified School District supports the safety and well-being of its students, with joy and wellness forming a key pillar of its 2022-2026 Strategic Plan;

Whereas, The consequences of gun violence are widespread and impact entire communities by destroying a collective sense of well-being and safety and further exacerbating the growing mental health crisis. Children exposed to gun violence are at risk for short- and long-term psychological effects, including anger, withdrawal, post-traumatic stress, and desensitization to violence; and

Whereas, The Governing Board of the Los Angeles Unified School District has previously acted to combat gun violence and improve gun safety, including through resolutions;

- Support of Assembly Bill 2706 and Other Gun Control Measures (1994)
- Support of National ASK (Asking Saves Kids) Day to Prevent Gun Violence (2001)
- Resolution in Support of President Obama’s Plan to Protect Our Children and Our Communities (2013)
- Safeguarding Our Schools: Demanding Common Sense Gun Laws and Best Practices to Protect our Students and Staff (Res-030-17/18)
- Protecting Our Children from Preventable Gun Violence (Res-046-18/19); now, therefore, be it

Resolved, That the Los Angeles Unified School District reiterates its strong opposition to the culture of gun violence and the widespread prevalence of guns in this country;

Resolved further, That the District amend its 2022-2023 Legislative Priorities to include support for legislation that imposes requirements on gun sales or otherwise strengthens gun safety measures. Support may include registering support for state or federal gun control legislation, drafting letters of support or advocacy to state or legislators, or other actions as the Superintendent deems appropriate;

Resolved further, That the Superintendent shall review the District’s procurement and financial investment policies to identify whether opportunities exist to adopt policies that discourage gun sales or ownership putting children at risk, such as divestment from gun retailers, and report back to the Governing Board of the Los Angeles Unified School District within 180 days with any recommended action items resulting from that review; and, be it finally

Resolved, That the District commemorates annually the first Friday in June as National Gun Violence Awareness and Wear Orange Day and facilitates education and outreach campaigns and curricular resources.

Correspondence and Petitions

14. [Report of Correspondence, including Williams Settlement Uniform Complaint Quarterly Report Summary \(ROC-007-22/23\)](#) **PUBLIC HEARING**

Minutes for Board Approval (Min-003-22/23)

15. [September 13, 2022, Regular Closed Session, 9:00 a.m.](#)
[December 13, 2022, Regular Closed Session, 9:00 a.m.](#)

Public Hearings

16. [Resolution of Intention to Dedicate Easements to the County of Los Angeles at Wisdom Elementary School \(025-22/23\)](#)

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, which meets on the Thursday immediately after this meeting.

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://achieve.lausd.net/Page/18628#calendar73805/20221229/event/65272>

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

PUBLIC NOTICE OF INITIAL PROPOSALS

TAB 1



Board of Education Report

[Back to Order of Business](#)

File #: UIP-003-22/23, **Version:** 1

Los Angeles School Police Management Association (Unit H) Initial Bargaining Proposals for 2022-2023
Reopener

INTEROFFICE CORRESPONDENCE

LOS ANGELES UNIFIED SCHOOL DISTRICT

Office of General Counsel

TO: Michael McLean
Executive Officer of the Board

DATE: January 25, 2023

FROM: Anthony DiGrazia, Director
Office of Labor Relations



**SUBJECT: LOS ANGELES SCHOOL POLICE MANAGEMENT ASSOCIATION (UNIT H)
INITIAL BARGAINING PROPOSALS FOR 2022-2023 REOPENER**

Los Angeles School Police Management Association "LASPMA" has informed the Office of Labor Relations of their intention to present Initial Proposals for Negotiations for Unit H. LASPMA will present the attached proposals to the Board.

Please place this item on the Agenda for the next Board meeting.

Thank you.

Attachment

Los Angeles School Police Management Association (Unit H)

**Initial Proposal for the 2022-2023 Reopener to the 2020-2023
Collective Bargaining Agreement with the
Los Angeles Unified School District.**

We wish to prioritize the following:

Article XIV Appendix A & B:

- **Wages, salary, and or differential pay.**
- **Retirement benefits contributions.**

Article XVI:

- **Holiday pay.**

The Los Angeles School Police Management Association reserves the right to add to, modify, delete, or revise the forgoing, and submit additional proposals.

NEW BUSINESS

TAB 2



Board of Education Report

[Back to Order of Business](#)

File #: Rep-140-22/23, **Version:** 1

Approval of Procurement Actions

February 7, 2023

Procurement Services Division

Action Proposed:

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

Background:

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

Expected Outcomes:

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

Board Options and Consequences:

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

Policy Implications:

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

Budget Impact:

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

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

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

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

Student Impact:

Not applicable.

Equity Impact:

See attached for applicable items.

Issues and Analysis:

There are not policy implications on these agreements. The Business and Government Services Team, Office of the General Counsel, has reviewed and approved the agreements as to form.

Attachments:

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

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

Informatives:

Not applicable.

Submitted:

01/25/23

RESPECTFULLY SUBMITTED,

APPROVED & PRESENTED BY:




ALBERTO M. CARVALHO
Superintendent



PEDRO SALCIDO
Deputy Superintendent
Business Services & Operations

REVIEWED BY:

APPROVED & PRESENTED BY:



DEVORA NAVERA REED
General Counsel



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

✓ Approved as to form.

REVIEWED BY:

APPROVED & PRESENTED BY:



TONY ATIENZA
Director, Budget Services and Financial Planning



JUDITH REECE
Chief Procurement Officer
Procurement Services Division

✓ Approved as to budget impact statement.

ATTACHMENT A

APPROVAL OF PROCUREMENT CONTRACTS: RATIFICATION OF DELEGATED AUTHORITY

A. PROFESSIONAL SERVICES CONTRACTS ALREADY AWARDED

NEW CONTRACTS/AMENDMENTS/ASSIGNMENTS NOT EXCEEDING \$250,000

Item A

DIVISION OF INSTRUCTION

\$200,950

<u>CONTRACTOR</u>	<u>IDENTIFICATION NO.</u>	<u>SOURCE OF FUNDS</u>	<u>AMOUNT</u>
All Aboard Travel & Tours, LLC	4400011021	GEAR UP Grant (100%)	\$200,950

Ratification of named-in-grant contract to provide overnight college tours to enable college bound high school students to experience the campus environment and evaluate an institution firsthand. The student experiences include: touring college campuses, observing classes and student living arrangements, as well as engagement with students attending the college. Contractor provides student ambassadors to conduct the campus tours/panels instead of generic Admissions office tours.

The Gaining Early Awareness and Readings for Undergraduate Programs (GEAR UP) legislation requires grantees to provide direct services to students via a combination of personnel and services. While District staff will conduct outreach efforts and chaperone the overnight college tours, the selected vendor offers customizable tours, District-approved transportation, lodging, meals and enhances student safety by following strict safety and security guidelines and providing 24/7 support and safety trained personnel. Approximately 250 GEAR UP juniors and seniors are expected to participate over a two and a half year period. Overnight trips are open to students at [cohort schools written into the grant](#). This grant was taken over from Youth Policy Institute (YPI) by LAUSD and assigned to GEAR UP 4 LA. The US Department of Education approved the transfer of the grant with certain terms, including that there be no changes to the identified schools or services proposed in the grant application. The LAUSD Board of Education approved the transfer of the YPI grant to LAUSD in February 2020. When GEAR UP 4 LA write grants, they get permission from the LAUSD Board of Education to write the grant on behalf of LAUSD and to include the proposed schools. Since GEAR UP 4 LA was assigned this grant, the normal practice was not followed.

GEAR UP students who apply will be selected based on a rubric process that will simulate the UC application process and will include points for being on track to meet minimum UC eligibility requirements, submission of answers to UC Personal Insight and Early Academic Outreach Program questions, participation in extracurricular activities and teacher/caring adult recommendation. Participating colleges were selected to give UC-eligible GEAR UP juniors and seniors the opportunity to visit campuses outside the Los Angeles area before they solidify their college lists and submit Student Intent to Register. Colleges include: UC Berkeley, UC Davis, UC Merced and UC Santa Cruz. The personalized counseling and support that GEAR UP provides before, during and after the tours for planning, applying and transitioning to college, and securing financial aid enhances students' ability to enroll in the postsecondary institution that is the best match and fit academically, socially and financially. Pillar 1 is supported by this action.

Contract Term: 02/08/23 through 09/30/25

Contract Value: \$200,950

Requester:

Carol Alexander, Director, A-G Intervention and Support
Division of Instruction

ATTACHMENT A

APPROVAL OF PROCUREMENT CONTRACTS: RATIFICATION OF DELEGATED AUTHORITY

B. PROFESSIONAL SERVICES CONTRACTS ALREADY AWARDED

NEW CONTRACTS/AMENDMENTS/ASSIGNMENTS NOT EXCEEDING \$250,000

Ratification of contract previously approved by the Board (Report 023-22/23 dated 09/27/22) to execute and negotiate.

Item B

<u>INFORMATION TECHNOLOGY DIVISION</u>			\$9,145,449
<u>CONTRACTOR</u>	<u>IDENTIFICATION NO.</u>	<u>SOURCE OF FUNDS</u>	<u>AMOUNT</u>
Mainline Information Systems	4400009694 (RFP 2000002164)	General Funds (85%) COVID-19 Funds (15%)	\$9,145,449 (Board Approved BOE Report 023-22/23, dated 09/27/22)

Ratification of formally competed contract to provide an enterprise mobile management (EMM) solution that centrally manages, secures, and supports mobile devices deployed across the District. The EMM solution supports up to 300,000 District-issued mobile devices and applications utilized by staff and students across the District.

The EMM solution is needed to maintain visibility and management over District-issued mobile devices that connect to the District's network and access District applications.

The EMM solution will provide the tools needed to configure, distribute, manage, secure, and support various devices and applications deployed to schools. Without approval, the District would lack ability to deploy solutions for up to 300,000 devices concurrently, decreasing efficiency and increasing strains on resources. Furthermore, students would be at risk of exposure to unsafe or inappropriate content, and the District would be out of compliance with internet safety requirements. The proposed EMM solution will ensure the District meets safety requirements and accessibility standards. Pillar 4 is supported by this action.

Contract Term: 09/28/22 through 09/27/27, includes two (2) one-year renewal options

Aggregate Five-Year Contract Value: \$9,145,449

Requester:

Soheil Katal, Chief Information Officer
Information Technology Division

ATTACHMENT A

APPROVAL OF PROCUREMENT CONTRACTS: RATIFICATION OF DELEGATED AUTHORITY

Item C – December 2022

C. PROFESSIONAL SERVICE NOT EXCEEDING \$250,000

December 2022 =\$2,699,387

YTD =\$21,528,384

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

	<u>December</u> <u>Qty of POs</u>	<u>YTD</u> <u>Qty of POs</u>	<u>December</u> <u>Total</u>	<u>YTD</u> <u>Total</u>
Low Value – Purchase Orders – <i>December 2022</i>	308	2,061	\$2,699,387 (<i>Median - \$5,681</i>)	\$21,528,384

D. GOODS AND GENERAL SERVICES NOT EXCEEDING \$250,000

December 2022 = \$30,775,859

YTD = \$226,965,455

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

	<u>December</u> <u>Qty of POs/</u> <u>Transactions</u>	<u>YTD</u> <u>Qty of POs/</u> <u>Transactions</u>	<u>December</u> <u>Total</u>	<u>YTD</u> <u>Total</u>
Low Value – Purchase Orders – <i>December 2022</i>	3,882	24,169	\$12,999,887 (<i>Median - \$1,193</i>)	\$73,981,025
Purchase Orders – <i>December 2022</i>	41	293	\$3,304,966 (<i>Median –\$48,952</i>))	\$22,930,644
DISTRICT CARD TRANSACTIONS (i.e., P-Card, Fuel Card, Toshiba Card, etc.) – <i>December 2022</i>	6,347	45,774	\$2,669,236 (<i>Median - \$167</i>)	\$23,028,101
Rental Facilities – <i>December 2022</i>	1	11	\$26,080	\$211,338
Travel/Conference Attendance – <i>December 2022</i>	172	1,878	\$259,339 (<i>Median - \$1,187</i>)	\$1,971,186
GENERAL STORES DISTRIBUTION CENTER – <i>December 2022</i>	169	1,347	\$3,442,989 (<i>Median - \$5,702</i>)	\$21,375,139
BOOK/INSTRUCTIONAL MATERIAL PURCHASE ORDERS (BPO) – <i>December 2022</i>	390	2,509	\$8,073,362 (<i>Median – \$12,174</i>)	\$83,468,022

ATTACHMENT A

APPROVAL OF PROCUREMENT CONTRACTS: RATIFICATION OF DELEGATED AUTHORITY

E. GOODS AND GENERAL SERVICES

December 2022 = \$0

YTD = \$1,272,285

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

	<u>December</u> <u>Qty of POs/</u> <u>Transactions</u>	<u>YTD</u> <u>Qty of POs/</u> <u>Transactions</u>	<u>December</u> <u>Total</u>	<u>YTD</u> <u>Total</u>
GENERAL STORES DISTRIBUTION CENTER – <i>COVID-19 Transactions</i> <i>(Rapid Antigen Tests and Masks)</i> <i>December 2022</i>	0	1	\$0	\$1,272,285
GRAND TOTAL – December 2022				\$33,475,246

ATTACHMENT B

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

NEW CONTRACTS/ AMENDMENTS/AUTHORIZATION TO INCREASE CONTRACT CAPACITY EXCEEDING \$250,000

Item D

DIVISION OF INSTRUCTION (CONT.)

<u>CONTRACTOR</u>	<u>IDENTIFICATION NO.</u>	<u>SOURCE OF FUNDS</u>	<u>AMOUNT</u>
A World Fit for Kids;	4400011071	Expanded Learning Opportunity Program (ELOP) (100%)	\$20,000,000
Achievement Network;	4400011072		
After-School All-Stars, Los Angeles;	4400011073		
California School-Age Consortium;	4400011074		
Center for Healing and Justice Through Sport;	4400011075		
Consult for Kids;	4400011076		
Development Without Limits (SBE);	4400011077		
EduCare Foundation;	4400011078		
Foundation for California Community Colleges/California Afterschool Network;	4400011079		
Good Sports Ltd., dba ARC;	4400011090		
Herbie Hancock Institute for Jazz;	4400011091		
KLB Consulting, LLC;	4400011092		
Rethink Ed;	4400011093		
STAR, Inc.;	4400011094		
Study Smart Tutors;	4400011095		
Wings for Kids;	4400011096		
Woodcraft Rangers	4400011097		
(RFP 2000002623)			

Approval of formally competed bench of seventeen (17) contracts to create increased professional development opportunities for newly hired, as well as increase the skill and knowledge of seasoned afterschool staff. The professional development services will be provided by content area experts in Leadership and Mentoring, Behavior Management and Teambuilding, Social-Emotional Learning, Overall Program Development, Planning Activities for Specific Populations, Academic Alignment, Communication with Stakeholders, and Child Development and Age Appropriate Activity Planning.

Services will be provided to approximately 5,000 District and contracted Community Based Organization (CBO) direct-service personnel on behalf of [476 elementary and elementary/span schools](#). A strong correlation exists between high participation in Expanded Learning Programs and positive outcomes in the areas of increased daily school attendance, study, habits, and homework completion. Pillars 1 and 2 are supported with this action.

Contract Term: 03/01/23 through 02/29/28, includes one (1) two-year renewal option

Aggregate Five-Year Value For Seventeen (17) Contracts: \$20,000,000

Requester:

Debe Loxton, Executive Director, Beyond the Bell Branch

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

B. APPROVAL OF PROFESSIONAL SERVICE CONTRACTS

**NEW REVENUE CONTRACTS/ AMENDMENTS/AUTHORIZATION TO INCREASE CONTRACT
CAPACITY EXCEEDING <\$500,000>**

Item E

PROCUREMENT SERVICES DIVISION

<\$3,250,000>

<u>CONTRACTOR</u>	<u>IDENTIFICATION NO.</u>	<u>SOURCE OF FUNDS</u>	<u>AMOUNT</u>
U.S. Bank N.A.	4400011014 (RFP 2000002721)	Revenue	<\$3,250,000>

Authorization to negotiate and execute formally competed contract to provide specialized cards (P-Cards, T-Cards, F-Cards, Ghost Cards) dedicated for the purchase of necessary goods and services. It is a timesaving tool that provides authorized users the option to shop from national suppliers, at a store or on the internet, and to obtain the most competitive pricing. Without a P-Card program, schools would need to submit all of their low cost outside purchases via individual purchase orders.

The Procurement Card (“P-Card”) Program provides an effective low-dollar value purchasing tool (transactions under \$3,000) that provides authorized users at schools and offices the ability to purchase necessary items to support students and staff that are not on contract or carried in the Stores Warehouse. There are approximately 1,300 P-Cards issued to District schools and offices. There are an additional 1,700 cards issued under the P-Card program which include Travel Cards (T-Cards), Fuel Cards and Unified Print Program Ghost Cards. At least \$38 Million in annual P-Card Program transactions are expected, with revenue generating rebates that are used to support the P-Card program.

This contract supports Pillar 4 of the Strategic Plan, by streamlining the procurement process to place resources where they are needed, when they are needed.

Contract Term: 07/01/23 through 06/30/28

Contract Value: <\$3,250,000>

Requester:

Judith Reece, Chief Procurement Officer
Procurement Services Division

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

C. APPROVAL OF GOODS AND GENERAL SERVICES CONTRACTS

Authority to award contracts for furnishing equipment, supplies and general services. The total amount is only an estimate since the expenditures made against contracts are based upon purchases and/or approved invoices.

**NEW CONTRACTS/AMENDMENTS/AUTHORIZATION TO INCREASE CONTRACT CAPACITY
EXCEEDING \$250,000**

Item F

<u>OFFICE OF DATA AND ACCOUNTABILITY</u>			\$2,500,000
<u>CONTRACTOR</u>	<u>IDENTIFICATION NO.</u>	<u>SOURCE OF FUNDS</u>	<u>AMOUNT</u>
9 to 5 Computer Supply Distributors, Inc.	4400011024 (IFB 200002701)	General Funds (100%)	\$2,500,000

Approval of formally competed capacity contract for the purchase of earbud headphones, compatible with District testing devices, for the Student Testing Branch.

These one-time use earbuds are necessary to ensure that all students have the proper tools for the administration of District-wide State-mandated testing. These earbuds will prevent distractions and increase attentiveness during the testing process. Without these earbuds, students will not be able to retain the concentration and focus required to effectively perform these test assessments. The contract will allow for the purchase of earbuds annually for the California Assessment of Student Performance and Progress administered to 3-8th and 11-12th grade students, and for the English Language Acquisition Program administered to students in grades K-12. Approval will allow for the purchase of up to 1.7 million earbuds over a five-year period, as needed.

The procurement of earbuds for student testing aligns with the Academic Excellence and the Operational Effectiveness pillars. The earbuds shall provide the necessary capabilities needed for students to maintain procedural equity and uniformity during the testing process. The availability of earbud devices contributes to the effort of 100% graduation rates as well as proficiency for all students. The District's current inventory of earbuds is anticipated to be sufficient to support student testing through Fall 2023. Earbuds for Spring 2024 testing will be ordered later this school year.

Contract Term: 03/01/23 through 02/29/28, includes two (2) one-year renewal options

Aggregate Five-Year Contract Value: \$2,500,000

Requestor:

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

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

C. APPROVAL OF GOODS AND GENERAL SERVICES CONTRACTS

Authority to award contracts for furnishing equipment, supplies and general services. The total amount is only an estimate since the expenditures made against contracts are based upon purchases and/or approved invoices.

**NEW CONTRACTS/AMENDMENTS/AUTHORIZATION TO INCREASE CONTRACT CAPACITY
EXCEEDING \$250,000**

Item G

<u>DIVISION OF SCHOOL OPERATIONS</u>			\$1,200,000
<u>CONTRACTOR</u>	<u>IDENTIFICATION NO.</u>	<u>SOURCE OF FUNDS</u>	<u>AMOUNT</u>
Mike Brown Grandstands, Inc.	4400011016 (IFB 2000002795)	General Funds (100%)	\$1,200,000

Approval of formally competed capacity contract to provide steel supported bleachers on a rental basis to various District locations. [List of schools without permanent bleacher.](#)

These school sites do not have permanent bleacher structures and cannot accommodate the parents and school community. Additional auxiliary groups (band, drill, and cheer) and their parents are also beneficiaries of the additional seating.

The proposed rental contract provides the means for the Interscholastic Athletic Department personnel to ensure safe and accessible seating is available to parents and the entire school community for athletic events. Pillars 3 and 4 will be supported by this action.

Contract Term: 03/01/23 through 02/29/28, includes two (2) one-year renewal options

Aggregate Five-Year Contract Value: \$1,200,000

Requester:

Trenton Cornelius, Coordinator,
Interscholastic Athletics Department
Division of School Operations

INTEROFFICE CORRESPONDENCE
Los Angeles Unified School District
DIVISION OF INSTRUCTION
Equity Impact Statement**

TO: Members, Board of Education
 Alberto M. Carvalho, Superintendent

DATE: November 30, 2022

FROM: Frances Baez
 Chief Academic Officer

Carol Alexander
 Director of A-G Intervention Support

SUBJECT: BR-140-22/23 APPROVAL OF PROCUREMENT ACTIONS
ITEM A – ALL ABOARD TRAVEL AND TOURS, LLC

Board Meeting Date:	2/7/2023
----------------------------	-----------------

Equity Impact				
Component	1	2	3	4
Recognition	Does not recognize historical inequities	Vaguely recognizes historical inequities	Affirmatively recognizes historical inequities	Actively recognizes and specifies historical inequities to correct
Resource Prioritization	Does not prioritize resources based on student need	Somewhat prioritizes resources based on student need	Prioritizes resources based on student need	Effectively prioritizes resources based on student need
Results	Unlikely to result in closed opportunity gaps and/or closing achievement gaps	May result in closed opportunity gaps and/or closing achievement gaps	Likely to result in closed opportunity gaps and/or closing achievement gaps	Extremely likely to result in closed opportunity gaps and/or closing achievement gaps

Component	Score	Score Rationale
Recognition	3	GEAR UP grants affirmatively recognize historical inequities as the grants are specifically designed to increase the number of low-income students who are prepared to enter and succeed in postsecondary education. In addition, all schools written into each GEAR UP grant are identified by using historical markers of inequities in college access such as percent of Free and Reduced Priced Lunch, test scores, FAFSA/CADAA completion, and college going rates.
Resource Prioritization	3	The GEAR UP Grant is prioritized based on student need. All GEAR UP high schools are designated high poverty and serve students from traditionally underserved communities. As of 2022-2023, these high schools are 89% Latinx and 24% English Learners. The federal Department of Education provides

***Form to be completed for Districtwide or partial Districtwide Board Report items that expend resources.*

Component	Score	Score Rationale
		funding to serve students through their first year of college to support student need.
Results	4	The contract action is extremely likely to result in closed opportunity gaps for students. Based on a previous study performed on the GEAR UP Class of 2017 and 2018 to examine the relationship between college visit participation and postsecondary enrollment. A notably higher college enrollment rate was evident among students with high service participation in college visits. A high level of participation represented students with more than 12.75 or 13.99 hours of participation, respectively. In assessing the results of this contract with All Aboard Tours & Travel, LLC, we expect the results to be similar for the GEAR UP Classes of 2024 and 2025.
TOTAL	10	

Contact Person:	Telephone:	Email:
Janicia Centeno-Castillo, GEAR UP Project Director / District Coordinator, Advanced Learning Options	(213) 241-3761	jcente2@lausd.net

***Form to be completed for Districtwide or partial Districtwide Board Report items that expend resources.*

INTEROFFICE CORRESPONDENCE

Los Angeles Unified School District

INFORMATION TECHNOLOGY DIVISION***Equity Impact Statement*****

TO: Members, Board of Education
Alberto M. Carvalho, Superintendent

DATE: January 25, 2023

FROM: Soheil Katal, Chief Information Officer

**SUBJECT: BR-140-22/23 APPROVAL OF PROCUREMENT ACTONS
ITEM B – MAINLINE INFORMATION SYSTEMS**

Board Meeting Date:	2/7/2023
----------------------------	-----------------

Equity Impact				
Component	1	2	3	4
Recognition	Does not recognize historical inequities	Vaguely recognizes historical inequities	Affirmatively recognizes historical inequities	Actively recognizes and specifies historical inequities to correct
Resource Prioritization	Does not prioritize resources based on student need	Somewhat prioritizes resources based on student need	Prioritizes resources based on student need	Effectively prioritizes resources based on student need
Results	Unlikely to result in closed opportunity gaps and/or closing achievement gaps	May result in closed opportunity gaps and/or closing achievement gaps	Likely to result in closed opportunity gaps and/or closing achievement gaps	Extremely likely to result in closed opportunity gaps and/or closing achievement gaps

Component	Score	Score Rationale
Recognition	2	EEM provides a solution to manage and maintain endpoint devices. An EMM solution is provided to device users, which include students that have experienced historical inequities.
Resource Prioritization	2	Students need access to a managed endpoint to access online learning portals and to ensure the endpoint is CIPA and COPPA compliant and instructionally ready.
Results	2	Access to a managed endpoint via an EMM solution for students may result in increased online student participation, developing digital skills, access to additional online learning content and increased collaboration between students and teachers.
TOTAL	6	

Contact Person:	Telephone:	Email:
Patricia Oh	213-500-5314	patricia.oh@lausd.net

***Form to be completed for Districtwide or partial Districtwide Board Report items that expend resources.*

INTEROFFICE CORRESPONDENCE
Los Angeles Unified School District
DIVISION OF INSTRUCTION
Equity Impact Statement**

TO: Members, Board of Education
 Alberto M. Carvalho, Superintendent

DATE: December 2, 2022

FROM: Debe Loxton, Executive Director
 Beyond the Bell Branch

SUBJECT: BR-140-22/23 APPROVAL OF PROCUREMENT ACTIONS
ITEM D – VARIOUS VENDORS (PROFESSIONAL DEVELOPMENT)

Board Meeting Date:	2/7/2023
----------------------------	-----------------

Equity Impact				
Component	1	2	3	4
Recognition	Does not recognize historical inequities	Vaguely recognizes historical inequities	Affirmatively recognizes historical inequities	Actively recognizes and specifies historical inequities to correct
Resource Prioritization	Does not prioritize resources based on student need	Somewhat prioritizes resources based on student need	Prioritizes resources based on student need	Effectively prioritizes resources based on student need
Results	Unlikely to result in closed opportunity gaps and/or closing achievement gaps	May result in closed opportunity gaps and/or closing achievement gaps	Likely to result in closed opportunity gaps and/or closing achievement gaps	Extremely likely to result in closed opportunity gaps and/or closing achievement gaps

Component	Score	Score Rationale
Recognition	3	Students and schools served by program personnel that will receive professional development services represent English Learners, students with disabilities, socio-economically disadvantaged students, and homeless and foster youth, which affirmatively recognizes historical inequities.
Resource Prioritization	4	Resources are effectively prioritized based on student need. Funding will be used to increase and enhance enrichment opportunities at participating schools to attract and increase participation of targeted student populations.
Results	4	To date, evaluations conducted by Beyond the Bell Branch demonstrate a strong correlation between high participation in Expanded Learning Programs and positive student outcomes in the areas of increased daily school attendance, study habits, and homework completion.
TOTAL	11	

Contact Person:	Telephone:	Email:
Debe Loxton	213-241-7900	debe.loxton@lausd.net

***Form to be completed for Districtwide or partial Districtwide Board Report items that expend resources.*

INTEROFFICE CORRESPONDENCE
Los Angeles Unified School District
OFFICE OF DATA AND ACCOUNTABILITY
*Equity Impact Statement***

TO: Members, Board of Education
 Alberto M. Carvalho, Superintendent

DATE: November 30, 2022

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

SUBJECT: BR-140-22/23 APPROVAL OF PROCUREMENT ACTIONS
ITEM F – 9 TO 5 COMPUTER SUPPLY DISTRIBUTORS, INC.

Board Meeting Date:	2/7/2023
----------------------------	-----------------

Equity Impact				
Component	1	2	3	4
Recognition	Does not recognize historical inequities	Vaguely recognizes historical inequities	Affirmatively recognizes historical inequities	Actively recognizes and specifies historical inequities to correct
Resource Prioritization	Does not prioritize resources based on student need	Somewhat prioritizes resources based on student need	Prioritizes resources based on student need	Effectively prioritizes resources based on student need
Results	Unlikely to result in closed opportunity gaps and/or closing achievement gaps	May result in closed opportunity gaps and/or closing achievement gaps	Likely to result in closed opportunity gaps and/or closing achievement gaps	Extremely likely to result in closed opportunity gaps and/or closing achievement gaps

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

***Form to be completed for Districtwide or partial Districtwide Board Report items that expend resources.*

Component	Score	Score Rationale
TOTAL	12	The administration of summative assessments is required by state regulations. By providing the earbuds, the District satisfies the requirement of providing the technology students need to access each required test.

Contact Person:	Telephone:	Email:
Edwin Guerra	213-241-4104	edwin.guerra@lausd.net

***Form to be completed for Districtwide or partial Districtwide Board Report items that expend resources.*

TAB 3



Board of Education Report

[Back to Order of Business](#)

File #: Rep-130-22/23, **Version:** 1

Approval of Facilities Contracts Actions

February 7, 2023

Procurement Services Division - Facilities Contracts

Action Proposed:

Ratify the Procurement Services Division (PSD) contract actions taken by Facilities Contracts under delegated authority as listed in Attachment “A” including: award of advertised construction contracts; award of job order contract amendments; approval of change orders; completion of contracts; award of architectural and engineering contract; award of goods and services contract; extra services / amendments for architectural and engineering contracts and approve the proposed contract listed in Attachment B including contract capacity increase for geotechnical engineering professional services contracts.

Background:

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

Expected Outcomes:

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

Board Options and Consequences:

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

Policy Implications:

This action does not change District policy and conforms to California Education Code section 17604 that permits the Board of Education to delegate authority for Facilities Contracts (Board Report #444-17/18), which the Board exercised on May 08, 2018.

Budget Impact:

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

Student Impact:

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

Equity Impact:

Not applicable

Issues and Analysis:

There are no policy implications on these agreements

Attachments:

Attachment "A" - Ratification of Facilities Contract Actions Awarded Under Delegated Authority

Attachment "B" - Approval of Facilities Contract Actions Not Under Delegated Authority

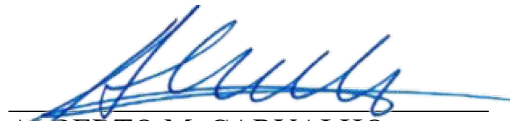
Informatives:

None

Submitted:

01/12/23

RESPECTFULLY SUBMITTED,



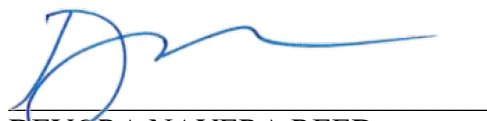
ALBERTO M. CARVALHO
Superintendent

APPROVED BY:



PEDRO SALCIDO
Deputy Superintendent,
Business Services & Operations

REVIEWED BY:



DEVORA NAVERA REED
General Counsel

APPROVED:



SUNG YON LEE
Deputy Chief Business Officer
Business Services and Operations

☒ Approved as to form.

REVIEWED BY:



TONY ATIENZA
Director, Budget Services and Financial Planning

APPROVED & PRESENTED BY:



JUDITH REECE
Chief Procurement Officer
Procurement Services Division

☒ Approved as to budget impact statement

REVIEWED BY:



MARK HOVATTER
Chief Facilities Executive

☒ Approved as to facilities impact

ATTACHMENT A

RATIFICATION OF CONTRACTS AWARDED UNDER DELEGATED AUTHORITY

A. AWARD OF ADVERTISED CONSTRUCTION CONTRACTS

Item A

<u>CONTRACTOR</u>	<u>IDENTIFICATION NO.</u>	<u>DESCRIPTION</u>	<u>SOURCE OF FUNDS</u>	<u>AMOUNT</u>
Prime Axis General Builder, Inc. (SBE)	2310001 / 4400011031	<u>South Gate MS</u> Site Improvements Board Member: <u>Jackie Goldberg</u>	Bond Funds (100%)	\$1,547,000

Ratification of formally competed best value contract from five (5) bids received to provide site improvements to comply with the Americans with Disabilities Act (ADA) and installation of new play courts. Contract supports the implementation of the International Studies Learning Center Addition Project ([Board Report No. 577-16/17](#), adopted on June 13, 2017 provided project approval).

Improvements include:

- construction of new Futsal and Pickle Ball play courts area
- ADA path of travel scope in parking lot and path from Firestone Boulevard to new play courts
- minimal updates to existing boys, girls and all gender restrooms in Administration Building
- updates to fire alarm signal devices (smoke detectors)
- construction of new green lawn area

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

Contract Term: 12/12/22 through Division of State Architect (DSA) certification and close-out.

Contract Value: \$1,547,000

Requester:

Greg Garcia, Director
Project Execution
Facilities Services Division

ATTACHMENT A

RATIFICATION OF CONTRACTS AWARDED UNDER DELEGATED AUTHORITY

JOB ORDER CONTRACT AMENDMENTS

Item B

<u>CONTRACTOR</u>	<u>IDENTIFICATION NO.</u>	<u>DESCRIPTION</u>	<u>SOURCE OF FUNDS</u>	<u>AMOUNT</u>
Community Playgrounds, Inc. (SBE)	2130000 / 4400008525 (2130000.06)	Districtwide Job Order Contract Amendment	Bond Funds (90%) General Funds (10%)	\$1,000,000*

Ratification of Job Order Contract Amendment to increase contract capacity of a formally competed contract to provide playground safety tile matting contracting services Districtwide.

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

Contract term including this amendment: 07/20/20 through 07/19/23
Zero (0) option years (OY) remaining

Initial Contract Value:	\$350,000
Amendment No. 1	\$1,000,000
Amendment No. 2	Terms Revised
Amendment No. 3	Terms Revised
	OY1
Amendment No. 4	\$1,500,000
Amendment No. 5	Terms Revised
	OY2
*Amendment No. 6:	\$1,000,000
<i>(Executed Date: 11/29/22)</i>	

Aggregate Contract Value: \$3,850,000

Requester:

India Griffin, Director
Maintenance & Operations
Facilities Services Division

* *Current Ratification*

ATTACHMENT A

RATIFICATION OF CONTRACTS AWARDED UNDER DELEGATED AUTHORITY

JOB ORDER CONTRACT AMENDMENTS

Item C

<u>CONTRACTOR</u>	<u>IDENTIFICATION NO.</u>	<u>DESCRIPTION</u>	<u>SOURCE OF FUNDS</u>	<u>AMOUNT</u>
MJ Construction Development, Inc. (SBE)	2230006 / 4400010336 (2230006.01)	Districtwide Job Order Contract Amendment	Bond Funds (100%)	\$500,000*

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

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

Contract term including this amendment: 03/10/22 through 03/09/23
Two (2) option years (OY) remaining

Initial Contract Value:	\$500,000
*Amendment No. 1:	\$500,000
<i>(Executed Date: 11/17/22)</i>	

Aggregate Contract Value: \$1,000,000

Requester:

Greg Garcia, Director
Project Execution
Facilities Services Division

* *Current Ratification*

ATTACHMENT A

RATIFICATION OF CONTRACTS AWARDED UNDER DELEGATED AUTHORITY

JOB ORDER CONTRACT AMENDMENTS

Item D

<u>CONTRACTOR</u>	<u>IDENTIFICATION NO.</u>	<u>DESCRIPTION</u>	<u>SOURCE OF FUNDS</u>	<u>AMOUNT</u>
Piana Construction & Painting, Inc. (SBE)	2230023 / 4400010640 (2230023.01)	Districtwide Job Order Contract Amendment	Restricted Maintenance Funds (100%)	\$2,000,000*

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

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

Contract term including this amendment: 06/13/22 through 06/12/23
Two (2) option years (OY) remaining

Initial Contract Value:	\$1,000,000
*Amendment No. 1:	\$2,000,000
<i>(Executed Date: 11/17/22)</i>	

Aggregate Contract Value: \$3,000,000

Requester:
India Griffin, Director
Maintenance & Operations
Facilities Services Division

* *Current Ratification*

ATTACHMENT A
RATIFICATION OF CONTRACTS AWARDED UNDER DELEGATED AUTHORITY

Item E

B. APPROVAL OF CHANGE ORDERS

**December 2022
= \$4,164,448**

		<u>QUANTITY</u>	<u>AMOUNT</u>
	i. New Construction contract change orders that do not individually exceed 10 percent for December 2022 (Average Transaction: \$43,587; Median Transaction: \$15,500)	14	\$610,215
	ii. New Construction contract credit change orders for December 2022:	0	<\$0>
	iii. Existing Facilities contract change orders that do not individually exceed 15 percent for December 2022 (Average Transaction: \$17,503; Median Transaction: \$7,475):	207	\$3,623,106
	iv. Existing Facilities contract credit change orders for December 2022:	8	<\$68,873>
	v. Existing Facilities contract change orders that individually exceed 15 percent (but do not exceed 25 percent) for December 2022, requiring 75 percent approval by the Board:	0	\$0
C.	COMPLETION OF CONTRACTS – December 2022	8	\$710,987
D.	AWARD OF INFORMAL CONTRACTS (Not Exceeding \$99,100)		
	A & B Letters for December (Average Transaction: \$51,015; Median Transaction: \$25,000)	30	\$1,530,448

ATTACHMENT A
RATIFICATION OF CONTRACTS AWARDED UNDER DELEGATED AUTHORITY

H. AWARD OF ARCHITECTURAL AND ENGINEERING CONTRACTS

Item F

<u>CONTRACTOR</u>	<u>IDENTIFICATION</u> <u>NO.</u>	<u>DESCRIPTION</u>	<u>SOURCE</u> <u>OF</u> <u>FUNDS</u>	<u>AMOUNT</u>
Westberg + White Architecture, Inc.	2320007 / 4400010740	<u>Nightingale MS</u> Board Member: <u>Dr. Rocío Rivas</u>	Bond Funds (100%)	\$329,038

Ratification of design contract to provide architectural and engineering services procured via RFQ R-19012. Provide site investigation, construction document, construction administration and closeout for the barrier removal project ([Board Report No. 007-22/23](#), adopted August 30, 2022).

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

Contract Term: 11/22/22 through closeout

Contract Value: \$329,038

Requester:

Aaron Bridgewater, Director
Asset Management
Facilities Services Division

ATTACHMENT A

RATIFICATION OF CONTRACTS AWARDED UNDER DELEGATED AUTHORITY

N. AWARD OF GOODS AND SERVICES CONTRACTS

Item G

<u>CONTRACTOR</u>	<u>IDENTIFICATION</u> <u>NO.</u>	<u>DESCRIPTION</u>	<u>SOURCE</u> <u>OF</u> <u>FUNDS</u>	<u>NOT-TO-</u> <u>EXCEED</u> <u>AMOUNT</u>
EV Connect, Inc.	2390008 / 4400010993	<u>Maywood Academy HS</u> Board Member: <u>Jackie Goldberg</u>	Energy Rebate Funds (100%)	\$22,275

Ratification of Network Cloud Subscription Software for nine (9) Electric Vehicle (“EV”) Charging Stations installed at Maywood Academy HS for the District sustainability initiative in support of the state’s effort to reduce carbon emissions. (Authorization to Enroll in Southern California Edison’s Charge Ready Program and Execute Agreements for the Installation, Operation, and Maintenance of Electric Vehicle Charging Infrastructure and Stations at Four School Sites [Board Report No. 350-17/18](#) approved April 10, 2018).

On April 10, 2018, the Board of Education approved LAUSD’s participation in the Southern California Edison’s (SCE) Charge Ready Program (Program) at four schools (Garfield HS, Maywood Academy HS, South East HS, South Gate HS) for a period of 10 years, including purchase of equipment & materials. Under the program, SCE provided the electrical infrastructure for the Electric Vehicle (EV) charging stations and nine EV charging stations were installed by LAUSD in 2018 at Maywood Academy HS. The software required to operate the charging stations at Maywood Academy HS is proprietary. The charging stations at the other three schools utilize a different software and a performance assessment is currently underway.

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

Contract Term: 10/31/22 through 10/30/27 including four (4) renewal options

Contract Value: \$22,275

Requester:

Christos Chrysiliou, Director
Sustainability Initiatives Unit
Facilities Services Division

ATTACHMENT A
RATIFICATION OF CONTRACTS AWARDED UNDER DELEGATED AUTHORITY

N. AWARD OF GOODS AND SERVICES CONTRACTS

Item H

<u>CONTRACTOR</u>	<u>IDENTIFICATION NO.</u>	<u>DESCRIPTION</u>	<u>SOURCE OF FUNDS</u>	<u>NOT-TO- EXCEED AMOUNT</u>
ResourcePros Unlimited	4400011104 (IFB 2000002787)	<u>Various Locations</u> Board Member: <u>Various</u>	Bond Funds (100%)	\$5,000,000

Ratification of formally competed capacity contract to provide three (3) and five (5) tons cooling / heating capacity air conditioning and heat pumps to various District locations to support the implementation of the Districtwide Program for Cooling Relief at School Cafeteria Kitchens ([Board Report No. 123-22/23](#), approved January 17, 2023).

Many school sites do not have air conditioning equipment in the cafeteria. During extreme weather conditions, industrial portable air conditioning equipment will provide much-needed relief.

The proposed purchase contract will facilitate the procurement of industrial-type portable air conditioning units for use during extreme weather conditions at schools throughout the District, as needed. Pillars 4 and 5 will be supported by this action.

Contract Term: 03/01/23 through 02/29/28, including two (2) one-year renewal options

Aggregate Five-Year Contract Value: \$5,000,000

Requester:

India Griffin, Director
Maintenance & Operations
Facilities Services Division

ATTACHMENT A

RATIFICATION OF CONTRACTS AWARDED UNDER DELEGATED AUTHORITY

- O. EXTRA SERVICES / AMENDMENTS FOR ARCHITECTURAL AND ENGINEERING CONTRACTS** **\$84,723**

Item I

CONTRACT NOS.	1620142/4400004780; 1820030/4400006256
---------------	--

Extra services are for design work that is not covered under the original Agreement. November Extra Services are listed at the link provided.

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

<https://drive.google.com/file/d/1LcK-Ej0kKOJZ5HZRM5ZhfSj0CkpX0203/view?usp=sharing>

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

**A. APPROVAL OF PROFESSIONAL / TECHNICAL SERVICES CONTRACT \$15,000,000
CAPACITY INCREASE**

Item J

<u>CONTRACTOR</u>	<u>IDENTIFICATION NO.</u>	<u>CONTRACTOR</u>	<u>IDENTIFICATION NO.</u>
AESCO (SBE)	2090014/4400008120	Ninyo & Moore Geotechnical & Environmental Sciences Consultants	2090020/4400008126
GEOCON West, Inc.	2090015/4400008121		
Geotechnical Professionals, Inc. (SBE)	2090016/4400008122	NV5 West, Inc.	2090021/4400008127
Gorian and Associates, Inc. (SBE)	2090017/4400008123	RMA Group	2090022/4400008128
Group Delta Consultants, Inc.	2090018/4400008124	TGR Geotechnical, Inc. (TGR) (SBE)	2090023/4400008129
Koury Engineering & Testing, Inc. (SBE)	2090019/4400008125	The Converse Professional Group, dba Converse Consultants	2090024/4400008130
		WSP USA Environment & Infrastructure, Inc. (Formerly Wood Environment & Infrastructure Solutions, Inc.)	2090025/4400008131

(RFQ-R-20005)

Authorization to increase capacity for 12 formally competed professional services contracts for geotechnical engineering services District-wide. The authority to increase or decrease individual amounts for these contracts will be limited to the aggregate amount of \$40,000,000. ([BOE#249-19/20](#) March 10, 2020, Approval of Professional Technical Contracts).

Contract Term: 04/01/20 through 03/31/25
Includes three (3) one-year renewal options

Original Value: \$25,000,000
***Additional Requested Value:** \$15,000,000

NOT-TO-EXCEED AGGREGATE AMOUNT
\$15,000,000* (90% Bond Funds /10% General Funds)

Aggregate five-year value for twelve contracts: \$40,000,000

Requester:
India Griffin, Director
Maintenance & Operations
Facilities Services Division

** Current Ratification*

TAB 4



Board of Education Report

[Back to Order of Business](#)

File #: Rep-006-22/23, **Version:** 1

**Adoption of a Resolution to Exempt the Proposed Bright Star Schools-Rise Kohyang Middle School Project From Local Land Use Regulations Under Government Code Section 53094 (Requires 2/3 Vote)
February 7, 2023
Facilities Services Division**

Action Proposed:

Adopt, by a two-thirds vote of its members, the Resolution in Attachment A which makes the necessary findings of fact pursuant to the requirements of Government Code Section 53094, to exempt from the City of Los Angeles (City) zoning ordinances, including City redevelopment plans, the proposed Bright Star Schools (Bright Star) project known as Rise Kohyang Middle School (Rise Kohyang MS) (Project) to be located at the southwest corner of West Olympic Boulevard and Beacon Avenue, commonly known as 1700 West Olympic Boulevard (Project Site).

Background:

The Project is funded by State of California Charter School Facilities Program (CSFP) and Los Angeles Unified School District's (Los Angeles Unified) Augmentation Grant. The CSFP funds are comprised of a grant and a loan, subject to final apportionment by the State. In accordance with CSFP, Los Angeles Unified has executed the CSFP Memorandum of Understanding and has issued a 40-year lease to Bright Star (Lease). Since 2020, the Board of Education (Board) has adopted three proposals to support the implementation of the Bright Star Rise Kohyang MS Project. On August 25, 2020, the Board amended the Facilities Services Division (FSD) Strategic Execution Plan (SEP) to approve a \$32,793,996 charter augmentation grant for the Project and authorized staff to negotiate and execute agreements for the financing of the Project, which included taking title of the property, in accordance with the Los Angeles Unified Charter Augmentation Grant Program Guidelines (Guidelines).

In accordance with the Guidelines, Bright Star transferred title to the Project Site to Los Angeles Unified on July 15, 2022. Bright Star obtained Division of the State Architect (DSA) approval of the construction plans for the Project. The proposed Project requires exemption from local zoning ordinances in order to construct the school facilities. The proposed Resolution makes the necessary findings of fact pursuant to the requirements of Government Code Section 53094, to make local city and county zoning ordinances, including city and county redevelopment plans, inapplicable to the Project Site, which is owned by Los Angeles Unified. The Project Site includes one single parcel (Assessor's Parcel Number 5137-017-014) comprised of five smaller lots, two of which have commercial zoning designations, which allow for school use. The remaining three lots are zoned for residential purposes and use for a school would require a Conditional Use Permit. The proposed zoning exemption will allow Bright Star to construct the Project and use the facilities for school use as Rise Kohyang MS (all five lots) and thereby securing a long-term facility for its 6th - 8th middle school.

The Project is being developed by Bright Star and will provide school facilities for approximately 450 students in 6th through 8th grades. The Project Site is located on a 1.01-acre property acquired by Bright Star in November 2020 located at the property commonly known as 1700 West Olympic Boulevard in the Pico-Union neighborhood in the City of Los Angeles. The property consists of a dirt parking lot with several planting areas, enclosed by concrete block walls and fencing.

Bright Star will construct an approximately 69,200 square foot school which consists of a four-story classroom building with 21 classrooms, including a science lab, collaborative spaces, administrative offices, restrooms, support spaces, a lunch and food service area, a multipurpose room, an outdoor basketball court and synthetic turf area for assemblies, physical education, and free play, outdoor learning spaces, and an underground parking lot with 48 parking spaces.

Rise Kohyang MS currently serves 347 students in 6th through 8th grades at its private leased site. The Project, once completed, will provide a long-term location for Rise Kohyang MS for approximately 450 students in 6th through 8th grades, as established under its approved charter petition, and allows Rise Kohyang MS to relocate the students it serves to the newly constructed school facility. Bright Star will waive its rights under Proposition 39 for the term of the Lease.

The Charter Schools Division has determined that Bright Star is in good standing and compliance with the terms of its renewal charter petition for Rise Kohyang MS which was approved by the Board on December 8, 2020 (“Charter Petition”) for five years beginning July 1, 2021 until June 30, 2026. With regards to its financial standing, a review of Bright Star’s financial audit on Rise Kohyang MS indicates the organization is in overall good financial standing.

The proposed Project is anticipated to start construction during the fourth quarter of 2023 and be completed by the fourth quarter of 2025.

The proposed Project is located within the boundaries of MacArthur Park Community of Schools, Region East and Board District 2 (Rocio Rivas).

Expected Outcomes:

Adoption of this Resolution will exempt the proposed Project from applicable City zoning ordinances and redevelopment plans. This will allow Bright Star to construct the proposed Project for school use.

Board Options and Consequences:

Adoption of staff’s proposal would exempt the proposed Project from applicable City zoning ordinances, thereby allowing Bright Star to construct the facilities for school use.

If the proposal is not adopted, Bright Star will be required to comply with City zoning ordinances and seek a conditional use permit, which would likely impact the proposed Project’s schedule and budget, and may jeopardize the proposed Project’s feasibility as currently approved by DSA.

Policy Implications:

The proposal supports the implementation of the proposed Project, for which the Board has approved and adopted the MND on February 8, 2022 (Board Report Nos. 134-21/22 and 135-21/22), and allocated funding for, under Los Angeles Unified’s Charter Augmentation Grant Program on August 25, 2020 (Board Report No. 014-20/21). Moreover, this action helps facilitate the Board-adopted FSD SEP and is consistent with Los Angeles Unified’s Charter School Facilities Expansion Program Policy, adopted on July 10, 2007, which designated program requirements for projects that provide long-term facility solutions as an alternative to the annual Proposition 39 allocation of District facilities (Board Report No. 304-06/07).

Budget Impact:

This action does not have a budget impact. The Board previously authorized funding in the amount of \$32,793,996 for the proposed Project (Board Report No. 014-20/21), comprised of \$31,093,996 as an augmentation grant to Bright Star for the construction of the Project, with the balance covering Los Angeles Unified’s oversight to ensure compliance with Los Angeles Unified’s guidelines and approvals, including, but

not limited to, DSA inspection during construction, environmental review, design review, and development of necessary agreements and instruments. Funding for the Project will be provided from Bond Program funds earmarked specifically for charter school facilities upgrades and expansions. Bright Star anticipates funding its portion of \$31,093,996 with funds provided through the State CSFP.

Student Impact:

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

Equity Impact:

Not Applicable.

Issues and Analysis:

Local cities and counties adopt zoning ordinances and anticipate compliance by proposed new developments within their jurisdiction. Government Code Section 53094 provides that by a two-thirds vote of its members the governing board of a school district may render a city or county zoning ordinance inapplicable for use of property as classroom facilities.

Rise Kohyang MS serves approximately 347 students in a private leased office facility, with a term through the Summer of 2023. Bright Star has indicated their lease will not be extended and are trying to find a new interim facility. In case Bright Star is unsuccessful in locating an interim facility, and as a back-up measure, Bright Star has applied for Los Angeles Unified facilities under Proposition 39 for the 2023-24 school year and may require facilities until the completion of the Project. If the proposal is not approved, Bright Star will need to comply with City zoning ordinances and would seek a conditional use permit. This is anticipated to take an additional one and a half to two years. A schedule delay would likely result in additional costs and further utilization of Los Angeles Unified facilities through Proposition 39.

If the construction bid comes in higher than anticipated, Bright Star may request that Los Angeles Unified fund 50% of the additional cost increase. If so, staff will return to the Board to request authorization for funding the requested increase.

The Resolution has been reviewed by the Office of General Counsel and there are no significant legal issues in adopting this Resolution.

Attachments:

- Attachment A - Resolution
- Previously adopted Board reports referenced in the background section:
 - o Adopted August 25, 2020: [Board Report No. 014-20/21](https://drive.google.com/file/d/12eu0pi5T45rBbWmjp1jSHPXE9tqiqm7m/view?usp=sharing)
<<https://drive.google.com/file/d/12eu0pi5T45rBbWmjp1jSHPXE9tqiqm7m/view?usp=sharing>>
 - o Adopted February 8, 2022: 'Board Report Nos 134-21/22
<[https://drive.google.com/file/d/1ZWtY8aV9qXU2UtKzEOuVL5y8k4Xetw3H/view?](https://drive.google.com/file/d/1ZWtY8aV9qXU2UtKzEOuVL5y8k4Xetw3H/view?and135-21/22)
and 135-21/22
<https://drive.google.com/file/d/1hRS03ueE61e32ToXJgUKcEXdr8_M7vrx/view?usp=sharing>

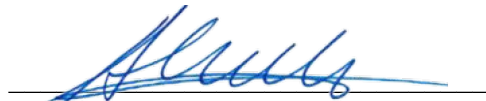
Informatives:

Not Applicable


Submitted:

01/30/2023, Revision # 1

RESPECTFULLY SUBMITTED,


ALBERTO M. CARVALHO
Superintendent

APPROVED BY:


PEDRO SALCIDO
Deputy Superintendent,
Business Services and Operations

REVIEWED BY:

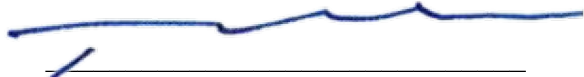

DEVORA NAVERA REED
General Counsel

APPROVED BY:



MARK HOVATTER
Chief Facilities Executive
Facilities Services Division

✓ Approved as to form.

REVIEWED BY:


TONY ATIENZA
Director, Budget Services and Financial Planning

PRESENTED BY:


AARON BRIDGEWATER
Director of Facilities Planning & Development
Facilities Services Division

✓ Approved as to budget impact statement.

**LOS ANGELES UNIFIED SCHOOL DISTRICT
Board of Education Report**

Attachment A

A RESOLUTION BY THE LOS ANGELES UNIFIED SCHOOL DISTRICT (LOS ANGELES UNIFIED) RENDERING CITY OF LOS ANGELES ZONING ORDINANCES, INCLUDING REDEVELOPMENT PLANS, INAPPLICABLE TO THE BRIGHT STAR SCHOOLS' USE OF PROPERTY LOCATED AT THE SOUTHWEST CORNER OF WEST OLYMPIC BOULEVARD AND BEACON AVENUE, COMMONLY KNOWN AS 1700 WEST OLYMPIC BOULEVARD IN LOS ANGELES FOR THE RISE KOHYANG MIDDLE SCHOOL PROJECT PURSUANT TO CALIFORNIA GOVERNMENT CODE SECTION 53094 AND MAKING FINDINGS OF FACT RELATED THERETO.

Whereas, Bright Star Schools (Bright Star), the operator of Rise Kohyang Middle School (Rise Kohyang MS), proposes to construct a school facility for approximately 450 students in 6th through 8th grades (Project) located at 1700 West Olympic Boulevard in Los Angeles (Project Site), within the geographical jurisdiction of the Los Angeles Unified;

Whereas, the Project Site includes one single parcel (Assessor's Parcel Number 5137-017-014) comprised of five smaller lots, two of which have commercial zoning designations, which allow for school use. The remaining three lots are zoned for residential purposes, and use for a school would require a Conditional Use Permit;

Whereas, the Project Site consists of an asphalt and concrete parking lot with several planting areas, enclosed by concrete block walls and fencing;

Whereas, on August 25, 2020, the Board of Education (Board) amended the Facilities Services Division (FSD) Strategic Execution Plan (SEP) to approve a charter augmentation grant for the Rise Kohyang MS Project for up to \$32,793,996 and authorized staff to negotiate and execute agreements for the financing of the Project (Board Report No. 014-20/21), which included taking title of the property per Los Angeles Unified's Charter Augmentation Grant Program Guidelines (Guidelines);

Whereas, On February 8, 2022, the Board adopted the Mitigated Negative Declaration and the Mitigated Monitoring and Reporting Plan pursuant to the California Environmental Quality Act and subsequently approved the Rise Kohyang MS Project (Board Report Nos. 134-21/22 and 135-21/22).

Whereas, the State of California through the California State Allocation Board has provided a preliminary apportionment of capital funding for the design and construction of the Rise Kohyang MS Project through the Charter School Facilities Program and such funding requires Los Angeles Unified hold title to the Project Site in trust for the benefit of the public school system;

Whereas, Bright Star transferred title of the Project Site to Los Angeles Unified on July 15, 2022;

Whereas, pursuant to the Charter Schools Act, Rise Kohyang MS has been chartered by the Los Angeles Unified through 2026, and is currently in good standing;

LOS ANGELES UNIFIED SCHOOL DISTRICT
Board of Education Report

Attachment A

Whereas, the demolition of a vacant parking lot and the construction of facilities for charter school operation will provide the surrounding community with the benefit of increased educational options;

Whereas, Bright Star has presented the Rise Kohyang MS Project to the Los Angeles City Council District 1 Office and its Board of Directors and has not received any opposition for the proposed Project;

Whereas, no local jurisdiction with authority over the property has denied the Rise Kohyang MS a variance, conditional use permit, or other permit requiring discretionary action related to the property;

Whereas, Bright Star has complied, and will continue to comply, with all provisions of environmental review as required by Los Angeles Unified policy and applicable State law;

Whereas, no portion of the site may be occupied without a corresponding form of substantial completion, through which process the Division of the State Architect must ensure that the site is safe for school use;

Whereas, Bright Star has agreed and acknowledged in writing that by granting a zoning exemption, Los Angeles Unified does not make any representation or warranty, express or implied, regarding the condition, safety, or fitness of the property for school use or any other use or purpose;

Whereas, Bright Star has agreed to waive its Proposition 39 rights for the period coterminous with their occupancy of the exempted property;

Whereas, pursuant to California Government Code Section 53094, which provides that by a two-thirds vote of its members, the governing board of a school district may render a city or county zoning ordinances, including city redevelopment plans inapplicable for use of property as classroom facilities; now, therefore, be it;

Resolved, that each of the above recitals reflects a finding of fact by the Board which forms a part of this Resolution;

Resolved, that the Board finds that the Los Angeles Unified has complied with Government Code Section 53094 and Public Resources Code Section 21151.2 with respect to the Rise Kohyang MS Project; and be it

Resolved, that the Board hereby invokes its authority under California Government Code Sec. 53094 to exempt the proposed Rise Kohyang MS Project from the City of Los Angeles zoning ordinances, including city redevelopment plans as inapplicable;

Resolved, that the Board finds that Los Angeles Unified has complied with California Government Code Section 53094 with respect to the proposed use of property for school purposes; and be it finally

LOS ANGELES UNIFIED SCHOOL DISTRICT
Board of Education Report

Attachment A

Resolved, that the Board specifies that the record of proceedings on which the Board's decision is based includes all documents, records (written, electronic or otherwise), comments (both oral and in writing), and testimony submitted in response to or prepared in connection with the proposed Project, and all actions, proceedings, and other matters relating thereto. The record of proceedings is located at the Los Angeles Unified School District Facilities Services Division, 333 S. Beaudry Avenue, 23rd Floor, Los Angeles, California and the custodian of record of proceedings is the Facilities Services Division.

PASSED, APPROVED AND ADOPTED this 7th day of February 2023, by the following vote:

AYES:

NOES:

ABSENT:

ABSTAIN:

Michael McLean
Executive Officer of the Board of Education

Date

TAB 5



Board of Education Report

[Back to Order of Business](#)

File #: Rep-153-22/23, **Version:** 1

Report of Cash Disbursements

February 7, 2023

Accounting and Disbursements Division

Action Proposed:

1. Ratify cash disbursements totaling \$828,349,636.92 which were made against funds of the District from December 1, 2022 through December 31, 2022. These disbursements are within approved budgeted appropriations and were made in accordance with established Board policies.

a. "A" Warrants (Payroll) total of \$24,374,136.88

Warrant Numbers:

2946764 - 2951714

2951720 - 2967067

2970559 - 2970585

2976497 - 2976519

b. Direct deposit payroll (Automated Clearing House - ACH) total of \$257,212,215.71

c. "B" Warrants (Accounts Payable) total of \$102,579,894.41

Warrant Numbers:

20744969 - 20745112

20769063 - 20769263

20747436 - 20747574

20771618 - 20771739

20749460 - 20749644

20773814 - 20774000

20751918 - 20752130

20775999 - 20776280

20754549 - 20754722

20778783 - 20778928

20756961 - 20757117

20781020 - 20781149

20759433 - 20759594

20783224 - 20783318

20761501 - 20761725

20784313 - 20784525

20764215 - 20764418

20785395 - 20785489

20766604 - 20766763

d. Accounts Payable ACH payments total of \$444,183,389.92.

Background:

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

Expected Outcomes:

The Board shall be approving routine District financial transactions.

Board Options and Consequences:

A “YES” vote ratifies the previously disbursed payments.

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

Policy Implications:

This Board report does not change any school policy.

Budget Impact:

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

Student Impact:

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

Equity Impact:

Not applicable. A routine transaction.

Issues and Analysis:

The Board shall be approving routine District financial transactions.

Attachments:

Not applicable

Informatives:

Not applicable

Submitted:

01/20/23

RESPECTFULLY SUBMITTED,



ALBERTO M. CARVALHO
Superintendent

APPROVED & PRESENTED BY:



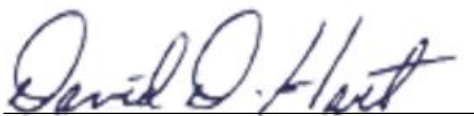
PEDRO SALCIDO
Deputy Superintendent,
Business Services & Operations

REVIEWED BY:



DEVORA NAVERA REED
General Counsel

APPROVED & PRESENTED BY:



DAVID D. HART
Chief Business Officer
Office of the Chief Business Officer

☒ Approved as to form.

REVIEWED BY:



TONY ATIENZA
Director, Budget Services and Financial Planning

☒ Approved as to budget impact statement.

TAB 6



Board of Education Report

[Back to Order of Business](#)

File #: Rep-168-22/23, **Version:** 1

Donations of Money to the District and Associated Student Body

February 7, 2023

Accounting and Disbursements Division

Action Proposed:

1. Approve the donation of money (District): It is recommended that the donation be accepted; that appreciation is expressed to the donor for their contribution by way of this report; the funds totaling \$30,625.00 be deposited; and the Controller be authorized to draw check for the purposes indicated on the donation:

Date: 12/08/2022
Donor: Friends of West LA
Donation: \$30,625.00
For use at: Fairburn Avenue Elementary School
Purpose: To provide funding for general supplies.

2. Approve the donation of money (Associated Student Body): It is recommended that the donations be accepted; that appreciation is expressed to the donor for their contribution by way of this report; the funds in the amount of \$50,000.00 be deposited to the school's Student Body account; and the Principal be authorized to draw a check for the purpose indicated on the donation:

Date: 01/05/2023
Donor: Manuel R. Gutierrez
Donation: \$50,000.00
For use at: James A. Garfield High School
Purpose: To fund a scholarship program.

Background:

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

Expected Outcomes:

The Board of Education (Board) will approve the donations received.

Board Options and Consequences:

A "YES" vote approves the donations of money made to the District and Associated Student Body.

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

Policy Implications:

This Board Report does not change any school policy.

Budget Impact:

This Board Report approves financial transactions related to donations but does not change the budget authority.

Student Impact:

This Board Report highlights donations made to the District and Associated Student Body, which support educational programs.

Equity Impact:

Not applicable. A routine transaction related to donations.

Issues and Analysis:

The Board shall be approving routine District financial transactions related to donations.

Attachments:

Not applicable

Informatives:

Not applicable

Submitted:

01/25/23

RESPECTFULLY SUBMITTED,

APPROVED & PRESENTED BY:



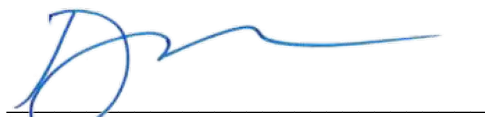
ALBERTO M. CARVALHO
Superintendent



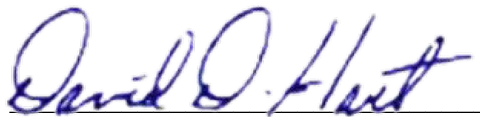
PEDRO SALCIDO
Deputy Superintendent
Office of the Deputy Superintendent

REVIEWED BY:

APPROVED & PRESENTED BY:



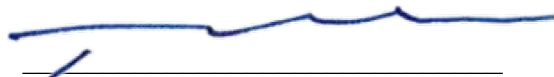
DEVORA NAVERA REED
General Counsel



DAVID D. HART
Chief Business Officer
Office of the Chief Business Officer

☒ Approved as to form.

REVIEWED BY:



TONY ATIENZA
Director, Budget Services and Financial Planning

☒ Approved as to budget impact statement.

TAB 7



Board of Education Report

[Back to Order of Business](#)

File #: Rep-145-22/23, **Version:** 1

Approval of Routine Personnel Actions

February 7, 2023

Human Resources Division

Action Proposed:

Approve 3,013 routine personnel actions (including, but not limited to elections, promotions, transfers, leaves, terminations, separations, permits and approval of senior management contracts) according to the following breakdown:

Classified: 1,811
Certificated: 1,007
Unclassified: 195

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

SAP transaction numbers: 3037174 to 3466925

ROUTINE PERSONNEL ACTIONS

	Total (this report) (12/02/2022 to 01/05/2023)	Total (Year-to-date)
1. Classified	1,811	23,218
2. Certificated	1,007	27,142
3. Unclassified	<u>195</u>	<u>4,416</u>
TOTAL	3,013	54,776

BREAKDOWN OF ACTIONS:

Actions	Classified	Certificated	Unclassified	Total
Hires	322	136	80	538
Leaves/Paid	162	59	0	221
Leaves/Unpaid	4	10	0	14
Reassignments/Demotions	4	0	0	4
Reassignments/Promotions	112	55	0	167
Reassignments/Transfers	91	234	49	374
Retirements	195	37	0	232

Actions	Classified	Certificated	Unclassified	Total
Separations/Non-Resignations	234	86	36	356
Separations/Resignations	100	62	6	168
Other Actions*	587	328	24	939

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

Background:

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

Expected Outcomes:

Not applicable

Board Options and Consequences:

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

Policy Implications:

Not applicable

Budget Impact:

Cost Neutral

Student Impact:

Not applicable

Equity Impact:

Not applicable

Issues and Analysis:

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

Attachments:

Attachment A: Administrative Regulations 4214

Attachment B: Number of Routine Personnel Actions

Attachment C: Routine Personnel Actions

Attachment D: Senior Management Contracts

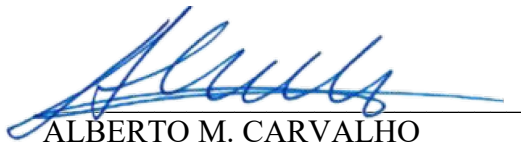
Informatives:

Not applicable

Submitted:

01/30/23, Revision #1

RESPECTFULLY SUBMITTED,



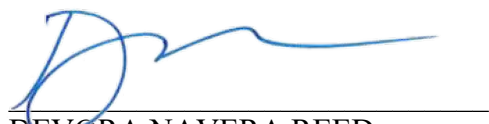
ALBERTO M. CARVALHO
Superintendent

APPROVED & PRESENTED BY:



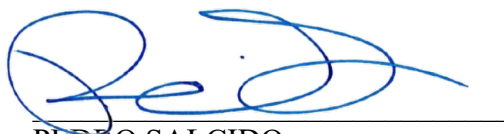
ILEANA M. DÁVALOS
Chief Human Resources Officer
Human Resources Division

REVIEWED BY:



DEVORA NAVERA REED
General Counsel

APPROVED BY:



PEDRO SALCIDO
Deputy Superintendent,
Business Services & Operations

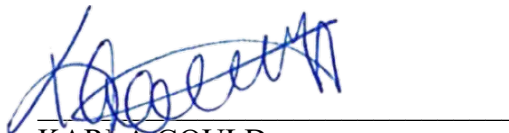
✓ Approved as to form.

REVIEWED BY:



TONY ATIENZA
Director, Budget Services and Financial Planning

CERTIFIED BY:



KARLA GOULD
Personnel Director
Personnel Commission

✓ Approved as to budget impact statement.

Los Angeles Unified School District
Human Resources Division

ATTACHMENT A

DATE: 1/6/23

ADMINISTRATIVE REGULATION: 4214 SAP Transaction #3037174-3466925

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

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

NONE

Reasons For ESC Selection:

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

LOS ANGELES UNIFIED SCHOOL DISTRICT
Personnel Commission

ATTACHMENT B

NUMBER OF ROUTINE PERSONNEL ACTIONS

This attachment addresses the total number of classified personnel actions (1,811) on the Board of Education Routine Personnel Actions Report for the February 7, 2023 meeting.

The following table represents a breakdown of the new hire, reassignment, and rehire actions for the February 7, 2023 board report for the period of December 2, 2022 to January 5, 2023.

Hire Data:

As presented in the attached table, the total number of classified hire and reassignment actions for the period of December 2, 2022 to January 5, 2023, is 856 of which 585 (68%) are rehires or reassignments, and 271 (32%) are new hires. With the exception of 262 assignments, all of the actions are for positions which are school-based or provide direct support to the schools or their operations.

All new hires to regular/permanent positions are for A, B, C, or E basis positions. The new hires consist of: Assistant General Counsel II, Associate Project Engineer I, Building and Grounds Worker (20), Chief of Staff to Board Member (Staff Assistant to Board Member VIII), Class "A" Commercial Truck Driver, Electrician, Floor Covering Installer, Food Service Worker (7), Gardener (2), Human Resources Specialist II, IT Customer Support Representative, IT Support Technician (4), Library Aide, Licensed Vocational Nurse, Office Technician (8), Relocation Services Coordinator, Senior Office Technician (2), Stock Worker.

The following regular/permanent positions have been filled by promotional employees:

Accountant (3), Administrative Secretary I, Area Facilities Services Director (3), Area Plumbing Supervisor, Assignment Technician, Assistant General Counsel II, Assistant Plant Manager I (3), Assistant Plant Manager II, Associate Project Engineer I (3), Audit Manager, Inspector General's Office, Building and Grounds Worker, Central Shops Supervisor, Credentials and Contract Specialist (3), Director of School Information Management, Early Education Center Attendant, Early Education Center Office Manager (4), Electrical Inspector (4), ERP Manager (2), Facilities Cost Analyst (3), Facilities Services Coordinator (2), Financial Aide, Financial Analyst (6), Financial Manager (2), Fiscal Specialist (4), Food Service Manager I, Food Service Manager V, Food Service Worker II (Driving), Health Office Clerk, Human Resources Specialist II, IT Electronics Communications Technician, IT Solution Technician (2), IT Support Technician, IT Support Technician II, Licensed Vocational Nurse, MAXIMO Business Analyst, Office Technician (4), Payroll Administration Manager, Plant Manager I (7), Plant Manager II, Principal Administrative Assistant, Regional Facilities Director, Roofing Technical Supervisor, School Administrative Assistant (4), School Systems Manager, Senior Food Service Worker (2), Senior Human Resources Representative, Senior Inventory Control Analyst, Senior IT Support Technician (5), Senior Metal Worker, Senior Office Technician (6), Special Assistant to the Chief Business Officer, Special Education Assistant (2), Strategic Operations Administrator, Student and Family Resources Navigator, Supervising Assignment Technician, UI/UX Designer.

Hire Data of All Classified Employees								
From December 2, 2022 to January 5, 2023								
By New Hire, Reassignment, and Rehire								
Classification	Prov	Reg/ Perm	Restr	Return Retiree	Subs	Temp 1GXX	Temp	Grand Total
NEW HIRE								
Accounting Technician II					4			4
Assistant General Counsel II		1						1
Associate Project Engineer I		1						1
Athletics Assistant					12			12
Building and Grounds Worker		20						20
Campus Aide (Female/Restricted)			3					3
Campus Aide (Restricted)			22					22
Chief of Staff to Board Member (Staff Assistant to Board Member VIII)		1						1
Class "A" Commercial Truck Driver		1						1
Community Representative C and (Restricted)			8					8
Early Education Center Aide I & (Restricted)					17			17
Education Aide III & (Restricted)			2					2
Education Aide III (AVID)			1					1
Electrician		1						1
Employment Test and Training Proctor					2			2
Floor Covering Installer		1						1
Food Service Worker		7			68			75
Gardener		2						2
Human Resources Representative					1			1
Human Resources Specialist II		1						1
Instructional Aide (Literacy) & (Restricted)			2					2
Instructional Aide (Math) & (Restricted)			2					2
Instructional Aide (Transitional Kindergarten) & (Restricted)			8					8
Instructional Aide I & (Restricted)			8					8
IT Customer Support Representative		1						1
IT Support Technician		4						4
Library Aide		1						1
Licensed Vocational Nurse		1						1
Maintenance Worker	1							1
Office Technician		8			10			18
Relocation Services Coordinator		1						1
School Administrative Assistant					2			2
School Supervision Aide and (Restricted)			23					23
Senior Office Technician		2						2
Special Education Assistant					17			17

Hire Data of All Classified Employees								
From December 2, 2022 to January 5, 2023								
By New Hire, Reassignment, and Rehire								
Classification	Prov	Reg/ Perm	Restr	Return Retiree	Subs	Temp 1GXX	Temp	Grand Total
Special Education Trainee					3			3
Stock Worker		1						1
New Hire Total	1	55	79		136			271
REASSIGNMENT								
Accountant		3						3
Administrative Analyst	2							2
Administrative Assistant	1							1
Administrative Assistant to Board Members	1							1
Administrative Secretary I		1						1
Administrative Secretary I (CPOS)							1	1
Applications Server Specialist		1						1
Area Carpentry Supervisor							1	1
Area Facilities Services Director		3						3
Area Painting Supervisor	1							1
Area Plumbing Supervisor		1						1
Assignment Technician		4					1	5
Assistant Administrative Analyst	2							2
Assistant Contract Administration Manager							1	1
Assistant General Counsel II		1						1
Assistant Plant Manager I	3	3						6
Assistant Plant Manager II		1						1
Associate Computer Applications Specialist (SAP)		1						1
Associate Project Engineer I		3						3
Audit Manager, Inspector General's Office		1						1
Building and Grounds Worker		23						23
Building and Grounds Worker (Restricted/Disabled)			1					1
Cafeteria Helper					1			1
Campus Aide (Restricted)		1	9				4	14
Central Shops Supervisor		1						1
Chief Boundary Coordinator	1							1
Chief of Communications, Engagement, and Collaboration	1							1
Chief of Staff to Board Member (Staff Assistant to Board Member VIII)		1						1
Community Representative C and (Restricted)		1	3					4
Community Representative E and (Restricted)			1					1
Complex Project Manager		2						2

Hire Data of All Classified Employees								
From December 2, 2022 to January 5, 2023								
By New Hire, Reassignment, and Rehire								
Classification	Prov	Reg/ Perm	Restr	Return Retiree	Subs	Temp 1GXX	Temp	Grand Total
Computer Applications Administrator SAP		1						1
Coordinating Financial Manager	1							1
Credentials and Contract Specialist		3						3
Credentials and Contract Supervisor	1							1
Director of School Information Management		1						1
Early Education Center Aide I & (Restricted)		9	10	1	4			24
Early Education Center Attendant		2			1			3
Early Education Center Office Manager		4					1	5
Electrical Inspector		4						4
Electrician		3						3
Engineering Aide		1						1
Enterprise Server Analyst							2	2
ERP Manager		2						2
Facilities Cost Analyst		3						3
Facilities Services Coordinator		2						2
Financial Aide		1						1
Financial Analyst		6					1	7
Financial Manager		3						3
Fiscal Services Manager	1							1
Fiscal Specialist		4						4
Floor Covering Installer		1						1
Food Service Manager I		2						2
Food Service Manager V		1						1
Food Service Worker		23			5			28
Food Service Worker II (Driving)		1						1
Food Services Cost Analyst	1							1
Food Services Staff Aide		1						1
Forensic and Support Services Manager, Inspector General's Office	1							1
Gardener		1						1
Health Care Assistant		3						3
Health Office Clerk		2						2
Health Site Support Aide		1						1
Heating and Air Conditioning Fitter		2						2
Human Resources Representative		1						1
Human Resources Specialist II		1						1
Human Resources Specialist III		1						1
Instructional Aide (Literacy) & (Restricted)			5				3	8
Instructional Aide (Math) & (Restricted)			2				1	3

Hire Data of All Classified Employees								
From December 2, 2022 to January 5, 2023								
By New Hire, Reassignment, and Rehire								
Classification	Prov	Reg/ Perm	Restr	Return Retiree	Subs	Temp 1GXX	Temp	Grand Total
Instructional Aide (Transitional Kindergarten) & (Restricted)			20					20
Instructional Aide I & (Restricted)			1				1	2
Instructional Aide-Computer Lab	1							1
IT Business Efficiency Analyst		1					1	2
IT Customer Support Representative		3						3
IT Electronics Communications Technician		1						1
IT Solution Technician		9						9
IT Support Technician		6			1			7
IT Support Technician II		2						2
IT Support Technician Supervisor	2	1						3
IT Trainer I		1						1
Licensed Vocational Nurse		1						1
Maintenance Worker	1	6						7
MAXIMO Business Analyst		1						1
Office Technician		9			2		4	15
Outdoor Education Center Manager		1						1
Parent Resource Liaison	1							1
Payroll Administration Manager		1						1
Payroll Distribution Assistant	1							1
Payroll Specialist II							1	1
Plant Manager I		10					5	15
Plant Manager II		2						2
Plumber		2						2
Principal Administrative Assistant		1						1
Principal Human Resources Specialist		2						2
Project Engineer		1						1
Regional Facilities Director		1						1
Roofing Technical Supervisor		1						1
SAP Basis Administrator		1						1
SAP Functional Analyst (BN, BW, Security)		1						1
School Administrative Assistant		4					4	8
School Climate Advocate & (Restricted)			2				2	4
School Facilities Attendant (Restricted)		1						1
School Supervision Aide and (Restricted)			3			1		4
School Systems Manager		1						1
Secretary & (Restricted)					1			1
Senior Administrative Assistant		1						1
Senior Administrative Assistant (CPOS)		1						1
Senior Assignment Technician		1		1				2
Senior Carpenter	1							1

Hire Data of All Classified Employees								
From December 2, 2022 to January 5, 2023								
By New Hire, Reassignment, and Rehire								
Classification	Prov	Reg/ Perm	Restr	Return Retiree	Subs	Temp 1GXX	Temp	Grand Total
Senior Electrician		1						1
Senior Financial Analyst	1							1
Senior Financial Manager		1						1
Senior Food Service Worker		11						11
Senior Human Resources Representative		1						1
Senior Human Resources Specialist	1							1
Senior Inventory Control Analyst		1						1
Senior IT Support Technician		5					1	6
Senior Metal Worker		1						1
Senior Office Technician		7					4	11
Senior Painter	1							1
Senior Plumber		1						1
Senior Procurement Customer Services Supervisor	1							1
Senior Window/Wall Washer	1							1
Special Assistant to the Chief Business Officer		1						1
Special Education Assistant		76		1	39			116
Special Education Trainee					18		1	19
Special Education Trainee (Male)							1	1
Staff Assistant to Board Members III		2						2
Strategic Operations Administrator		1						1
Student and Family Resources Navigator		1						1
Supervising Assignment Technician		1						1
Technical Project Manager							1	1
UI/UX Designer		1						1
Volunteer Program Assistant	1							1
Welder	1							1
Reassignment Total	31	328	57	3	72	1	42	534
REHIRE								
Accounting Technician II		1						1
Building and Grounds Worker		2						2
Campus Aide (Restricted)		1	1					2
Community Representative C and (Restricted)		1	2					3
Early Education Center Aide I & (Restricted)					2			2
Food Service Worker		1			7			8
Gardener		1						1
Instructional Aide (Literacy) & (Restricted)			1					1
Instructional Aide (Transitional Kindergarten) & (Restricted)			3					3
Instructional Aide I & (Restricted)			2					2

Hire Data of All Classified Employees								
From December 2, 2022 to January 5, 2023								
By New Hire, Reassignment, and Rehire								
Classification	Prov	Reg/ Perm	Restr	Return Retiree	Subs	Temp 1GXX	Temp	Grand Total
Library Aide		1						1
Office Technician		1			2			3
School Administrative Assistant					2			2
School Climate Advocate & (Restricted)			1					1
School Facilities Attendant (Restricted)		1						1
School Safety Officer		1						1
School Supervision Aide and (Restricted)			6					6
Senior Office Technician		1						1
Senior Police Officer		1						1
Sergeant		1						1
Special Education Assistant		1			5			6
Special Education Trainee		1			1			2
Rehire Total		16	16		19			51
Grand Total	32	399	152	3	227	1	42	856

Summary

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

LOS ANGELES UNIFIED SCHOOL DISTRICT
Human Resources Division

ATTACHMENT C

ROUTINE PERSONNEL ACTIONS

The Human Resources Division reports 136 certificated new hires during the time period covered by this report and a summary list of hires appears below. The 136 certificated new hires serve at schools and programs throughout the District and are comprised of both former employees selected from rehire lists and newly employed certificated employees. Substitute teachers continue to be hired to ensure increased coverage capacity for teacher absences.

Adult Education Teacher, Day-to-Day Substitute	7
Counselor, Pupil Services & Attendance	2
Counselor, School	1
Early Education Teacher	1
Elementary Teacher	11
Elementary Teacher, Day-to-Day Substitute	26
Executive Director, Adult Ed	1
Instructor, Marine Corps JROTC	1
Psychiatric Social Worker	4
ROC/ROP Teacher	4
RSP Teacher	1
Secondary Teacher	11
School Psychologist	1
Secondary Teacher, Day-to-Day Substitute	6
Special Education Teacher	2
Speech & Language Pathologist	2
Teacher Assistant-Degree Track	55

LOS ANGELES UNIFIED SCHOOL DISTRICT
Human Relations Division

ATTACHMENT D

ROUTINE PERSONNEL ACTIONS – SENIOR MANAGEMENT

Approval of a contract of employment for a senior management employee appointed by the Board of Education in closed session on January 17, 2023. See attached list.

LOS ANGELES UNIFIED SCHOOL DISTRICT
SENIOR MANAGEMENT CONTRACTS
JANUARY 17, 2023

NAME	TITLE	SERVICE	START DATE	END DATE	SALARY	*STEP	AUTO/ALLOWANCE/ OTHER
Amanda Wherritt	Deputy Chief of Staff	Classified	01/18/2023	06/30/2024	\$204,977.64	4 of 5	\$250 per month
Shannon Haber	Chief of Communications, Engagement, and Collaboration	Classified	01/18/2023	06/30/2024	\$213,003.12	2 of 5	\$250 per month

*Employees who are in classifications with steps and are not at top step are eligible for an increase during contract.

TAB 8



Board of Education Report

[Back to Order of Business](#)

File #: Rep-146-22/23, **Version:** 1

March 15 Notices to Administrators

February 7, 2023

Human Resources Division

Action Proposed:

Authorize the Office of the General Counsel and Human Resources Division to send March 15 notices to all certificated contract level management and senior management employees of the classified service with expiring contracts, as provided in Section 35031 of the Education Code. This notice will advise them at least 45 days in advance of their expiring contract or as specified in their contract, that they will be released from their contract positions no later than June 30, 2023.

Authorize Human Resources Division to send, no later than March 15, 2023, notices to all non-permanent and selected permanent certificated administrators, supervisory employees, confidential employees and all non-school based administrators, informing them that they may be released and/or reassigned due to reasons including, but not limited to, funding, restructuring, loss of confidence or for cause, in accordance with Education Code Section 44951.

Authorize Human Resources Division to send subsequent notices of release by June 30, 2023 to employees who were sent March 15 notices and have been identified for actual release. This subsequent notice advises them that they will be released from their current position and reassigned to the position/ classification and salary level indicated in the notice.

Background:

Education Code Section 44951 requires that certificated administrators, confidential employees, and supervisory employees be continued in their positions for the succeeding school year unless notified by March 15 that they may be released and/or reassigned due to reasons including, but not limited to, funding, restructuring, loss of confidence or for cause, in accordance with Education Code Section 44951. Education Code Sections 45100.5 and 35031 require that the District notify certificated contract level management and senior management employees of the classified service with expiring contracts at least 45 days in advance of their expiring contract or as specified in their contract.

Expected Outcomes:

That the Board approve sending March 15 notices to certificated contract management and senior management employees of the classified service with expiring contracts, certificated management and supervisory employees and authorize the Human Resources Division to release/reassign employees in compliance with applicable Education Code provisions and laws to ensure the District meets legal budgetary requirements.

Board Options and Consequences:

Failure to appropriately notify certificated administrators, confidential employees, supervisory employees, certificated management, and certificated and classified contract management employees in accordance with Education Code provisions and laws, may require the District to continue paying these employees' salaries and benefits at their current rate and classifications. Additionally, the District would be limited in its ability to implement layoff proceedings as required due to budgetary uncertainties, if necessary.

Policy Implications:

The Education Code specifies statutory deadlines with which the District must comply in order to implement any release/reassignment of personnel for the next school year. This Board Report would authorize the release/reassignment of employees in compliance with applicable law and implement layoff proceedings as required, if necessary.

Budget Impact:

Failure to appropriately notify certificated administrators, confidential employees, supervisory employees, certificated and classified contract management employees in accordance with Education Code provisions and laws, may require the District to continue paying these employees' salaries and benefits at their current rate and classifications. Additionally, the District would be limited in its ability to implement layoff proceedings as required due to budgetary uncertainties, if necessary.

Student Impact:

If authorized, this action will provide the District maximum flexibility to implement best staffing practices for student success.

Equity Impact:

Not applicable

Issues and Analysis:

Not applicable

Attachments:

Not applicable

Informatives:

Not applicable

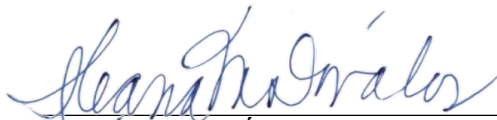
Submitted:

01/10/23

RESPECTFULLY SUBMITTED,


ALBERTO M. CARVALHO
Superintendent

APPROVED & PRESENTED BY:


ILEANA M. DÁVALOS
Chief Human Resources Officer
Human Resources Division

REVIEWED BY:



DEVORA NAVERA REED
General Counsel

✓ Approved as to form.

APPROVED BY:


PEDRO SALCIDO
Deputy Superintendent,
Business Services & Operations

REVIEWED BY:


TONY ATIENZA
Director, Budget Services and Financial Planning

✓ Approved as to budget impact statement.

TAB 9



Board of Education Report

[Back to Order of Business](#)

File #: Rep-147-22/23, **Version:** 1

Provisional Internship Permits

February 7, 2023

Human Resources Division

Action Proposed:

Approve request for 43 teachers to be employed under the Provisional Internship Permit pursuant to Title 5 California Code of Regulations, Section 80021.1.

Background:

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

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

The CTC requires that the governing board be presented with a list of teachers to be employed under the Provisional Internship Permit (Attachment A). Additionally, the CTC requires that the approval of these Permits be an action item on the agenda and not part of the consent agenda.

Expected Outcomes:

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

Board Options and Consequences:

Approval of Provisional Internship Permits will afford the District the opportunity to hire new special education teachers and general education teachers in high needs subject areas who will be required to follow a prescribed and rigorous pathway that results in the earning of both full state and federal teacher certification.

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

Policy Implications:

This action does not change District policy.

Budget Impact:

There is no impact on the District's budget.

Student Impact:

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

Equity Impact:

Not applicable

Issues and Analysis:

Not applicable

Attachments:

Attachment A - Teachers with Provisional Intern Permits

Informatives:

Not applicable

Submitted:

01/10/23

RESPECTFULLY SUBMITTED,

APPROVED & PRESENTED BY:



ALBERTO M. CARVALHO
Superintendent



ILEANA M. DAVALOS
Chief Human Resources Officer
Human Resources Division

REVIEWED BY:

APPROVED BY:



DEVORA NAVERA REED
General Counsel



PEDRO SALCIDO
Deputy Superintendent
Business Services & Operations

✓ Approved as to form.

REVIEWED BY:



TONY ATIENZA
Director, Budget Services and Financial Planning

✓ Approved as to budget impact statement.

Teachers with Provisional
Intern Permits

Attachment A

No.	Name	School	Region	BD	Subject	Effective
1	Elizabeth Hernandez-Sotelo	24th St. EL	S	1	Multiple Subject	11/20/2022
2	Alexandria Brittany Arnold	Carthay EL ES Mag	W	1	Multiple Subject	12/23/2022
3	Suzanne Michelle Bardwell	Century Park EL	S	1	Mild/Moderate Support Needs and Extensive Support Needs	12/21/2022
4	Clarke Patterson	Cimarron EL	S	1	Multiple Subject	11/20/2022
5	Raymon Amir Griggs	Los Angeles SH	W	1	Spanish	12/8/2022
6	Shaqueena Copeland	Washington Prep SH	S	1	Social Science	12/12/2022
7	Vanessa Miranda	Widney CPTC	S	1	Mild/Moderate Support Needs and Extensive Support Needs	1/5/2023
8	Jacqueline Gonzalez	Stevenson Col Car Prep	E	2	Mild/Moderate Support Needs and Extensive Support Needs	11/20/2022
9	Anthony Josue Ramos	Huntington Drive EL	E	2	Mild/Moderate Support Needs and Extensive Support Needs	1/5/2023
10	Lauren Valle	Los Feliz Stemm Mag	W	2	Multiple Subject	12/8/2022
11	Cesar Alejandro Zamora	Roybal LC	E	2	Theater	12/9/2022
12	Amy Valorie Hendy	Blythe EL	N	3	Multiple Subject	11/20/2022
13	Verae Symone Bonam- Dawson	Canoga Park SH	N	3	Mathematics	12/15/2022
14	Jordao Aldair Pineda	Tulsa EL	N	3	Multiple Subject	12/9/2022
15	Richelle Nanette Whiten- Keller	Vintage Math/Sci Mag	N	3	Mild/Moderate Support Needs and Extensive Support Needs	12/8/2022
16	Jeffrey Lawrence Berk	Vintage Math/Sci Mag	N	3	Multiple Subject	12/15/2022
17	Michelle Hanna Cherner	Gaspar de Portola Charter Middle	N	4	Mild/Moderate Support Needs and Extensive Support Needs	12/9/2022
18	Tina Hwang	Hancock Park EL	W	4	Multiple Subject	12/23/2022
19	Dana Rebeca Monzon-De Leon	Mark Twain MS	W	4	Mild/Moderate Support Needs and Extensive Support Needs	12/20/2022
20	Paige Virginia Burk	Portola Highly Gifted Magnet	N	4	Mild/Moderate Support Needs and Extensive Support Needs	11/21/2022
21	Ana Sanchez-Martinez	Serrania CES	N	4	Mild/Moderate Support Needs and Extensive Support Needs	12/22/2022

Teachers with Provisional
Intern Permits

Attachment A

No.	Name	School	Region	BD	Subject	Effective
22	Wendy Esmeralda Pleitez Cruz	Tarzana EL	N	4	Mild/Moderate Support Needs and Extensive Support Needs	1/5/2023
23	Lindsey Anne Garces	Ascot EL	E	5	Multiple Subject	12/19/2022
24	Itzel Avila Carrera	Bryson EL	E	5	Mild/Moderate Support Needs and Extensive Support Needs	12/19/2022
25	Ani Virgili	Grant EL	W	5	Multiple Subject	12/16/2022
26	Abigail Marwaha	Sotomayor Art/ Science Magnet	W	5	Mild/Moderate Support Needs and Extensive Support Needs	12/14/2022
27	Guadalupe Diezmo	State St EL	E	5	Multiple Subject	1/5/2023
28	Denisse Marlen Sanchez Escobar	Wadsworth EL	E	5	Multiple Subject	12/19/2022
29	Claudia Garcia	Canterbury EL	N	6	Multiple Subject	12/22/2022
30	Ruby Velazquez	Chase EL	N	6	Multiple Subject	12/12/2022
31	Casey Sigelakis	Fulton College Prep	N	6	Multiple Subject	12/15/2022
32	Hasmik Hayrapetyan	Vena EL	N	6	Mild/Moderate Support Needs and Extensive Support Needs	12/9/2022
33	Indalisha Thompson	122nd St EL	S	7	Multiple Subject	12/1/2022
34	Jessica Alejandra Mendoza-Contreras	153rd St. EL	S	7	Multiple Subject	11/20/2022
35	Tralisa McNeal	99th St. EL	S	7	Multiple Subject	12/1/2022
36	Crystal Yvonne Carrillo	Edison MS	S	7	Physical Education	12/16/2022
37	Andrew Cuevas	Fremont SH	S	7	Mathematics	12/16/2022
38	Deisy Rios Lucas	Gulf EL	S	7	Multiple Subject	1/5/2023
39	Fernanda Saldoval	Hawaiian EL	S	7	Mild/Moderate Support Needs and Extensive Support Needs	12/7/2022
40	Thelma Jeanette Rodriguez	Main St. EL	E	7	Multiple Subject	11/20/2022
41	Gabriela Chavez	Peary MS	S	7	Multiple Subject	12/13/2022
42	Eugenia Elizabeth Marroquin	Van Deene EL	S	7	Multiple Subject	1/5/2023
43	Matthew Tesoro Bencito	Banning SH	S	7	Mild/Moderate Support Needs and Extensive Support Needs	11/20/2022

TAB 10



Board of Education Report

[Back to Order of Business](#)

File #: Rep-160-22/23, **Version:** 1

Approval of the 2021 Comprehensive Coordinated Early Intervening Services (CCEIS) Action Plan Amendment

February 07, 2023

Division of Special Education

Action Proposed:

Approve an amendment to the 2021 CCEIS Action Plan to create alignment to the recently approved 2022 CCEIS Action Plan.

Background:

Periodically, CCEIS Action Plans are amended to further support CCEIS outcomes. The California Department of Education (CDE) approved the previous 2021 Action Plan amendment on August 2, 2022, due to additional revenue from the American Rescue Plan. Los Angeles Unified School (LAUSD) Board approval is needed when adjusting or modifying categorical funding in CCEIS Action Plans.

Expected Outcomes:

If the Board approves this amendment, it will be submitted to the CDE. This approved amendment will support meeting CCEIS outcomes and alignment with the 2022 CCEIS Action Plan through the plan duration of July 1, 2021, through September 30, 2023.

Board Options and Consequences:

None

Policy Implications:

None

Budget Impact:

The current amendment plan is needed due to accumulated salary savings in the fall 2022 semester, which requires changes to the categorical allocation and minimizing future salary savings.

Student Impact:

This Action Plan supports the following Strategic Plan Pillar: Pillar 1: Academic Excellence “*Eliminating Opportunity Gaps*”. The students and families in Los Angeles Unified School District (LAUSD) will benefit from the approval of the 2021 Comprehensive Coordinated Early Intervening Services (CCEIS) Action Plan Amendment through a reduction of the disproportionate rate of discipline referrals and emotional disturbance eligibility rates of African American/Black students in LAUSD.

Equity Impact:

See attached.

Issues and Analysis:

Need to amend the current plan to ensure sustainable and scalable supports to meet CCEIS outcomes and align with the 2022 CCEIS Action Plan.

Attachments:

Attachment A - Final 2021 CCEIS Action Plan Amendment

Informatives:

None

Submitted:

01/12/23

RESPECTFULLY SUBMITTED,



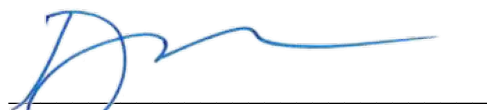
ALBERTO M. CARVALHO
Superintendent

APPROVED & PRESENTED BY:



ANTHONY AGUILAR
Chief, Special Education, Equity and
Specialized Programs
Division of Special Education

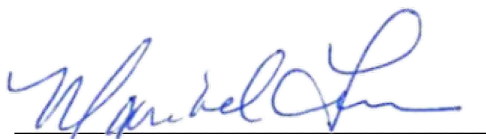
REVIEWED BY:



DEVORA NAVERA REED
General Counsel

☒ Approved as to form.

APPROVED & PRESENTED BY:



MARIBEL LUNA
Senior Director
Division of Special Education

REVIEWED BY:



TONY ATIENZA
Director, Budget Services and Financial Planning

APPROVED BY:



KARLA V. ESTRADA
Deputy Superintendent, Instruction

☒ Approved as to budget impact statement.

INTEROFFICE CORRESPONDENCE
Los Angeles Unified School District
COMPREHENSIVE COORDINATED EARLY INTERVENING SERVICES (CCEIS)
DIVISION OF SPECIAL EDUCATION
*Equity Impact Statement***

TO: Members, Board of Education
 Alberto M. Carvalho, Superintendent

DATE: January 10, 2023

FROM: Dr. Maribel Luna, Senior Director
 Division of Special Education

SUBJECT: BR-160-22/23 AND COMPREHENSIVE COORDINATED EARLY INTERVENING SERVICES (CCEIS) 2021 PLAN AMENDMENT

Board Meeting Date:	02/07/2023
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Equity Impact				
Component	1	2	3	4
Recognition	Does not recognize historical inequities	Vaguely recognizes historical inequities	Affirmatively recognizes historical inequities	Actively recognizes and specifies historical inequities to correct
Resource Prioritization	Does not prioritize resources based on student need	Somewhat prioritizes resources based on student need	Prioritizes resources based on student need	Effectively prioritizes resources based on student needs
Results	Unlikely to result in closed opportunity gaps and/or closing achievement gaps	May result in closed opportunity gaps and/or closing achievement gaps	Likely to result in closed opportunity gaps and/or closing achievement gaps	Extremely likely to result in closed opportunity gaps and/or closing achievement gaps

Component	Score	Score Rationale
Recognition	3	The LAUSD CCEIS team used a Four-Phase Programmatic Improvement Process for Significant Disproportionality. A cultural lens was applied throughout the four phases. Outcomes and activities were based on qualitative and quantitative data measures using focus groups. The California Department of Education recommended data analysis tools to review historical and current disproportionate data.
Resource Prioritization	3	Resources and activities were developed to address the following key root fundamentals directly: <ul style="list-style-type: none"> Systemic racism and cultural dissonance result in a culture that lacks meaningful student relationships and culturally responsive practices, as evidenced by explicit and implicit biases.

***Form to be completed for Districtwide or partial Districtwide Board Report items that expend resources.*

Component	Score	Score Rationale
		<ul style="list-style-type: none"> ● Lack of fidelity to discipline policies, procedures, and practices has created a direct pathway to special education. ● Inconsistencies in the SSPT processes result in an inconsistent pre-referral process. ● Lack of consistent interventions and practices for students impacted by trauma. ● Lack of authentic partnership with African American parents and families, leading to strained relationships and distrust.
Results	3	<p>Implementing the CCEIS plan will result in closed opportunity gaps and/or success gaps when fully implemented, as the activities and outcomes are directly connected to the disproportionate rate of African American/Black students identified for special education with Emotional Disturbance eligibility or suspension.</p> <p>Given District restructuring and alignment to the recently approved 2022 CCEIS Action Plan, an adjustment to the CCEIS 2021 Action Plan and budget is required. This is the second amendment of the 2021 CCEIS Action Plan.</p>
TOTAL	9	

Contact Person:	Telephone:	Email:
Dr. Maribel Luna	(213) 241-7001	maribel.luna@lausd.net

***Form to be completed for Districtwide or partial Districtwide Board Report items that expend resources.*

COMPREHENSIVE COORDINATED EARLY INTERVENING SERVICES (CCEIS) PLAN AMENDMENT MEMO

DATE: January 10, 2023

TO: Kishaun Thorntona
FROM: Dr. Maribel Luna

SUBJECT: CHANGES TO LAUSD'S 2021 CCEIS ACTION PLAN

Given District restructuring and alignment to the recently approved 2022 CCEIS Action Plan, an adjustment to the CCEIS 2021 Action Plan and budget are required. This is the second amendment of the 2021 CCEIS Action Plan. The previously approved 2021 CCEIS Action Plan amendment was initiated due to the American Rescue Plan and the corresponding changes in the CCEIS budget amount from \$20,247,092 to \$24,823,126. The LAUSD Board will vote on this draft amendment in February 2023. Current changes to activities from the original 2021 CCEIS Action Plan and the 2021 CCEIS Amendment Plan are highlighted in yellow.

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Changes to Outcome #1's Activities

Current Measurable Outcome, Target Population, and Activity/Activities	Proposed Measurable Outcome, Target Population, and Activity/Activities	Rationale for Change
<p>Activity #1.1c. Work with Budget Fiscal and Human resources to post and recruit for the additional K-5 positions below:</p> <ul style="list-style-type: none"> 1 FTE (as indicated in the 2020 CCEIS plan with an increase of 1 which makes this a total of 21) 3 FTE Administrators (new position not reflected in the 2020 plan) 1 FTE CCEIS Specialist as liaison with Student Health and Human Services and School Mental Health 1 FTE as a liaison with Parent Engagement and Access and Acceleration 1 FTE as a liaison between Division of Instruction and Intensive Diagnostic Education Centers for Literacy specifically 1 Intensive Diagnostic Education Center Coach to train GE teachers and provide ongoing training Intensive Diagnostic Education Centers training for General education teachers Add 1 Hour of Auxiliary Pay for School Psychologist in Outcome 4 and 4 hours of Auxiliary Pay for 4 Coaches to support CCEIS Schools with Outcome 4.1. 	<p>Activity #1.1c. Work with Budget Fiscal and Human resources to post and recruit for the additional K-5 positions below:</p> <ul style="list-style-type: none"> 20 System of Support Adviser Positions (PK-12) (SOSA) 4 CCEIS FTE Mental Health Consultants, close 25 CCEIS PSW positions and co-fund up to 19.4 FTE school-based PSW positions at CCEIS sites 2 Accelerated Literacy Academy (ALA) Coaches IDEC Psychologist will provide training for ALA Psychologist Up to 20 hours of Additional Pay for IDEC School Psychologist in Outcome 4 (no cost change, changed frequency) 	<p>Activity #1.1c.</p> <ul style="list-style-type: none"> Given restructuring of the SOSA role, the CCEIS Implementation Team will be reducing FTE counts of SOSAs from 34 to 20 to provide supports that are manageable and impactful. 1 of the 20 will be centrally located to provide coaching and technical support for implementation staff. Increase from 1 to 4 FTE Mental Health Consultants. Also, close 25 FTE CCEIS Psychiatric Social workers (PSWs) due to improved alignment with strengthening systems of mental health supports for school sites. We will also be expanding the capacity and co-fund up to 19.4 FTE school-based PSWs by cross training on CCEIS root causes, success gaps, and outcomes. Increase from 1 to 2 FTE ALA Coaches to expand professional development and support for CCEIS educators. The additional instructional coach will provide direct coaching for teachers at CCEIS sites by modeling and providing on-site training and support that follows the science of reading. The instructional coach will also provide direct support to staff at ALA sites.

Current Measurable Outcome, Target Population, and Activity/Activities	Proposed Measurable Outcome, Target Population, and Activity/Activities	Rationale for Change
<ul style="list-style-type: none"> Continue to fund 4 Accelerated Literacy Academy (ALA) teachers 		<ul style="list-style-type: none"> The IDEC psychologist will continue to train the new ALA psychologist as the function of this position is different from a traditional school psychologist. The IDEC psychologist will train the ALA psychologist in conducting beginning of year (BOY), middle of year (MOY), and end of year (EOY) reading assessments that track near and far transfer measures related to structured literacy content, and overall processing of written text and reading efficiency. These include assessments in phonological processing, word reading, and pseudo word decoding. Assessment data is gathered and a report is generated for each CCEIS Quarterly Report to monitor promising scholar progress. The ALA psychologist is also being trained in gathering and analyzing student data in order to identify students in need of tier III reading intervention/instruction; identifying students for placement into the ALA center. The IDEC psychologist is providing general support and information with supporting ALA staff and students in the area of tier III reading intervention services.
Activity #1.1d.	Activity #1.1d.	Activity #1.1d.

Current Measurable Outcome, Target Population, and Activity/Activities	Proposed Measurable Outcome, Target Population, and Activity/Activities	Rationale for Change
<p>Work with Budget Fiscal and Human resources to post and recruit for additional PK-12 positions below:</p> <ul style="list-style-type: none"> 1 Strategic Data Analyst that collects and monitors CCEIS Scholar data to support the implementation of data (1.1g). 1 FTE Senior Office Tech to support engagement and outreach to families and process time reporting for CCEIS Promising School sites, CCEIS programs, and staff. 0.5 FTE Financial Analyst to guide CCEIS Team and monitor compliance expenditures 	<p>Work with Budget Fiscal and Human resources to post and recruit for additional PK-12 positions below:</p> <ul style="list-style-type: none"> 0.5 FTE Financial Analyst to guide CCEIS Team and monitor compliance expenditures 	<ul style="list-style-type: none"> Given operational needs, the position will be modified to 0.5 FTE.
<p>Activity #1.1f. Train and Develop CCEIS staff to understand all their roles and responsibilities as it relates to the CCEIS plan.</p> <ul style="list-style-type: none"> Meet with the School Site CCEIS Implementation Team monthly to review Promising Scholar data and Promising School Data. Develop a Quarterly Calibration Meeting to review CCEIS Progress on all measurable outcomes. 	<p>Activity #1.1f. Train and Develop CCEIS staff to understand all their roles and responsibilities as it relates to the CCEIS plan</p> <ul style="list-style-type: none"> Meet with the School Site CCEIS Implementation Team monthly to review Promising Scholar data and Promising School Data. Develop a Quarterly Calibration Meeting to review CCEIS Progress on all measurable outcomes. 	<p>Activity #1.1f.</p> <ul style="list-style-type: none"> Remove activity as training and development of CCEIS staff are ongoing and will be increased beginning in the spring 2023 semester. Data monitoring tools will be captured in the data dashboard activity (no fiscal impact).
<p>Activity #1.1h. Psychiatric Social Workers (PK) will work with school sites to identify barriers to attendance for Promising Scholars and</p>	<p>Activity #1.1h. Psychiatric Social Workers (PK) to work with school sites to identify barriers to attendance for Promising Scholars and connect families</p>	<p>Activity #1.1h.</p> <ul style="list-style-type: none"> Remove activity due to existing staff providing families with these supports through another grant (no fiscal impact).

Current Measurable Outcome, Target Population, and Activity/Activities	Proposed Measurable Outcome, Target Population, and Activity/Activities	Rationale for Change
connect families with support and services to increase attendance.	with support and services to increase attendance.	
Activity #1.2e. Establish a training schedule on the use of forms and protocols.	Activity #1.2e. Establish training schedule on use of forms and protocols.	Activity #1.2e. <ul style="list-style-type: none"> Remove this activity as it is an internal process continually evaluated based on needs (no fiscal impact).
Activity #1.5a. Partnering with Homeless and Foster Youth Programs to identify additional services and supports	Activity #1.5a. Partnering with Homeless and Foster Youth Programs to identify additional services and supports	Activity #1.5a. <ul style="list-style-type: none"> This will be merged within other activities of the CCEIS Action Plan (no fiscal impact).
Activity #1.5b. For PK Identifying before and after care options through Beyond the Bell (explore before and after care for California State Preschool Programs (CSPPs).	Activity #1.5b. For PK identifying before and after care options through Beyond the Bell (explore before and after care for California State Preschool Programs (CSPPs)	Activity #1.5b. <ul style="list-style-type: none"> This will be merged within other activities of the CCEIS Action Plan (no fiscal impact).
Activity #1.5c. Partnering with the Wellness Clinics for wrap-around services for students to stay in school	Activity #1.5c. Explore partnering with the Wellness Clinics for wrap-around services for students to stay in school.	Activity #1.5c. <ul style="list-style-type: none"> This will be merged within other activities of the CCEIS Action Plan (no fiscal impact).
Activity #1.5d. Identify community resources for additional support e.g., Child Development Institute, Easter Seals, First Five Connections, Parent and Community Engagement (PACE), Healthy Start	Activity #1.5d. Identify community resources for additional support e.g., Child Development Institute, Easter Seals, First Five Connections, Parent and Community Engagement (PACE), Healthy Start	Activity #1.5d. <ul style="list-style-type: none"> This will be merged within other activities of the CCEIS Action Plan (no fiscal impact).
Activity #1.5e. Psychiatric Social Workers to conduct phone calls and home visits for unexplained or unreported absences for Promising Scholars	Activity #1.5e. 1.5e. Psychiatric Social Workers to conduct phone calls and home visits for unexplained or unreported absences for Promising Scholars	Activity 1.5e. <ul style="list-style-type: none"> This will be merged within other activities of the CCEIS Action Plan (no fiscal impact).

Current Measurable Outcome, Target Population, and Activity/Activities	Proposed Measurable Outcome, Target Population, and Activity/Activities	Rationale for Change
Activity #1.5f. Psychiatric Social Workers to conduct training and messaging about the importance of attendance	Activity #1.5f. 1.5f. Psychiatric Social Workers to conduct training and messaging about the importance of attendance	Activity #1.5f. <ul style="list-style-type: none"> This will be merged within other activities of the CCEIS Action Plan (no fiscal impact).
Activity #1.5g. Psychiatric Social Workers create pilot programs at 1 Expanded Transitional Kindergarten (ETK) site with the highest number of Black/African American students for before and aftercare for preschool	Activity #1.5g. Psychiatric Social Workers create pilot programs at 1 Expanded Transitional Kindergarten (ETK) site with the highest number of Black/African American students for before and aftercare for preschool	Activity #1.5g. <ul style="list-style-type: none"> This will be merged within other activities of the CCEIS Action Plan (no fiscal impact).
Activity #1.6a. This plan will include the development of a District website. <ul style="list-style-type: none"> Each school site will develop a communication plan which will include ongoing communication with teachers and families regarding student outcomes. This communication plan may also include newsletters, social media, and school-site web pages to have ongoing communication of CCEIS activities. 	Activity #1.6a. 1.6a. This plan will include the development of a District website. <ul style="list-style-type: none"> Each school site will develop a communication plan which will include ongoing communication with teachers and families regarding student outcomes. This communication plan may also include newsletters, social media, and school-site web pages to have ongoing communication of CCEIS activities Create a CCEIS webpage on the LAUSD website 	Activity #1.6a. <ul style="list-style-type: none"> Remove first two bullets to increase flexibility in communication from school sites (no fiscal impact). The District has an existing website that CCEIS will request to add a page to (no fiscal impact).

Changes to Outcome #2's Activities

Current Measurable Outcome, Target Population, and Activity/Activities	Proposed Measurable Outcome, Target Population, and Activity/Activities	Rationale for Change
<p>Activity #2.1. Create Focus CCEIS Parent Collaborative interested in interrupting disproportionality</p> <p>Activity #2.1a. By June of 2023, a parent/guardian-led CCEIS Parent Collaborative will be created that is focused on Black/African American/Multiracial student access and achievement. This parent/caretaker Collaborative will invite representatives from district-level committees to inform and provide feedback on program implementation for students of color. The parent group will have representative members that are family members of PK-12th grade students of color and community members interested in interrupting disproportionality.</p>	<p>Activity #2.1. Create a CCEIS Family Leadership group interested in interrupting disproportionality</p> <p>Activity #2.1a. By June of 2023, a CCEIS Family Leadership group of at least 10 members will be created that is focused on African American/Black/Multiracial student access and achievement. The group will invite representatives from district-level committees to inform and provide feedback on program implementation for CCEIS Promising Scholars. The group will consist of representatives who are family members of PK-12th grade African American/Black/Multiracial students, interested in interrupting disproportionality.</p>	<p>Activity #2.1.</p> <ul style="list-style-type: none"> Change language to match current name changes (no fiscal impact). <p>Activity #2.1a.</p> <ul style="list-style-type: none"> Change language to match current name changes (no fiscal impact).
<p>Activity #2.1b. Develop the role of the family as a member of CCEIS Parent Collaborative to include the following:</p> <ul style="list-style-type: none"> Become aware of issues that affect African American/Black students' access and achievement Ask questions and voice concerns about issues that affect African American/Black students' access and achievement 	<p>Activity #2.1b. Develop the role of the CCEIS Family Leadership group to include the following:</p> <ul style="list-style-type: none"> Consistent attendance at CCEIS Educational Partners meetings, CCEIS Family Leadership meetings/activities/events, and other District-level and/or school-based parent engagement meetings/activities/events 	<p>Activity #2.1b.</p> <ul style="list-style-type: none"> Change made to language to match current needs for parent outreach efforts. Add quantitative data collection language in order to better analyze needs. Fund hours for parent outreach to allow a variety of staff to help contact

Current Measurable Outcome, Target Population, and Activity/Activities	Proposed Measurable Outcome, Target Population, and Activity/Activities	Rationale for Change
<ul style="list-style-type: none"> Work collaboratively with team members to create positive solutions to bring to District leadership that will positively affect African American/Black students and change academic and behavioral (suspension) outcomes as demonstrated on the CA Dashboard/CALPADS 	<ul style="list-style-type: none"> Propose questions, share concerns, and discuss potential solutions about issues and barriers that negatively affect African American/Black/Multiracial students' access and achievement Work collaboratively with team members to develop suggestions/recommendations to bring to District leadership that will positively affect African American/Black/Multiracial students' access and achievement. Gather quantitative data using a survey to measure various factors such as participation, impact, satisfaction, and usefulness of group Fund up to 10 hours per week for outreach activities at CCEIS sites to engage with and register families of African American/Black/Multiracial Promising Scholars for parent workshops, trainings, and meetings. 	<p>parents individually and establish authentic rapport and partnership.</p> <ul style="list-style-type: none"> Additional edits to this activity ensures sustainable and scalable supports to meet CCEIS outcomes, and alignment to the 2022 CCEIS Action Plan. CCEIS funds will be used for parent outreach.
<p>Activity #2.2a. Establish a contract with an outside consultant who has experience developing CCEIS Parent Collaborative to support authentic parent partnerships in California.</p>	<p>Activity #2.2a. Establish a contract with an outside consultant who has experience developing CCEIS Parent/Family engagement groups to support authentic parent partnerships in California.</p>	<p>Activity #2.2a.</p> <ul style="list-style-type: none"> Additional edits to this activity number ensures sustainable and scalable supports to meet CCEIS outcomes, and alignment to the 2022 CCEIS Action Plan (no fiscal impact).
<p>Activity #2.2b. The District will utilize consultants/professional facilitators of color to engage in listening</p>	<p>Activity #2.2b. The District will utilize consultants/professional facilitators of color</p>	<p>Activity #2.2b.</p> <ul style="list-style-type: none"> This will be merged within other activities of the CCEIS Action Plan and

Current Measurable Outcome, Target Population, and Activity/Activities	Proposed Measurable Outcome, Target Population, and Activity/Activities	Rationale for Change
sessions with African American families. Information and recommendations from the listening sessions will be applied to a design thinking framework that will be utilized to build and implement the strategies.	to engage in listening sessions with African American families. Information and recommendations from the listening sessions will be applied to a design thinking framework that will be utilized to build and implement the strategies.	will be an ongoing component of the CCEIS Family Leadership Meetings, which include listening sessions and collaboration with professional facilitators.
Activity #2.2c. The District will provide a workshop series of at least four (4) seminars for families and school staff on topics related to empowering families as equal-status partners with educators and providing resources and effective ways to advocate for their children in school-related activities, strategic plans, and LCAP. Professional Development time will be allocated for Family Partnership capacity for educators based on the listening sessions with families.	Activity #2.2c. A workshop series of at least four (4) seminars for families and school staff on topics related to empowering families as equal-status partners with educators and providing resources and effective ways to advocate for their children in school-related activities, strategic plans, and LCAP. Professional development time will be allocated for Family Partnership capacity for educators.	Activity #2.2c. <ul style="list-style-type: none"> In order to support parent engagement and continue building parent partnerships with the families of Promising Scholars, CCEIS will provide workshop series for families that affirm their identity, build their capacity and cultivate their leadership skills. CCEIS will fund activities for professional development time.
Activity #2.3. Develop a Multidisciplinary workgroup to ensure the voice of African American families is included in all major District forums and effective home-school connections are promoted.	Activity #2.3. Develop a Multidisciplinary workgroup to ensure that the voice of African American families are included in parent and family District forums.	Activity #2.3. <ul style="list-style-type: none"> The multidisciplinary workgroup has been initially established. Current changes in District reorganization require realignment within the workgroup (no fiscal impact).
Activity #2.3a. The District will assemble a multidisciplinary work group that includes relevant District staff as well as representatives of the parent/guardian-led Advocacy Committee for Students of Color to a Home-School Dual Capacity Framework which will include a coordinated approach to ensure that the voice of African American families are included in all major District forums and	Activity #2.3a. The District will assemble a multidisciplinary work group that includes relevant District staff as well as representatives from the CCEIS Family Leadership group. The Home-School Dual Capacity Framework will utilize a coordinated approach to ensure that the voice of African American families are	Activity# 2.3a <ul style="list-style-type: none"> Additional changes and edits made to language to match current needs to this activity ensures sustainable and scalable supports to meet CCEIS outcomes, and alignment to the 2022 CCEIS Action Plan for parent outreach efforts (no fiscal impact).

Current Measurable Outcome, Target Population, and Activity/Activities	Proposed Measurable Outcome, Target Population, and Activity/Activities	Rationale for Change
effective home-to-school connections are promoted.	included in parent and family/District forums.	
Activity #2.3b. The CCEIS implementation team will work with a consultant to develop a rubric to measure parent engagement and partner with school site staff to assess needs at each school site. Each school site will develop a Parent Action Plan to address the barriers to parent engagement.	Activity #2.3b. The CCEIS implementation team will work with a consultant to develop a rubric to measure parent/family engagement and partner with school site staff to assess needs at each school site.	Activity #2.3b. <ul style="list-style-type: none"> Additional edits to this activity ensures sustainable and scalable supports to meet CCEIS outcomes, and alignment to the 2022 CCEIS Action Plan. Removed Parent Action Plan which will be embedded in the CCEIS site Implementation Plan. CCEIS will fund contracts with consultants and expenditures related to this activity.

Changes to Outcome #3's Activities

Current Measurable Outcome, Target Population, and Activity/Activities	Proposed Measurable Outcome, Target Population, and Activity/Activities	Rationale for Changes
<p>Activity #3.1b. Assess Sites Needs through the established General Education PBIS/RP process that includes Rubric of Implementation and solicitation of stakeholder input for identified PBIS/RP strategies and activities the site needs.</p> <ol style="list-style-type: none"> 1. TK-12 CCEIS <ol style="list-style-type: none"> a. Develop a protocol to collect, interpret and analyze data b. The Implementation Team, including the Systems of Support Advisor, Assistant Principal, Elementary Instructional Specialist, and Psychiatric Social Worker will review the ROI (done twice a year) and review discipline referral and suspension data to determine trends and patterns through an equity lens. 2. PK CCEIS Team <ol style="list-style-type: none"> a. PK will establish a PBIS/RP team at each Promising site and identify team members b. PK Systems of Support Advisor training in Preschool Positive 	<p>Activity #3.1b. Assess Sites Needs through the established General Education PBIS/RP process that includes/Tiered Fidelity Index (TFI) and solicitation of stakeholder input for identified PBIS/RP strategies and activities that address site needs.</p> <ol style="list-style-type: none"> 1. TK-12 CCEIS <ol style="list-style-type: none"> a. Develop a protocol to collect, interpret and analyze data b. The Implementation Team, including the Systems of Support Advisor, Assistant Principal, Elementary Instructional Specialist, and Psychiatric Social Worker will review the TFI (done twice a year) and review discipline referral and suspension data to determine trends and patterns through an equity lens. c. Training all staff (expanded audience from Early Ed to PK-12) on the use of office referrals and suspensions through MiSiS 2. TK-12 CCEIS Team will use a longitudinal analysis to analyze historical patterns and identify needs. 	<p>Activity #3.1b.</p> <ul style="list-style-type: none"> • Changes made due to the recent policy revision that adopts the Tiered Fidelity Index (TFI) as the new compliance review tool for sites (no fiscal impact). • Additional edits to this activity ensures sustainable and scalable supports to meet CCEIS outcomes, and alignment to the 2022 CCEIS Action Plan. Fiscal impact redirects funds directly to school sites.

Current Measurable Outcome, Target Population, and Activity/Activities	Proposed Measurable Outcome, Target Population, and Activity/Activities	Rationale for Changes
<p>Behavior Practices (IABA) and PBIS/RP</p> <p>c. Define office referrals and suspensions</p> <p>d. Training ECE staff on the use of office referrals and suspensions through MiSiS</p> <p>3. TK-12 CCEIS Team will use a longitudinal analysis to analyze historical patterns and identify needs.</p> <p>a. System of Support Advisor and Assistant Principal, Elementary Instructional Specialist will analyze ROI results from 18-19 and Fall 2019. past three years (there is no ROI data for spring 2020 and fall and spring 20-21) and discipline/data, School Experience Survey ("I feel safe in this" and "I feel like I am part of this school" with PBIS/RP Team at Promising Students' schools to assess the use of fidelity of District Identified tiered supports:</p> <p>i. Tier 1 Supports, behavioral expectations, community building, regular check-ins, fostering and</p>	<p>a. System of Support Advisor and Assistant Principal Elementary Instructional Specialist will analyze available discipline and School Experience Survey data from 2018 through the present date with the positive behavior intervention and support/restorative practices team at CCEIS schools to assess fidelity.</p> <p>b. Allot budget for CCEIS Site implementation team to multi-fund identifying community partners or agencies to support Promising Scholars with additional supports. This may include but not be limited to mentoring, tutoring, transportation contracts, or other services to provide access and opportunities for Promising Scholars to engage in culturally enriching and engaging experiences (Increased school site allocation).</p>	

Current Measurable Outcome, Target Population, and Activity/Activities	Proposed Measurable Outcome, Target Population, and Activity/Activities	Rationale for Changes
<p>promoting health, affirming relationships and routines.</p> <p>ii. Tier 2 Supports, including restorative conferences, parent/student conferences, peer mediation, conflict resolution, individual counseling, and alternative programs.</p> <p>iii. Tier 3 Supports, including individualized supports, re-entry circles, and wraparound supports.</p> <p>b. Analyze the relationship between suspension/office discipline referrals and attendance to assess fidelity of implementation of Multi-tiered Systems of Support as prescribed in the discipline policy.</p> <p>c. Findings will be taken to the Community of Practice Meetings to provide the opportunity for school site 106 leaders to collaborate on</p>		

Current Measurable Outcome, Target Population, and Activity/Activities	Proposed Measurable Outcome, Target Population, and Activity/Activities	Rationale for Changes
findings and share best practices.		

Changes to Outcome #4's Activities

Current Measurable Outcome, Target Population, and Activity/Activities	Proposed Measurable Outcome, Target Population, and Activity/Activities	Rationale for Changes
<p>Activity #4.1c. Increase access to Least Restrictive Environment and Decrease Identification of Students with Disabilities</p> <ul style="list-style-type: none"> ALA 1 FTE School Psychologist Screens Promising Scholars with IEPs to identify students who need tier 3 literacy support. In the Individual Learning Plan, monitor student placement and literacy goals to include the following: For students eligible for special education services, use placement and percentage of time in GE to increase Least Restrictive Environment and review exit and reintegration rates. For General Education students, monitor identification into special education to evaluate prevention and intervention efforts. 	<p>Activity #4.1c. Increase access to Least Restrictive Environment and Decrease Identification of Students with Disabilities</p> <ul style="list-style-type: none"> ALA 1 FTE School Psychologist Screens Promising Scholars with IEPs to identify students who need tier 3 literacy support, with a focus on Promising Scholars with IEPs with OHI eligibility. In the individual learning plan, monitor student placement and literacy goals to include the following: <ul style="list-style-type: none"> For students eligible for special education services, use placement and percentage of time in GE to increase Least Restrictive Environment and review exit and reintegration rates. For General Education students, monitor identification into special education to evaluate prevention and intervention efforts. Create an inclusive model to provide tier 2 literacy supports in a general education 	<p>Activity #4.1c.</p> <ul style="list-style-type: none"> This change is to address the literacy needs of Promising Scholars who are unable to enroll in the ALA program as a tier three support due to scheduling needs or due to the need for tier 2 versus tier 3 literacy supports. By creating a collaborative co-teaching model, direct services could be provided to all Promising Scholars and would vary depending on the need for tiered intervention. Change to ensure an additional focus on African American/Black students with OHI eligibility, as this group of students are at an increased rate of being referred for ED eligibility.

Current Measurable Outcome, Target Population, and Activity/Activities	Proposed Measurable Outcome, Target Population, and Activity/Activities	Rationale for Changes
	classroom to ensure Promising Scholars with literacy and behavioral needs receive intervention and literacy instruction in core English classes.	
Activity #4.4a. Staff Training and implementation expansion with Systems of Support Advisors to support fidelity of implementation <ul style="list-style-type: none"> ● Explore a contract with Learning Genie (a progress monitoring tool to track DRDP domains) ● Develop fidelity of implementation checklist for the contracted early literacy programs (explore contracts) ● Cross train Systems of Support Advisors with TK/K Literacy Strategies with the Intensive Diagnostic Education Centers Pedagogy 	Activity #4.4a. 4.4a. Staff Training and implementation expansion with Systems of Support Advisors to support fidelity of implementation Explore a contract with Learning Genie (a progress monitoring tool to track DRDP domains) <ul style="list-style-type: none"> ● Develop fidelity of implementation checklist for the contracted early literacy programs (explore contracts) ● Cross train Systems of Support Advisors with TK/K Literacy Strategies with the Intensive Diagnostic Education Centers Pedagogy 	Activity #4.4a. <ul style="list-style-type: none"> ● This will be merged within other activities of the CCEIS Action Plan. Additional data collection systems, support and services are currently being explored.
Activity #4.4b. Systems of Support Advisors to support TK/K Literacy Standards as a bridge to Early Education <ul style="list-style-type: none"> ● 8 Systems of Support Advisors provide direct intervention (individual and small group) to Promising Scholars ● Monitor staff fidelity of implementation ● Direct services and supports to Promising Scholars weekly (individual and group) 	Activity #4.4b. 4.4b. Systems of Support Advisors to support TK/K Literacy Standards as a bridge to Early Education <ul style="list-style-type: none"> ● 8 Systems of Support Advisors provide direct intervention (individual and small group) to Promising Scholars at ● Monitor staff fidelity of implementation ● Direct services and supports to Promising Scholars weekly (individual and group) 	Activity #4.4b. <ul style="list-style-type: none"> ● This will be merged within other activities of the CCEIS Action Plan. Additional support will be provided through increased coaching from additional ALA coach added above.

Changes to Outcome #5's Activities

Current Measurable Outcome, Target Population, and Activity/Activities	Proposed Measurable Outcome, Target Population, and Activity/Activities	Rationale for Changes
<p>Activity #5.2a. Preschool will explore working with an Expert for Cultural Bias training from the Early Education lens.</p> <ol style="list-style-type: none"> 1. Develop and provide professional development to 11 Promising Scholar Early Education Site 2. Explore other services that may be offered including parent components 3. Establish pre- and post-staff surveys and assess any site-based ongoing needs 4. Develop a school climate survey in conjunction with Dr. Kimani Norrington-Sands 5. Based on ongoing needs, Systems of Support Advisors continue with site-specific ongoing needs and explore needed connections to additional support staff and families 	<p>Activity #5.2a. Preschool will explore working with an Expert for Cultural Bias training from the Early Education lens</p> <ol style="list-style-type: none"> 1. Develop and provide professional development to 11 Promising Scholar Early Education Sites 2. Explore other services that may be offered including parent components 3. Establish pre- and post-staff survey and assess any site-based ongoing needs 4. Develop a school climate survey in conjunction with a content expert. 5. Based on ongoing needs, Systems of Support Advisors continue with site specific ongoing needs and explore needed connections to additional support staff and families 	<p>Activity #5.2a, 1-5.</p> <ul style="list-style-type: none"> • Activity will be folded into the supports for K-12 programming to ensure a cohesive vision of support (no fiscal impact).
<p>Activity #5.2b. Expansion of Social Emotional Learning training to all staff that included embedded pre- and post-training measures. Training must be tailored to support early development toward kindergarten readiness.</p>	<p>Activity #5.2b. Expansion of Social Emotional Learning training to staff that included embedded pre- and post-training measures. Professional development must be tailored to support early development toward kindergarten readiness.</p>	<p>Activity #5.2b, 1-6.</p> <ul style="list-style-type: none"> • Remove sub activities 1-6 to allow for professional development tailored to site-based needs.

Current Measurable Outcome, Target Population, and Activity/Activities	Proposed Measurable Outcome, Target Population, and Activity/Activities	Rationale for Changes
<ol style="list-style-type: none"> 1. Train 25 facilitators to build sustainability of the staff knowledge over time 2. Track embedded measure of effectiveness 3. PK Psychiatric Social Workers to monitor staff use of Tiered strategies and connect with Community Resources 4. Collaborate to create a needs assessment protocol 5. Direct support from training programs to Promising Scholar families 6. Create a needs assessment protocol to determine needs at CCEIS Schools related to culturally responsive teaching and anti-racist practice 	<ol style="list-style-type: none"> 1. Train 25 facilitators to build sustainability of the staff knowledge over time 2. Track embedded measure of effectiveness 3. PK Psychiatric Social Workers to monitor staff use of Tiered strategies and connect with Community Resources 4. Collaborate to create needs assessment protocol 5. Direct support from training program to Promising Scholar families 6. Create a needs assessment protocol to determine needs at CCEIS Schools related to cultural responsive teaching and anti-racist practice 	
<p>Activity #5.2c. Explore On-Site Learning Activities and any trainer of trainer models and parent support to connect with existing anti-biased anti-racist training provided to the entire District</p> <ol style="list-style-type: none"> 1. Provide tailored on-site learning for staff and explore extension to families 2. Collect staff surveys to determine the effectiveness of training in creating improved school climate, connectedness, and leadership participation. 	<p>Activity #5.2c. Develop packages for a menu of options for school site budget allocation to improve school culture, climate, community, and student learning through CCEIS-funded specialized projects. The menu of options can include a combination of District and vendor-provided training, licenses, additional planning, and training time for staff and material packages. CCEIS assembled menu packages are designed to directly align with CCEIS outcomes, suggested data artifacts/measurement tools, and effects on Promising Scholars and their families. Schools are required to provide data, evidence, and/or artifacts as success</p>	<p>Activity #5.2c.</p> <ul style="list-style-type: none"> • This change allows for individualization while maintaining high standards, accountability, and alignment with CCEIS goals for school site funding allocations. In addition, it allows schools to respond to differences in school cultures, climates, and communities.

Current Measurable Outcome, Target Population, and Activity/Activities	Proposed Measurable Outcome, Target Population, and Activity/Activities	Rationale for Changes
	measurement tools. Schools can create their own package that ensures the alignment to CCEIS goals.	
	<p>Activity #5.3a. Develop a Building Bridges School Readiness Program for early intervention opportunities for Early Education Promising Scholars on Saturdays in cohorts of up to 40 students. Promising Scholars will receive Tier 2-3 General Education support at Early Education Centers. Identify content experts/vendors to assess current data needs, and determine the necessary next steps to further define the hybrid and permanent clinical site development process.</p> <p>Conduct pre-and post-assessments to measure Promising Scholar-student progress and growth after attending the Saturday sessions.</p> <p>4 sessions: 5 Sites (remove to allow for more sites)</p> <p>6-hour Staff Training Days (6 days per year)</p> <ul style="list-style-type: none"> • 15 General Education Teachers • 15 General Education Aides • 5 Special Ed Teachers • 15 PSW • 5 SoSAs • 10 LAS • 10 OT • 5 Paraprofessionals <p>6-hour Staff Training Day (6 hours)</p> <ul style="list-style-type: none"> • 5 EEC Principal 	<p>Activity #5.3a.</p> <ul style="list-style-type: none"> • Changes in this activity are changes to the previously approved 2021 CCEIS Plan amendment and are highlighted in yellow. • To support and increase the type of data Early Education data systems collect, activity changed to support expansion of data collected. • Additional digital data sources need to be identified in order to measure the effectiveness of the program to ensure the high-quality intervention supports Promising Scholars. • Number of sessions and sites were removed to increase flexibility in the number of sessions and locations the program can be offered. • Activity modified to ensure alignment with federal fund expenditures.

Current Measurable Outcome, Target Population, and Activity/Activities	Proposed Measurable Outcome, Target Population, and Activity/Activities	Rationale for Changes
	<ul style="list-style-type: none"> • Overtime: Payroll • 2 Specialist <p>8-hour staff training days</p> <ul style="list-style-type: none"> • 1 M&O attendants per site • 1 Coordinator <p>Planning Hours to oversee up to 5 programs</p> <p>Funding Sources and Types of Expenditures</p> <p>Budget for community breakfast and lunch with parents and students after prevention and intervention sessions, M&O, and material budget. Funding for up to 20 Saturdays for the 2022-23 school year.</p>	
	<p>Activity #5.3c.</p> <p>Expand or co-fund a Student Empowerment Group or co-fund student speaker events established student groups at CCEIS sites that will provide students with educational leadership-based training or mentorship that will impact their ability to increase academic success, increase attendance rates, increase graduation rates, and positively influence behavioral changes. Students will be better able to articulate the function in K-12 settings and understand the importance of higher education, acquire practical strategies to better enhance their academic successes, and articulate why education or a career is important for their future.</p>	<p>Activity #5.3c.</p> <ul style="list-style-type: none"> • This activity was added in the previously approved 2021 CCEIS Plan Amendment. Activity was changed to reflect co-funding of existing student Black Student Union groups and promote Promising Scholar participation.

Changes to Outcome #6's Activities

Current Measurable Outcome, Target Population, and Activity/Activities	Proposed Measurable Outcome, Target Population, and Activity/Activities	Rationale for Changes
<p>Activity #6.1. The CCEIS implementation team will collaborate with the Division of Instruction, Educational Equity Compliance Office, AEA, Nursing, and SHHS to facilitate a task force to review the implementation and monitoring of the Student Support and Progress Team, Multi-Tiered Systems of Support. The task force will:</p> <p>Activity #6.1a. Develop and conduct a needs assessment regarding the implementation of SSPT and MTSS for all the promising sites.</p> <p>Activity #6.1b. Conduct case File Reviews to determine the needs and strengths of each Promising Scholar School as it relates to services being offered to Promising Scholars.</p> <p>Activity #6.1c. Develop a Rubric of implementation checklist to monitor fidelity.</p> <p>Activity #6.1d. Provide staff training on the new rubric of implementation.</p>	<p>Activity #6.1. The CCEIS implementation team will collaborate with the Division of Instruction, Educational Equity Compliance Office, Access Equity and Acceleration, Nursing, and Student Health Human Services to facilitate a task force to review the implementation and monitoring of the Student Support and Progress Team, Multi-Tiered Systems of Support. The task force will:</p> <p>Activity #6.1a. Develop and conduct a needs assessment regarding the implementation of SSPT and MTSS for all the CCEIS sites. CCEIS will fund up to 10 days of substitute coverage for teacher participation in SSPTs to support fidelitous implementation of the MTSS and SSPT process.</p> <p>Activity #6.1b. Conduct case File Reviews to determine the needs and strengths of each Promising Scholar School as it relates to services being offered to Promising Scholars.</p> <p>Activity #6.1c. Develop a Tiered Fidelity Index to monitor fidelity.</p>	<p>Activity #6.1a-d.</p> <ul style="list-style-type: none"> School sites identified the need for more substitute coverage in order for teachers to participate in SSPT meetings. Changes made in this activity are due to the recently updated Discipline Foundation Policy indicating the Tiered Fidelity Index to replace the Rubric of Implementation and consistency naming site CCEIS sites rather than promising sites. Promising Scholar Sites changed to CCEIS sites

Provide a review training of SSPT, MTSS, and Section 504 processes at Promising Scholar Schools.	Activity #6.1d. Provide staff training on the Tiered Fidelity Index Provide a review training of SSPT, MTSS, and Section 504 processes at Promising Scholar Schools.	
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Proposed Changes to Outcome #7's Activities

Current Measurable Outcome, Target Population, and Activity/Activities	Proposed Measurable Outcome, Target Population, and Activity/Activities	Rationale for Changes
Activity #7.1e. All Promising Scholars will have baseline Adverse Childhood Experience Survey (ACES) conducted	Activity #7.1e. As a menu of options to provide alternatives to suspension schools will have the opportunity to design a room for Promising Scholars that they can access and refer for support with trauma and healing. The room may be used for restorative practices, including Circles, etc. <ol style="list-style-type: none"> 1. Continue the development and implementation of trauma resilience-informed healing spaces for Promising Scholars at select CCEIS sites. Promising Scholars will have a pre and post-survey to measure effectiveness. 2. Implement trauma resilience-informed training and intervention at select CCEIS Sites 3. Implement Tier 2/3 SEL (Social Emotional Learning) interventions at school sites and including training and progress monitoring. 	Activity #7.1e. <ul style="list-style-type: none"> • Changes in this activity solely reflect wording adjustments based on best practices. Based on CCEIS staff input and physical space limitations, CCEIS sites will have the option to create a trauma resilience-informed healing space as an alternative to suspension or a room that Promising Scholars can access to as a place of calming, healing, and restorative practices. • This would be part of a Multi-Tiered System of Supports approach to behavioral and social-emotional support. • School sites would be able to use CCEIS Funds to either create a separate room and/or purchase materials for in-classroom support based on the specific needs of their Promising Scholars.

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Budget Adjustments

Insert proposed budget adjustments, including funding sources, as needed. In addition, complete Budget Forms 1 and 2 (attached).

The 2021 CCEIS period is July 1, 2021, through September 30, 2023. The CCEIS 15 percent set aside must be fully expended by September 30, 2023. The classified salaries increased by over \$600,000 to additional overtime pay for classified to participate in training. Additional funds totaling \$1,500,000 were added to the materials budget for individual school sites in order to purchase materials to implement the Comprehensive Early Intervening Services Action Plan and implement the individual school site action plan. Approximately \$800,000 was added to cover contracts for tutoring/mentoring of Promising Scholars or MTSS/PBIS/RP. In order to further support the implementation of MTSS and SSPTs approximately \$150,000 was added in order to fund substitute coverage for teachers to attend SSPT meetings.

AMENDED 2021 SIGNIFICANT DISPROPORTIONALITY COMPREHENSIVE COORDINATED EARLY INTERVENING SERVICES (CCEIS) BUDGET FORMS

Budget Form 1: Amended 2021 Budget Allocation

Provide the Fiscal Year 2021–22 allocation awarded for Resource Codes 3305, 3308, 3310, and 3315:
Provide the 2021 allocations the SELPA provided to the identified LEA for resource codes 3305, 3308, 3310, and 3315. The 15 percent set aside for CCEIS expenditures will be determined from these four resource codes.

2021 Resource 3305 Allocation	2021 Resource 3308 Allocation	2021 Resource 3310 Allocation	2021 Resource 3315 Allocation
\$26,594,282	\$2,278,846	\$131,450,855	\$5,163,526

In the box below, indicate the 15 percent set aside for each of the Fiscal Year 2021–22 allocations the LEA was awarded for resource codes 3305, 3308, 3310, and 3315:

2021 CCEIS Resource 3307 (3307 = 15% of 3305)		2021 CCEIS Resource 3309 (3309 = 15% of 3308)		2021 CCEIS Resource 3312 (3312 = 15% of 3310)		2021 CCEIS Resource 3318 (3318 = 15% of 3315)		Total 2021 CCEIS Budget
\$3,989,142	+	\$341,827	+	\$19,717,628	+	\$774,529	=	\$24,823,126

The above total 15 percent set-aside amount will be the total 2021-22 CCEIS budget that must be expended on approved CCEIS activities and reported accurately in quarterly CCEIS Progress and Expenditure Reports for the CCEIS period July 1, 2021, through September 30, 2023.

Please use the Total 2021 CCEIS Budget indicated above to complete the Amended 2021 Allowable Costs Budget form on the next page.

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Budget Form 2: Amended 2021 Allowable Costs Budget

Complete the table below to reflect the **Total 2021 CCEIS Budget** as reported on the 2021 Budget Allocation or the Amended 2021 Budget Allocation. CCEIS expenses for 2021 must conform to the U.S. Office of Special Education Programs (OSEP) IDEA Part B Regulations Significant Disproportionality (Equity in IDEA). For detailed allowable CCEIS expenditures, please refer specifically to Questions C-3-1 through C-3-10, pages 19 through 24, on the U.S. Department of Education Web page at

<https://www2.ed.gov/policy/speced/guid/idea/memosdcltrs/significant-disproportionality-qa-2-23-17.pdf>.

2021 Budget Line Items	Brief Description of 2021 CCEIS Activities	Amount for each CCEIS Activity																		
1000–Certified Salaries	<table><tr><th>Position</th><th>FTE</th></tr><tr><td>System of Support Advisers 20 PK-12 to provide direct PBIS/RP student services to Promising Scholars and to support schools MTSS/SSPT/PBIS/RP strategies and supports.</td><td>20</td></tr><tr><td>Specialist (Student Health and Human Services and MTSS/Parent Engagement & Access Equity and Acceleration, and DOI (Division of Instruction) and IDEC for literacy specifically).</td><td>3</td></tr><tr><td>Coordinators (SHHS) to support PSW and oversee SMH (School Mental Health) Consultants</td><td>0.5</td></tr><tr><td>Coordinators: 1) Parent Engagement and Compliance 2) SHHS MTSS/PBIS/RP 3) Early Education and Elementary 4) Secondary and Data</td><td>4</td></tr><tr><td>SHHS/SMH Coordinator Building Bridges School Readiness Program (Coordinator) to build the program and supervise Saturday work, coordinate with Early Childhood Education Department (ECED) to identify multiple funding sources, physical space, and staffing needs</td><td>1</td></tr><tr><td>APEIS to support Multi-Tiered Systems of Support/ Student Study and Progress Team (MTSS/SSPT) prevention and intervention for Promising Scholars at elementary sites</td><td>Up to 25</td></tr><tr><td>Occupational Therapist to support Early Education Shoestrings Model Development and provide direct intervention/prevention services.</td><td>1</td></tr><tr><td>Recreational Therapist to support Early Education Shoestrings Model Development and provide direct intervention/prevention services.</td><td>2</td></tr></table>	Position	FTE	System of Support Advisers 20 PK-12 to provide direct PBIS/RP student services to Promising Scholars and to support schools MTSS/SSPT/PBIS/RP strategies and supports.	20	Specialist (Student Health and Human Services and MTSS/Parent Engagement & Access Equity and Acceleration, and DOI (Division of Instruction) and IDEC for literacy specifically).	3	Coordinators (SHHS) to support PSW and oversee SMH (School Mental Health) Consultants	0.5	Coordinators: 1) Parent Engagement and Compliance 2) SHHS MTSS/PBIS/RP 3) Early Education and Elementary 4) Secondary and Data	4	SHHS/SMH Coordinator Building Bridges School Readiness Program (Coordinator) to build the program and supervise Saturday work, coordinate with Early Childhood Education Department (ECED) to identify multiple funding sources, physical space, and staffing needs	1	APEIS to support Multi-Tiered Systems of Support/ Student Study and Progress Team (MTSS/SSPT) prevention and intervention for Promising Scholars at elementary sites	Up to 25	Occupational Therapist to support Early Education Shoestrings Model Development and provide direct intervention/prevention services.	1	Recreational Therapist to support Early Education Shoestrings Model Development and provide direct intervention/prevention services.	2	\$10,629,856
	Position	FTE																		
	System of Support Advisers 20 PK-12 to provide direct PBIS/RP student services to Promising Scholars and to support schools MTSS/SSPT/PBIS/RP strategies and supports.	20																		
	Specialist (Student Health and Human Services and MTSS/Parent Engagement & Access Equity and Acceleration, and DOI (Division of Instruction) and IDEC for literacy specifically).	3																		
	Coordinators (SHHS) to support PSW and oversee SMH (School Mental Health) Consultants	0.5																		
	Coordinators: 1) Parent Engagement and Compliance 2) SHHS MTSS/PBIS/RP 3) Early Education and Elementary 4) Secondary and Data	4																		
	SHHS/SMH Coordinator Building Bridges School Readiness Program (Coordinator) to build the program and supervise Saturday work, coordinate with Early Childhood Education Department (ECED) to identify multiple funding sources, physical space, and staffing needs	1																		
	APEIS to support Multi-Tiered Systems of Support/ Student Study and Progress Team (MTSS/SSPT) prevention and intervention for Promising Scholars at elementary sites	Up to 25																		
	Occupational Therapist to support Early Education Shoestrings Model Development and provide direct intervention/prevention services.	1																		
	Recreational Therapist to support Early Education Shoestrings Model Development and provide direct intervention/prevention services.	2																		

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2021 Budget Line Items	Brief Description of 2021 CCEIS Activities	Amount for each CCEIS Activity
	ALA School Psychologist	1
	School Mental Health Consultants to provide direct consultation and support to psychiatric social workers at CCEIS sites	5
	PSW	5
	PSW co-funded with school site	19.4
	*ALA/IDEC Teachers	4
	*ALA/IDEC Coaches	2
	Resource Nurse (School Nurse)	0.5
	Speech and Language Therapist	2
	General Education ALA Teacher	4
	Parent Coach	2
Additional time for professional development training for certificated staff, planning, coaching, and providing direct student services.		

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2021 Budget Line Items	Brief Description of 2021 CCEIS Activities	Amount for each CCEIS Activity												
2000—Classified Salaries	<table><tr><td>ALA Paraprofessionals specially trained in literacy intervention to support the intervention of Promising Scholars in the ALA program.</td><td>4</td></tr><tr><td>Principal Analyst to collect and monitor CCEIS Scholar data to support the implementation of data (1.1g)</td><td>1</td></tr><tr><td>Senior Office Tech to support engagement and outreach to families and process time reporting for CCEIS Promising School sites, CCEIS programs, and staff.</td><td>1</td></tr><tr><td>Senior Financial Analyst to guide CCEIS Team and monitor compliance expenditures</td><td>0.5</td></tr><tr><td>Early Ed Center Aides</td><td>10</td></tr><tr><td>Office Technician to support processing</td><td>1</td></tr></table> <p>Additional time for professional development training for classified staff, processing CCEIS orders and payroll as needed, and contacting families when needed.</p>	ALA Paraprofessionals specially trained in literacy intervention to support the intervention of Promising Scholars in the ALA program.	4	Principal Analyst to collect and monitor CCEIS Scholar data to support the implementation of data (1.1g)	1	Senior Office Tech to support engagement and outreach to families and process time reporting for CCEIS Promising School sites, CCEIS programs, and staff.	1	Senior Financial Analyst to guide CCEIS Team and monitor compliance expenditures	0.5	Early Ed Center Aides	10	Office Technician to support processing	1	\$1,261,908
ALA Paraprofessionals specially trained in literacy intervention to support the intervention of Promising Scholars in the ALA program.	4													
Principal Analyst to collect and monitor CCEIS Scholar data to support the implementation of data (1.1g)	1													
Senior Office Tech to support engagement and outreach to families and process time reporting for CCEIS Promising School sites, CCEIS programs, and staff.	1													
Senior Financial Analyst to guide CCEIS Team and monitor compliance expenditures	0.5													
Early Ed Center Aides	10													
Office Technician to support processing	1													
3000—Employee Benefits	Non-wage compensation provided to employees in addition to their normal salaries or wages. These benefits include, group insurance (health, dental, life etc.) retirement benefits, etc.	\$4,902,568												
4000—Materials and Supplies	1.2d. & 3.4d. Materials for Menu of Options for CCEIS Schools 2.1b. Parent Collaborative general supplies 2.3b. Parent Training (\$1,000 in general materials for parent training materials) 3.1c. Calm Healing/Trauma informed wellness room materials for student intervention for trauma informed PBIS/RP practices. 3.1d. & 3.4b. Material budget for intervention per school based on Promising Scholars (\$300 per scholar). 4.2i. Tier 3 intervention material (K-12) 4. Materials for ALA Program	\$4,309,575												

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Significant Disproportionality - CCEIS Plan Amendment Memo

2021 Budget Line Items	Brief Description of 2021 CCEIS Activities	Amount for each CCEIS Activity
	1. Equipment for CCEIS Implementation Team to implement CCEIS Plan. 5.2. Supplies for PK Building Blocks Instructional site licenses communication SoSA and PSW materials for PBIS/RP for student intervention	
5000–Services and Other Operating Costs	Travel and conference attendance to support plan implementation	\$400,000
5100–Contract Services (ICR cannot be used for Object Code 5100)	2.2a. Parent Consultant (IRFP & contract) \$150,000 5.1a. Professional development in race and Equity and CLR (IRFP) \$75,000 Technical Assistance Facilitator (TAF) \$25,000 7.1e. Trauma Informed Continuing Training (outside consultant), \$140,000	\$390,000
5800–Contract Services	Technical Assistance Facilitator (TAF) \$25,000 2.2a. Parent Consultant (IRFP & contract) \$25,000 2.2c. Parent Engagement Contract \$25,000 3.2a. Contract and/or identify CDE experts to assist with tie-in with TK-12 regulations and definitions, \$25,000 5.2c. School Contracts \$1,500,000 - allocate funds to school-based on the formula for including but not limited to motivational speakers, partnerships, professional development, tutoring, and Transportation Contracts for Promising Scholars). (Consist of multiple contracts, no individual school contract to exceed \$25,000). 3.4a. EE Shoestring Model Identify content experts and materials for Building Bridges School Readiness Program Saturday Intervention Program for Promising Scholars to support Program development., \$24,999 4.1a. Literacy Expert, \$25,000 4.1b. Reading Program Contract, \$6,000 4.4b. Literacy Curriculum training, \$25,000 5.1a. Professional development in race and Equity and CLR, \$25,000 5.2a. PK Expert in Cultural Bias from Early Ed lens, \$25,000 5.2b. SEL Expert, \$25,000 5.3b. SEL Curriculum training, \$25,000 6.1d. SEL Trauma Resilience expert, \$25,000 6.1f. MTSS RFP \$25,000 7.1. MTSS Tier 1 and 2 interventions supported by Trauma, \$25,000 7.1e. Trauma Informed Continuing Training (outside consultant), \$25,000	\$1,907,999

ATTACHMENT A

Significant Disproportionality - CCEIS Plan Amendment Memo

2021 Budget Line Items	Brief Description of 2021 CCEIS Activities	Amount for each CCEIS Activity
	4. Toshiba Contracts, \$40,000 (\$10k per contract/site) Expensed in FY 2021-22 (TAF contract) \$12,000	
7300–Indirect Cost Rate (ICR) CDE-approved rate of 4.96% for FY 2021-22 and 4.36% for FY 2022-23)		\$1,021,220
Total Amount for 2021 CCEIS Activities. The amount must equal the Total 2021 CCEIS Budget as indicated on the 2021 Budget Allocation Summary.		\$24,823,126

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

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

ATTACHMENT A

Significant Disproportionality - CCEIS Plan Amendment Memo

Amended CCEIS Action Plan Signatures

By signing below, the authorized personnel validate the accuracy of the information reported and agree to implement the amended CCEIS Plan.

Printed Name and Signature

Date

LEA Superintendent

Special Education Director

School Board Chairperson

SELPA Director

Please verify, sign, and email directly to the SigDisp@cde.ca.gov.

CDE APPROVAL

Name: _____

Date: _____

Signature: _____

TAB 11



Board of Education Report

[Back to Order of Business](#)

File #: Rep-162-22/23, **Version:** 1

Approval to Submit *Physical Education Block Schedule Waiver* to the California State Board of Education for High Schools on a Block Schedule (Public Hearing)

February 7, 2023

Division of Instruction

Action Proposed:

Approval to submit *Physical Education Block Schedule Waiver* applications for six (6) District schools to the California State Board of Education. The process requires that a district provide a public hearing informing the community that it intends to apply for a 4 x 4 block physical education waiver.

The six (6) schools are:

School Name	Board District	Region
USC Iovine-Young Academy	1	South
Legacy VAPA	5	East
Chavez LA Tech Prep	6	North
Grant High School	6	North
Panorama High School	6	North
Fremont High School	7	South

Background:

The purpose of this report is to provide the Board with information regarding the California Department of Education's requirement that high schools provide 400 minutes of Physical Education in a 10-school day period for both semesters (EC 51222). Schools on a 4 x 4 schedule do not meet this requirement and thus, must apply for a *Physical Education Block Schedule Waiver* to meet state mandates. The waiver request requires school board approval and public hearing of the waiver request.

Expected Outcomes:

The Division of Instruction Physical Education team will include the Board of Education's approval and notice of public hearing in the state waiver application for all high schools in the District that are seeking a waiver.

Board Options and Consequences:

Failure to approve the action will result in LA Unified moving into an "out of compliance" status with State requirements of California Education Code 51222. The consequences will be determined by the State of California. In addition, failure to approve will prevent students from receiving quality physical education instruction.

Policy Implications:

This action does not change District policy. It is in alignment with BUL-2528.1, Physical Education Programs, K - 12, December 21, 2009.

Budget Impact:

There is no impact to the budget (cost neutral).

Student Impact:

The six schools with a 4 x 4 block schedule provide students additional opportunities for successful course completion and/or credit recovery.

Equity Impact:

See attached.

Issues and Analysis:

None.

Attachments:

Attachment A - Physical Education Block Schedule Waiver Guide


Informatives:

Not applicable.

Submitted:

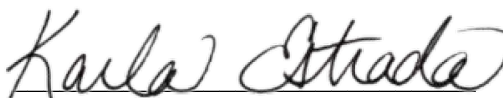
01/12/2023

RESPECTFULLY SUBMITTED,



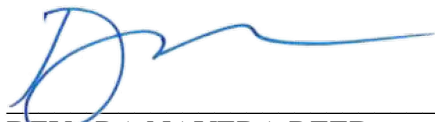
ALBERTO M. CARVALHO
Superintendent

APPROVED & PRESENTED BY:



KARLA V. ESTRADA
Deputy Superintendent, Instruction

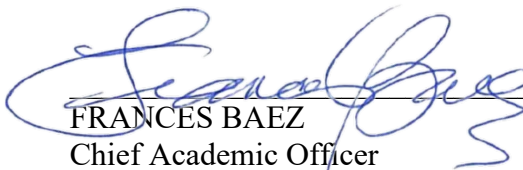
REVIEWED BY:



DEVORA NAVERA REED
General Counsel

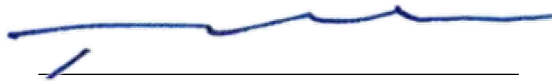
☒ Approved as to form.

APPROVED & PRESENTED BY:



FRANCES BAEZ
Chief Academic Officer
Division of Instruction

REVIEWED BY:



TONY ATIENZA
Director, Budget Services and Financial Planning

☒ Approved as to budget impact statement.

INTEROFFICE CORRESPONDENCE
Los Angeles Unified School District
ENTER TITLE OF OFFICE/DIVISION
*Equity Impact Statement***

TO: Members, Board of Education
 Alberto M. Carvalho, Superintendent

DATE: December 22, 2022

FROM: Mylene Keipp, Director, Secondary Instruction

SUBJECT: BR-162-22/23 AND PE WAIVERS FOR 2022-23

Board Meeting Date:	February 7, 2023
----------------------------	------------------

Equity Impact				
Component	1	2	3	4
Recognition	Does not recognize historical inequities	Vaguely recognizes historical inequities	Affirmatively recognizes historical inequities	Actively recognizes and specifies historical inequities to correct
Resource Prioritization	Does not prioritize resources based on student need	Somewhat prioritizes resources based on student need	Prioritizes resources based on student need	Effectively prioritizes resources based on student need
Results	Unlikely to result in closed opportunity gaps and/or closing achievement gaps	May result in closed opportunity gaps and/or closing achievement gaps	Likely to result in closed opportunity gaps and/or closing achievement gaps	Extremely likely to result in closed opportunity gaps and/or closing achievement gaps

Component	Score	Score Rationale
Recognition	3	Schools with a block schedule have built-in opportunities for focused instruction, relationship building, and credit recovery which affirmatively recognize historical inequities.
Resource Prioritization	3	Schools with a block schedule have built-in opportunities to prioritize resources based on student need.
Results	3	Schools with a block schedule have built-in opportunities that are likely to result in closed opportunity gaps and/or closing achievement gaps.
TOTAL	9	

Contact Person:	Telephone:	Email:
Mylene Keipp	(213 241-2144	mylene.keipp@lausd.net

***Form to be completed for Districtwide or partial Districtwide Board Report items that expend resources.*

Physical Education Block Schedule Waiver Guide

A guide to support local educational agencies during the waiver application process.

Background

California *Education Code (EC)* requires physical education (PE) instruction for all students on a regular and consistent basis: 400 minutes each 10 school days. An exception is the daily alternating block schedule, often referred to as the A/B Block Schedule. Although the majority of block schedules are at the secondary level, some middle schools also use this scheduling.

The State Board of Education (SBE) adopted the waiver policy in July 1984 (amended February 1990 and June 1999) to allow local educational agencies (LEAs) to seek flexibility in these requirements to accommodate block schedules when necessary. SBE Policy Number 99-03 created criteria for the consideration and granting of waiver requests of the PE requirements, which are found in the policy itself. The intent of the policy is to ensure that students engage in consistent physical activity as required by statute, despite the fact that their school schedule does not allow for that activity in an instructional setting.

To determine whether you should apply for a PE Block Schedule Waiver, please visit the California Department of Education (CDE) [PE Frequently Asked Questions](#) web page.

For more information regarding the PE Block Schedule Waiver Policy, please visit the CDE [Waiver Policies](#) web page.

Steps to Apply for a Block Schedule Waiver

- The PE Block Schedule Waiver application must be completed in one sitting. The system does not allow the applicant to save, leave, and/or return to the online entry. Applicants are encouraged to use the resources below to prepare to submit the online application.
 - The application requires the applicant to enter a start date for implementation of the waiver. Keep in mind that it takes 10 to 12 weeks to process and analyze waivers. Please review the waiver calendars on the CDE [Waiver Policies](#) web page to determine the appropriate start date.
 - The CDE [Submit a Waiver Request](#) web page includes helpful information regarding instructions, data elements for completing waivers, and attachments.
- Submit your prepared application online to the CDE Waiver Office on the [Waiver Request System](#) web page.
 - You must be a registered user in order to submit a waiver request. If you are not registered, you can do so by clicking “New Registration” at the bottom of the Waiver Request System web page.

If you have any questions regarding the PE Block Schedule Waiver online application process, please contact the CDE Waiver Office, by phone at 916-319-0824 or by email at Waiver@cde.ca.gov.

Block Schedule Waiver Narrative Checklist

Once the PE Block Schedule Waiver application has been submitted online to the CDE Waiver Office, the school district will be required to complete the Waiver Narrative Checklist.

1. After you have completed the online submission portion, download and complete the [PE Waiver Narrative Checklist](#)(PDF).
2. Submit the PE Waiver Narrative Checklist and any supplemental attachments to the Professional Learning Support and Monitoring Office at PLSMO@cde.ca.gov. Microsoft Word and PDF documents are the only formats accepted for this submission. The Consultant will review your submission and provide technical assistance on the application process from that point forward.

If you have any questions regarding the Waiver Narrative Checklist submission process, please contact the Professional Learning Support and Monitoring Office, by phone at 916-323-5847 or by email at PLSMO@cde.ca.gov.

Other Key Elements of the Waiver Process for Block Schedules

CDE will provide technical assistance to schools that apply for and receive a waiver.

A school granted a waiver of *EC* Section 51222(a) in order to implement a block schedule shall be selected to be monitored each cycle as a part of the district's Federal Program Monitoring (FPM) process. This shall only occur when the district has been identified for an FPM visit by the CDE.

CDE staff will review California Physical Fitness Test data for school(s) who request a waiver, initially and on request for renewal of the waiver, to determine improvement or, at minimum, maintenance of student's levels of health-related fitness.

The SBE shall grant waivers of this type for two years less one day, which will require the district to reapply for the waiver every two years. In addition to the above, renewal will require an evaluation of the extent to which the needs of students are being met by the PE Program in place at that school(s).

In summary, waivers must meet strict *EC* criteria in order to be recommended for approval by the CDE. The intent of the waiver is to offer flexibility to schools, but still maintain the requirements of providing content-based PE programs to ensure that pupils attain the knowledge, skills, and confidence to successfully maintain an active lifestyle, now and for the future.

Permanent Block Schedule Waiver Application

- The LEA will follow the same process for both the online application and the Waiver Narrative Checklist request and submittal.
- On the checklist, highlight any changes to each of the block schedule criteria that have occurred since the Temporary PE Block Schedule Waiver was granted. For example, under criteria three, the bell schedule and the district instructional calendar may have changed.
- Provide all updated documents for each criterion.
- Provide a summary that includes the following:
 - A description of how the PE block schedule was monitored
 - What worked well and what changes were made, if any
 - A description of how the success of the program was determined, including any documents and data as supporting evidence

If you have any questions regarding Permanent PE Block Schedule Waivers, please contact the Professional Learning Support and Monitoring Office, by phone at 916-323-5847 or by email at PLSMO@cde.ca.gov.

Questions: Professional Learning Support & Monitoring Office | plsmo@cde.ca.gov | 916-323-5847

Last Reviewed: Tuesday, October 11, 2022

RESOLUTIONS

TAB 12



Board of Education Report

[Back to Order of Business](#)

File #: Res-010-22/23, **Version:** 3

Dr. McKenna - Celebration of Black History Month 2023 (Res-010-22/23) (Noticed January 17, 2023)

Whereas, Black History Month, or National African American History Month, is an annual celebration of achievements by Black Americans and a time for recognizing the central role of African Americans in United States history;

Whereas, Carter G. Woodson, a Harvard trained historian, like W.E.B. DuBois before him, believed that truth would not be denied and that reason would prevail over prejudice, and as a result announced “Negro History Week” in 1925 to raise awareness of the contributions of African Americans;

Whereas, It is commonly stated that Carter G. Woodson selected February as the month to host “Negro History Week” because it encompasses the birthdays of two great Americans who played a prominent role in shaping black history, namely Abraham Lincoln and Frederick Douglass, whose birthdays are February 12th and 14th respectively;

Whereas, Carter G. Woodson believed that history was created by great people and not simply great men; he envisioned the study and celebration of Black people as a race, not simply as the producers of great men and emphasized the contributions of countless Black men and women who contributed to the advancement of human civilization;

Whereas, Since 1976, the commemoration was extended from a week-long event to the entire month of February;

Whereas, Every United States President has officially designated the month of February as Black History Month and other countries around the world, including Canada and the United Kingdom, also devote a month to celebrating Black history;

Whereas, The legacy of Carter G. Woodson lives on in the continued work of the Association for the Study of African American Life and History (ASALH), an organization now in its 107th Year;

Whereas, The 2023 theme for Black History Month established by the ASALH is “Black Resistance;”

Whereas, African Americans have resisted historic and ongoing oppression, in all forms, especially the racial terrorism of lynching, racial pogroms, and police killings since their arrival upon these shores;

Whereas, Black people have sought ways to nurture and protect Black lives, and for autonomy of their physical and intellectual bodies through armed resistance, voluntary emigration, nonviolence, education, literature, sports, media, and legislation/politics;

Whereas, By resisting Black people have achieved triumphs, successes, and progress as seen in the end of chattel slavery, dismantling of Jim and Jane Crow segregation in the South, increased political

representation at all levels of government, desegregation of educational institutions, the passage of Civil Rights Act of 1964, the opening of the Smithsonian National Museum of African American History in DC and increased and diverse representation of Black experiences in media;

Whereas, the representation, identity, and diversity of Black people have been revered, stereotyped, and vilified from the days of enslavement to our own time;

Whereas, Black History Month aims to mitigate the persistent and ongoing failure to acknowledge the contributions of Black Culture, Black Inventors, Black Artists, Black Artisans, Black Advocacy Black Leaders, and Black Civic Engagement to American history and society;

Whereas, Black people continually remain optimistic and confident about the path ahead while leading the courageous, yet hard fought fights for the rights, liberties, and freedoms that many marginalized communities are now beneficiaries;

Whereas, Black resistance strategies have served as a model for every other social movement in the country, thus, the legacy and importance of these actions cannot be understated; and

Whereas, Our democracy's founding ideals were exclusionary when they were written, but Black Americans have continuously fought to make them true; now, therefore, be it

Resolved, That the Governing Board of the Los Angeles Unified School District recognizes February as National Black History Month;

Resolved further, That the Board acknowledges that all people of the United States are beneficiaries of the wealth of history given to all by Black Culture, Black Inventors, Black Artists, Black Artisans, Black Advocacy Black Leaders, and Black Civic Engagement;

Resolved, further, That the Board embeds the study of Black History into the core curriculum of its Ethnic Studies, ~~and~~ African American History courses and African American Literature so that this critical learning lives in the minds of our students beyond the month of February;

Resolved further, That the Board direct the Superintendent to expand upon the District's existing efforts, such as the implementation of the Black Student Achievement Plan, to convene a committee or working group to identify strategies and tactics to align resources targeted toward eliminating anti-racist educational practices and closing the gap of academic achievement outcomes for Black Students, and, be it finally

Resolved, That the Superintendent will work with educators, librarians, all the schools of the District, and our wider community to recognize and celebrate this month with culturally relevant and appropriate curriculum, programs, ceremonies, and activities that generate in-depth discussion of the complex factual history of the United States and the legacy of Black Americans.

TAB 13



Board of Education Report

[Back to Order of Business](#)

File #: Res-012-22/23, Version: 1

Mr. Melvoin - ENOUGH: End the Nation's Ongoing Unrelenting Gun Horror (Res-012-22/23) (Waiver of Board Rule 72)

Whereas, In just January of 2023, more than 80 lives were lost in 52 mass shooting incidents as well as six school shootings that have resulted in injuries or death. These statistics tragically represent just a fraction of all those lost to gun violence in the United States, a country with more firearms than people;

Whereas, In the nearly 25 years since the Columbine High School Massacre, there have been more than 300 school shootings, including the tragic incidents at Sandy Hook Elementary, Marjory Stoneman Douglass High, and Uvalde Elementary. Gun violence continues to run rampant, enabled by a culture of violence and fear, and by a legal framework that implicitly condones a deadly arms race amongst civilians;

Whereas, The Los Angeles Unified School District supports the safety and well-being of its students, with joy and wellness forming a key pillar of its 2022-2026 Strategic Plan;

Whereas, The consequences of gun violence are widespread and impact entire communities by destroying a collective sense of well-being and safety and further exacerbating the growing mental health crisis. Children exposed to gun violence are at risk for short- and long-term psychological effects, including anger, withdrawal, post-traumatic stress, and desensitization to violence; and

Whereas, The Governing Board of the Los Angeles Unified School District has previously acted to combat gun violence and improve gun safety, including through resolutions;

- Support of Assembly Bill 2706 and Other Gun Control Measures (1994)
- Support of National ASK (Asking Saves Kids) Day to Prevent Gun Violence (2001)
- Resolution in Support of President Obama's Plan to Protect Our Children and Our Communities (2013)
- Safeguarding Our Schools: Demanding Common Sense Gun Laws and Best Practices to Protect our Students and Staff (Res-030-17/18)
- Protecting Our Children from Preventable Gun Violence (Res-046-18/19); now, therefore, be it

Resolved, That the Los Angeles Unified School District reiterates its strong opposition to the culture of gun violence and the widespread prevalence of guns in this country;

Resolved further, That the District amend its 2022-2023 Legislative Priorities to include support for legislation that imposes requirements on gun sales or otherwise strengthens gun safety measures. Support may include registering support for state or federal gun control legislation, drafting letters of support or advocacy to state or legislators, or other actions as the Superintendent deems appropriate;

Resolved further, That the Superintendent shall review the District's procurement and financial

investment policies to identify whether opportunities exist to adopt policies that discourage gun sales or ownership putting children at risk, such as divestment from gun retailers, and report back to the Governing Board of the Los Angeles Unified School District within 180 days with any recommended action items resulting from that review; and, be it finally

Resolved, That the District commemorates annually the first Friday in June as National Gun Violence Awareness and Wear Orange Day and facilitates education and outreach campaigns and curricular resources.

RECEIPT OF COMMUNICATIONS

TAB 14



Board of Education Report

[Back to Order of Business](#)

File #: ROC-007-22/23, **Version:** 1

Report of Correspondence

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

February 7, 2023

REPORT OF CORRESPONDENCE

The following correspondence addressed to the Board of Education is submitted with the recommended Disposition, “Refer to Superintendent for referral to Office of the General Counsel to take all steps necessary to protect the interests of the Board of Education, including assignment to outside counsel; Controller to draw warrants in such amounts as may be necessary for the payment of costs and fees upon invoices as approved by the Office of the General Counsel”:

FROM	LEGAL ACTION
1. Bish & Cutting, APC	Summons and Complaint for Damages: 1) Motor Vehicle; 2) Property Damage; 3) Personal Injury; Case No. 22CHCV01022; Superior Court in the State of California for the County of Los Angeles; Keon Khatibi, Plaintiff, v. Los Angeles Unified School District; Does 1 through 10, Defendants
2. Douglas/Hicks Law	Summons and Complaint for Damages: 1) Negligence (Gov’t Code Section 815, 820); 2) Negligent Entrustment (Gov’t Code Section 815, 820); 3) Negligent Per Se (Gov’t Code Section 815, 820); Case No. 22STCV38408; Superior Court in the State of California for the County of Los Angeles; Julie Sexton, Plaintiff, v. Los Angeles Unified School District; Does 1 through 10, inclusive, Defendants
3. Downtown L.A. Law Group	Summons and Complaint for Damages: 1) Assault; 2) Battery; 3) Intentional Infliction of Emotional Distress; 4) Negligent Hiring, Supervision & Retention of an Unfit Employee; 5) Breach of Mandatory Duty; 6) Negligence; Case No. 22NWCV01156; Superior Court in the State of California for the County of Los Angeles; Jane Doe, a minor, by and through her GAL Melinda Castro, Plaintiff, v. Los Angeles Unified School District; Does 1 through 50, inclusive, Defendants
4. Gilbert & Stern LLP	Summons and Complaint for Personal Injury, Property Damage, Wrongful Death: 1) Motor Vehicle; 2) Property Damage; 3) Personal Injury; Case No. 22STCV26798; Superior Court in the State of California for the County of Los Angeles; Gregory Berkovich; Bronia Berkovich, Plaintiff, v. Los Angeles Unified School District; Does 1 through 25, inclusive, Defendants

5. Greenberg Gross LLP
Jeff Anderson & Associates
Summons and First Amended Complaint for Damages: 1) Negligence; 2) Negligent Supervision and Retention; 3) Sexual Battery; 4) Sexual Harassment; Case No. 22STCV35391; Superior Court in the State of California for the County of Los Angeles; John Doe 7067, Plaintiff, v. Los Angeles Unified School District; Does 3 through 20, inclusive, Defendants
6. Greenberg Gross LLP
Jeff Anderson & Associates
Summons and First Amended Complaint for Damages: 1) Negligence; 2) Negligent Supervision and Retention; 3) Sexual Battery; Case No. 22STCV39153; Superior Court in the State of California for the County of Los Angeles; James Eric Bunch, Plaintiff, v. Los Angeles Unified School District; Does 3 through 20, inclusive, Defendants
7. Greenberg Gross LLP
Jeff Anderson & Associates
Summons and First Amended Complaint for Damages: 1) Negligence; 2) Negligent Supervision/Retention; 3) Sexual Battery; 4) Sexual Harassment; Case No. 22NWCV01077; Superior Court in the State of California for the County of Los Angeles; Jane Doe 7064, an individual; Jane Doe 7035, an individual; and Jane Doe 7063, an individual, Plaintiffs, v. Los Angeles Unified School District; Does 3 through 20, Defendants
8. Herman Law
Summons and Complaint for Damages: 1) Negligence (School); 2) Negligence (Does 2 through 25); 3) Negligent Hiring, Retention, and Supervision (School); 4) Negligent Hiring, Retention, and Supervision (Does 2 through 25); Case No. 22STCV38432; Superior Court in the State of California for the County of Los Angeles; A.B., Plaintiff, v. Los Angeles Unified School District; Does 2 through 25, inclusive, Defendants
9. Herman Law
Summons and Complaint for Damages: 1) Negligence (School); 2) Negligence (Does 2 through 25); 3) Negligent Hiring, Retention, and Supervision (School); 4) Negligent Hiring, Retention, and Supervision (Does 2 through 25); Case No. 22STCV37727; Superior Court in the State of California for the County of Los Angeles; A.S., Plaintiff, v. Los Angeles Unified School District; Does 2 through 25, inclusive, Defendants
10. Herman Law
Summons and Complaint for Damages: 1) Negligence (School); 2) Negligence (Does 2 through 25); 3) Negligent Hiring, Retention, and Supervision (School); 4) Negligent Hiring, Retention, and Supervision (Does 2 through 25); Case No. 22STCV26438; Superior Court in the State of California for the County of Los Angeles; Dwanda Stoval., Plaintiff, v. Los Angeles Unified School District; Does 2 through 25, inclusive, Defendants

11. Herman Law
Summons and First Amended Complaint for Damages: 1) Negligence (School); 2) Negligence (Does 3 through 25); 3) Negligent Hiring, Retention and Supervision (School); 4) Negligent Hiring, Retention and Supervision (Does 3 through 25); Case No. 22STCV26198; Superior Court in the State of California for the County of Los Angeles; Carol Lanehart-King, Plaintiff, v. Los Angeles Unified School District; Does 3 through 25, inclusive, Defendants
12. Herman Law
Summons and First Amended Complaint for Damages: 1) Negligence (School); 2) Negligence (Does 2 through 25); 3) Negligent Hiring, Retention and Supervision (School); 4) Negligent Hiring, Retention and Supervision (Does 2 through 25); Case No. 22STCV31017; Superior Court in the State of California for the County of Los Angeles; D.P., Plaintiff, v. Los Angeles Unified School District; Does 2 through 25, inclusive, Defendants
13. Herman Law
Summons and First Amended Complaint for Damages: 1) Negligence (School); 2) Negligence (Does 2 through 25); 3) Negligent Hiring, Retention and Supervision (School); 4) Negligent Hiring, Retention and Supervision (Does 2 through 25); Case No. 22STCV35801; Superior Court in the State of California for the County of Los Angeles; S.V., Plaintiff, v. Los Angeles Unified School District; Does 2 through 25, inclusive, Defendants
14. Herman Law
Summons and First Amended Complaint for Damages: 1) Negligence (School); 2) Negligence (Does 2 through 25); 3) Negligent Hiring, Retention and Supervision (School); 4) Negligent Hiring, Retention and Supervision (Does 2 through 25); Case No. 22STCV35618; Superior Court in the State of California for the County of Los Angeles; Victor Pena, Plaintiff, v. Los Angeles Unified School District; Does 2 through 25, inclusive, Defendants
15. Herman Law
Summons and First Amended Complaint for Damages: 1) Negligence (School); 2) Negligence (Does 2 through 25); 3) Negligent Hiring, Retention, and Supervision (School); 4) Negligent Hiring, Retention, and Supervision (Does 2 through 25); Case No. 22STCV37739; Superior Court in the State of California for the County of Los Angeles; A.M., Plaintiffs, v. Los Angeles Unified School District; Does 2 through 25, inclusive, Defendants

16. HJC Law Group, APC
Summons and Complaint for Damages: 1) Personal Injury; Case No. 21STCV02350; Superior Court in the State of California for the County of Los Angeles; Gal Chitrit, an Individual, by and through his Conservator, Pua Berman, Plaintiffs, v. Los Angeles Unified School District; Does 1 through 20, inclusive, Defendants
17. Jason Paul Halpern, A Professional Corporation
Summons and Complaint for Damages: 1) Negligence; 2) Negligent Hiring, Training and Supervision; 3) Negligent Infliction of Emotional Distress (Bystander); Case No. 22STCV25187; Superior Court in the State of California for the County of Los Angeles; Nalah Mena, A Minor, by and through her GAL, Vanessa Samuels, Plaintiff, v. Los Angeles Unified School District; Does 1 through 100, inclusive, Defendants
18. Law Office of James D. Lipschultz
Summons and Complaint on Public Works Payment Bonds and on Stop Payment Notices; Case No. 22STCV36820; Superior Court in the State of California for the County of Los Angeles; Morsco Supply, LLC, a Texas Limited Liability Company, dba Express Pipe & Supply, Plaintiff, v. Los Angeles Unified School District; Does 1 through 30, inclusive, Defendants
19. Law Offices of Craig P. Alexander
Verified Petition for Writ of Mandate; Complaint for Declaratory & Injunctive Relief; Case No. 22STCP04492; Superior Court in the State of California for the County of Los Angeles – Stanley Mosk Courthouse; California Policy Center, Inc., Petitioner and Plaintiff, v. Los Angeles Unified School District; Does 1 through 100, inclusive, Respondents and Defendants
20. PLC Law Group, APC
Summons and Complaint for Damages: 1) Equal Protection Violation of the California Constitution; 2) Violation of the California Civil Code 51 (Unruh Act); 3) Violation of the Bane Act (California Civil Code 52 and 52.1); 4) Negligence; Case No. 22STCV25903; Superior Court in the State of California for the County of Los Angeles; S.W., A Minor, by and through her GAL, Rashunda Pitts, Plaintiff, v. Los Angeles Unified School District; Does 1 through 10, inclusive, Defendants
21. Solouki & Savoy, LLP
Summons and Complaint for Damages and Demand for Jury Trial: 1) Negligence; 2) Negligent Supervision/Retention; 3) Sexual Battery; 4) Sexual Harassment; Case No. 22STCV40729; Superior Court in the State of California for the County of Los Angeles; Jane A.V. Doe, Plaintiff, v. Los Angeles Unified School District; Does 1 through 20, inclusive, Defendants

22. The Hettena Law Firm, LC
Summons and Complaint for Damages (Subrogation); Case No. 22CHLC28300; Superior Court in the State of California for the County of Los Angeles; Safeco Insurance Company of America, Plaintiff, v. Los Angeles Unified School District; Does 1 through 20, inclusive, Defendants
23. Watkins & Letofsky, LLP
Summons and Complaint for Damages: 1) Religious Discrimination – Violation of Government Code 12940(a, I) Et. Seq.; 2) Religious Discrimination – Failure to Engage in Interactive Process in Violation of Government Code 12940(1) Et. Seq.; 3) Religious Discrimination – Failure to Provide Reasonable Accommodations in Violation of Government Code 12940(1) Et. Seq.; 4) Harassment in Violation of Government Code 12940 Et. Seq.; 5) Retaliation in Violation of Government Code 12940(h, I) Et. Seq.; Demand for Jury Trial; Case No. 22STCV37796; Superior Court in the State of California for the County of Los Angeles; Roberto Emerick, Maryra Avina-Delgado, Scott Balian, Maria Cardona Mendez, Thomas Finke II, Carmen Hawa, Miurell Iraheta, Fabrice Milord, Plaintiffs, v. Los Angeles Unified School District; Does 1 through 50, inclusive, Defendants

The recommended disposition of the following item is “Refer to Superintendent for referral to the Office of the Risk Management and Insurance Services”:

<u>No.</u>	<u>Received From</u>	<u>Type of Damage</u>	<u>Claimant</u>	<u>Date of Damage</u>
24.	Alex Placencio	Damages	Alex Placencio	07-01-22
25.	Jakelin Mercado	Damages	Anahi Lainez Mercado	09-30-22
26.	Debra A. Postil	Damages	Andre Brown	1977
27.	Elan Zektser	Damages	Davit Kapanjyan	11-08-22
28.	Eddie Dennis	Damages	Emerson Mark Bradley Mikasa	08-18-22

29.	Jeffrey L. Molchan, Esq.	Damages	Jennifer Chavez	08-25-22
30.	Isabel Alvarez	Damages	Michael Anthony Delgado	06-28-22
31.	Arash H. Zabetian	Damages	Neah Vaughn	08-29-22
32.	Quincy Johnson	Damages	Quincy Johnson	12-05-22
33.	Sholanda Coleman	Damages	Sholanda Coleman	Feb. 2022
34.	Kelly Goldner	Vehicle Damages	21 st Century Insurance Company ASO Eeve Sork	05-11-22
35.	Rafi Sarukhanyan, Esq.	Vehicle Damages	Avo Kamarzari	12-17-22
36.	Robin Saghian	Vehicle Damages	Christina Guevara	07-25-22
37.	Fred Vazquez	Vehicle Damages	Fred Vazquez	01-09-23
38.	Kambiz Drake	Vehicle Damages	Hamid Kohan Darvish	11-06-22
39.	Jane Kang	Vehicle Damages	Jane Kang	11-10-22
40.	Luis Alonzo Martinez	Vehicle Damages	Luis Alonzo Martinez	12-02-22

41.	Makoto Nakayama	Vehicle Damages	Makoto Nakayama	12-13-22
42.	Andrew Villanueva	Vehicle Damages	Mercury Insurance Company	09-29-22
43.	Alan A. Pace	Vehicle Damages	Michael Shane Beeson	12-20-22
44.	Ryan Ervin	Vehicle Damages	Oscar Osorio	03-03-22
45.	Daniel Setareh	Vehicle Damages	Pedro Cite	11-16-22
46.	Pedro Lemus	Vehicle Damages	Pedro Lemus	12-20-22
47.	Arpi Galstian	Vehicle Damages	Rodante Castillo Faustino	12-09-22

**WILLIAMS UNIFORM COMPLAINT
QUARTERLY REPORT SUMMARY
2nd Quarter 2022/2023**

DISTRICT NAME: Los Angeles Unified School District


DATE: January 6, 2023

QUARTER COVERED BY THIS REPORT:

October, November, and December 2022

	Number of Complaints Received in Quarter	Number of Complaints Resolved	Number of Complaints Unresolved
Textbooks and Instructional Materials	1	1	0
Facility Conditions	22	15	7 *
Teacher Vacancy or Misassignment	1	1	0
Totals	24	17	7

Please note: The 7 unresolved complaints are still within the 30-day deadline. Pending investigation responses; due by 1/20/2023 & 1/23/2023. Please refer to the Q2 Williams UCP Summary Report for more information.

SUBMITTED BY:  Julie Hall-Panameño

TITLE: Director, Educational Equity Compliance Office

Williams Project
Record Distribution Report
2022-2023 – 2nd Quarterly Report
1/5/2022

Board Member							
Board Member	Gross UCPs	Non-Wms UCPs	Net Wms UCPs	IM	MO	HR	Total
1	10		10		9	1	10
2	5		5	1	4		5
3	1		1		1		1
4	5		5		5		5
5	1		1		1		1
6	0		0		0		0
7	2		2		2		2
Other/Districtwide							
Not Applicable							
TOTAL	24	0	24	1	22	1	24
Local District							
Local District	Gross UCPs	Non-Wms UCPs	Net Wms UCPs	IM	MO	HR	Total
Northeast	0		0				0
Northwest	1		1		1		1
South	2		2		2		2
East	4		4	1	3		4
West	15		15		14	1	15
Central	2		2		2		2
Non-Public							
Not Applicable							
DACE							
TOTAL	24		24	1	22	1	24
Subject Area							
Subject Area	Gross UCPs	Non-Wms UCPs	Net Wms UCPs				
IM	1		1				
MO	22		22				
HR	1		1				
Non-Williams							
TOTAL	24	0	24				
2022-2023 UCPs							
Quarter	Net UCPs	IM	MO	HR			
Q1	92	0	92	0			
Q2	24	1	22	1			
Q3							
Q4							
TOTAL	116	1	114	1			

Legend: UCPs=Uniform Complaint Procedures: Wms=Williams: IM=Instructional Materials/Textbooks: MO=Facilities:
HR=Human Resources (Teacher Assignments)

MINUTES

TAB 15



Board of Education Report

File #: Min-003-22/23, **Version:** 1

Minutes for Board Approval (Min-003-22/23)

September 13, 2022, Regular Closed Session, 9:00 a.m.

December 13, 2022, Regular Closed Session, 9:00 a.m.

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

REGULAR BOARD MEETING MINUTES

(Including Closed Session Items)

333 South Beaudry Avenue, Board Room

9:00 a.m., Tuesday, September 13, 2022

[Back to Order of Business](#)

The Los Angeles Board of Education acting as the Governing Board of the Los Angeles Unified School District met in regular session on Tuesday, September 13, 2022, at the Administrative Offices, Board Room, 333 South Beaudry Avenue, Los Angeles, California.

Mr. Michael McLean, Executive Officer of the Board of Education called the meeting to order at 9:04 a.m.

The following Board Members were present: Dr. George J. McKenna III, Mr. Scott Schmerelson, Mr. Nick Melvoin, Ms. Jackie Goldberg, Ms. Ortiz-Franklin and Board President Kelly Gonez. Ms. Mónica García was absent.

Superintendent Alberto M. Carvalho was present.

CLOSED SESSION ITEMS (Purpose and Authority)

Mr. McLean announced that the following items would be discussed in closed session:

CLOSED SESSION ITEMS (Purpose and Authority)

Tab 1. Personnel (Government Code Section 54957)

Employee Discipline/Dismissal Release

Superintendent's Evaluation

Public Employment
Chief of Police

Tab 2. Conference with Labor Negotiators (Government Code Section 54957.6)

Negotiator: Dr. Murphy and Mr. DiGrazia

Employee Organizations:

Associated Administrators of Los Angeles
California School Employees Association
Los Angeles County Building and Construction Trades Council
Los Angeles School Police Association
Los Angeles School Police Sergeants and Lieutenants Association
Service Employees International Union, SEIU Local 99
Teamsters
United Teachers Los Angeles
District Represented Employees and Contract Management Personnel

Negotiator: Ms. Navera Reed
Unrepresented Employee:
Chief of Police

Tab 3. Student Discipline Matters (Education Code Sections 48918[c], [f])

PUBLIC SPEAKING

The following speakers addressed the Board on the subjects indicated:

Tab 1: Personnel Matters

- David Tokofsky (Personnel Matters, And Other Issues)
- Carl Petersen (Personnel Matters, And Other Issues)

Public Comment

- Nancy Worsham (Vaccine Mandate)
- Rosalba Villanueva Kelly (Vaccine Mandate)
- Dhun May (Vaccine Mandate)

- - -

The Board recessed the public portion of the closed session meeting at 9:22 a.m. Closed session discussion began at 9:29 a.m. and ended at 12:29 p.m. Dr. George J. McKenna III, Mr. Scott Schmerelson, Mr. Nick Melvoin, Ms. Jackie Goldberg, Ms. Ortiz-Franklin and Board President Kelly Gonez were present. Ms. Mónica García was absent.

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The Board reconvened the public portion of the closed session meeting at 1:00 p.m.

The following Board Members were present: Dr. George J. McKenna III, Ms. Mónica García, Mr. Scott Schmerelson, Mr. Nick Melvoin, Ms. Jackie Goldberg, Ms. Ortiz-Franklin and Board President Kelly Gonez.

Mr. McLean announced the following reportable actions as a result of the closed session discussion:

- The Board of Education approved the expulsion of students in case numbers 008-22/23, 009-22/23, 010-22/23, 011-22/23, and 012-22/23 with the recommended dispositions.

The vote was 6 ayes and 1 absent, Ms. García.

- The Board of Education further approved the conditional enrollment of the students in case numbers 004A-22/23, 005A-22/23, and 006A-22/23 with the recommended dispositions.

The vote was 6 ayes and 1 absent, Ms. García.

- The Board of Education authorized the dismissal of 2 Classified employees for Non-Compliance with the Vaccine Mandate.

The vote was 6 ayes and 1 absent, Ms. García.

- The Board of Education appointed Steven Zipperman in the position of Chief of Los Angeles School Police with a term ending June 30, 2023. Terms and conditions will be available upon the finalization of the agreement.

The vote was 6 ayes and 1 absent, Ms. García.

ADJOURNMENT

On motion by Mr. Melvoin, seconded by Ms. Goldberg, and by general consent the meeting was adjourned at 1:02 p.m.

APPROVED BY THE BOARD:

KELLY GONEZ
PRESIDENT

MICHAEL A. MCLEAN
EXECUTIVE OFFICER OF THE BOARD

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

REGULAR BOARD MEETING MINUTES

(Including Closed Session Items)

333 South Beaudry Avenue, Board Room

9:00 a.m., Tuesday, December 13, 2022

[Back to Order of Business](#)

The Los Angeles Board of Education acting as the Governing Board of the Los Angeles Unified School District met in regular session on Tuesday, December 13, 2022, at the Administrative Offices, Board Room, 333 South Beaudry Avenue, Los Angeles, California.

Mr. Michael McLean, Executive Officer of the Board of Education called the meeting to order at 9:08 a.m.

The following Board Members were present: Dr. George J. McKenna III, Mr. Scott Schmerelson, Mr. Nick Melvoin and Ms. Jackie Goldberg. Ms. Ortiz-Franklin and Board President Kelly Gonez were absent.

Superintendent Alberto M. Carvalho was present.

PUBLIC SPEAKING

The following speakers addressed the Board on the subjects indicated:

Tab 1: Student Discipline Matters

- David Tokofsky

Public Comment

- Angie Gomez, Friends of GALA
- Verenice Miron, Parent
- Isabel, Parent
- Jenna Schwartz, Parent
- Ray, Former Teacher
- Maria Daisy Ortiz, Parent Activist

OPEN SESSION ITEMS

**ADMINISTRATION OF OATH OF OFFICE TO THE NEW
AND RE-ELECTED BOARD MEMBERS**

The Oath of Office was administered to re-elected Board Member Nick Melvoin, by Student Board Member Nate Shin of North Hollywood High School.

The Oath of Office was administered to newly elected Board Member Dr. Rocío Rivas, by the Honorable Jackie Goldberg, Board Member District 5. Dr. Rivas was joined by family and friends.

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The Board recesses the meeting at 10:15 a.m. The meeting reconvened at 11:05 a.m. Dr. George J. McKenna III, Dr. Rocío Rivas, Mr. Scott Schmerelson, Mr. Nick Melvoin and Ms. Jackie Goldberg were present. Ms. Ortiz-Franklin and Board President Kelly Gonez were absent.

- - -

CLOSED SESSION ITEMS (Purpose and Authority)

Mr. McLean announced that the following items would be discussed in closed session:

CLOSED SESSION ITEMS (Purpose and Authority)

1. Student Discipline Matters (Education Code Section 48918[c][f])
2. Personnel (Government Code Section 54957)

Public Employment

Senior Administrator, IT Customer Support
Chief Risk Officer
Director of Transportation

Superintendent's Evaluation

3. Conference with Legal Counsel

Pending Litigation (Government Code Section 54956.9[d][1])

Jane Doe v. Los Angeles Unified School District
Los Angeles Superior Court Case No.: 22STCV04661

De La Torre ES/Pimentel Litigation
Los Angeles Superior Court Case Nos.:
22STCV14175, 22STCV24357, 22STCV26867

Existing Litigation (Government Code Section 54956.9[d][1])

James Lacy, et al. v. City and County of San Francisco, et al.
San Francisco Superior Court Case No.: CPF-22-517714

4. Conference with Labor Negotiators (Government Code Section 54957.6)

Negotiators: Dr. Murphy and Mr. DiGrazia

Employee Organizations:

Associated Administrators of Los Angeles
California School Employees Association
Los Angeles County Building and Construction Trades Council
Los Angeles School Police Association
School Police Management Union
Service Employees International Union, SEIU Local 99
Teamsters
United Teachers Los Angeles
District Represented Employees and Contract Management Personnel

Negotiator: Devora Navera Reed
Unrepresented Employees:

Senior Administrator, IT Customer Support
Chief Risk Officer
Director of Transportation

- - -

The Board recessed the public portion of the closed session meeting at 11:07 a.m. Closed session discussion began at 11:15 a.m. and ended at 1:40 p.m. Dr. George J. McKenna III, Dr. Rocío Rivas, Mr. Scott Schmerelson, Mr. Nick Melvoin and Ms. Jackie Goldberg were present. Ms. Ortiz-Franklin and Board President Kelly Gonez were absent.

- - - -

The Board reconvened the public portion of the closed session meeting at 1:57 p.m.

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

Mr. McLean announced the following reportable actions as a result of the closed session discussion:

- The Board of Education approved the expulsion of students in case numbers 022-22/23, 023-22/23, 024-22/23, 025-22/23, and 028-22/23 with the recommended dispositions.

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

- The Board of Education approved the expulsion of the student in case numbers 026-22/23 and 027-22/23, with suspended enforcement and an amended term of expulsion contingent upon completing identified contingencies.

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

- The Board denied enrollment of the students in case number 010A-22/23.

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

- The Board of Education authorized the settlement in the case of Jane Doe v. Los Angeles Unified School District, Los Angeles Superior Court Case No.: 22STCV04661. Terms and conditions will be available upon the finalization of the agreement.

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

- The Board of Education authorized the settlement in the case of De La Torre ES/Pimentel Litigation Los Angeles Superior Court Case Nos.: 22STCV14175, 22STCV24357, 22STCV26867. Terms and conditions will be available upon the finalization of the agreement.

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

- The Board of Education approved an employment agreement with Mary Lu Camacho in the position of Senior Administrator, IT Customer Support with a term ending June 30, 2024. Terms and conditions will be available upon the finalization of the agreement.

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

- The Board of Education approved an employment agreement with Dawn Watkins in the position of Chief Risk Officer with a term ending June 30, 2024. Terms and conditions will be available upon the finalization of the agreement.

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

- The Board of Education approved an employment agreement with Daniel Kang in the position of Director of Transportation with a term ending June 30, 2024. Terms and conditions will be available upon the finalization of the agreement.

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

ADJOURNMENT

On motion by Ms. Goldberg, seconded by Mr. Melvoin, and by general consent the meeting was adjourned at 1:59 p.m.

APPROVED BY THE BOARD:

NICK MELVOIN
VICE PRESIDENT

MICHAEL A. MCLEAN
EXECUTIVE OFFICER OF THE BOARD

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PUBLIC HEARINGS

TAB 16



Board of Education Report

[Back to Order of Business](#)

File #: 025-22/23, **Version:** 1

Resolution of Intention to Dedicate Easements to the County of Los Angeles at Wisdom Elementary School

PROJECT NAME: 73RD STREET AND ALLEYS
EAST OF CENTRAL AVENUE
73RD STREET (1-2RE)
A.M.B. 6024-001
I.M. 099-197
R.D. 241
S.D. 2
LV19000342

EXHIBIT "A"
LEGAL DESCRIPTION
STREET DEDICATION

PARCEL A, NO. 1-2RE: (EASEMENT FOR PUBLIC ROAD AND HIGHWAY PURPOSES)

THOSE PORTIONS OF LOTS 794 THROUGH 799, INCLUSIVE, IN THE UNINCORPORATED TERRITORY OF THE COUNTY OF LOS ANGELES, STATE OF CALIFORNIA, AS SHOWN ON TRACT NO. 5450, RECORDED IN BOOK 59, PAGES 94 AND 95 OF MAPS, IN THE OFFICE OF THE RECORDER FOR SAID COUNTY, DESCRIBED AS FOLLOWS:

COMMENCING AT THE CENTERLINE INTERSECTION OF FLORENCE AVENUE AND CENTRAL AVENUE (EACH 100.00 FEET WIDE); THENCE ALONG SAID CENTERLINE OF CENTRAL AVENUE, SOUTH 00°03'28" WEST, 50.00 FEET TO THE WESTERLY PROLONGATION OF THE SOUTHERLY RIGHT OF WAY LINE OF FLORENCE AVENUE; THENCE ALONG SAID WESTERLY PROLONGATION, SOUTH 89°44'28" EAST 77.10 FEET TO THE **TRUE POINT OF BEGINNING**, BEING THE EASTERLY TERMINUS OF A 27.00-FOOT RADIUS CURVE, CONCAVE SOUTHEASTERLY AND TANGENT AT SAID EASTERLY TERMINUS TO SAID SOUTHERLY RIGHT OF WAY LINE OF FLORENCE AVENUE, AND TANGENT AT ITS SOUTHERLY TERMINUS TO THE EASTERLY RIGHT OF WAY LINE OF CENTRAL AVENUE; THENCE THE FOLLOWING NUMBERED COURSES:

1. LEAVING SAID SOUTHERLY RIGHT OF WAY LINE OF FLORENCE AVENUE, SOUTH 51°30'14" WEST, 32.09 FEET TO A LINE PARALLEL WITH AND 52.00 FEET EASTERLY OF SAID CENTERLINE OF CENTRAL AVENUE; THENCE
2. ALONG SAID PARALLEL LINE, SOUTH 00°03'28" WEST, 208.90 FEET TO THE BEGINNING OF A NON-TANGENT CURVE AT THE NORTHEASTERLY INTERSECTION OF CENTRAL AVENUE AND 73RD STREET (50.00 FEET WIDE, FORMERLY SEVENTY-FOURTH STREET) CONCAVE NORTHERLY, HAVING A RADIUS OF 13.00 FEET, A RADIAL LINE THROUGH THE BEGINNING OF SAID CURVE BEARING SOUTH 57°51'13" WEST; THENCE
3. NORTHERLY ALONG SAID CURVE THROUGH A CENTRAL ANGLE OF 32°12'15" AN ARC DISTANCE OF 7.31 FEET TO A POINT OF TANGENCY ON SAID EASTERLY RIGHT OF WAY LINE OF CENTRAL AVENUE; THENCE
4. ALONG SAID EASTERLY RIGHT OF WAY LINE, PARALLEL WITH AND 50.00 FEET EASTERLY OF SAID CENTERLINE OF CENTRAL AVENUE, NORTH 00°03'28" EAST, 194.97 FEET TO THE BEGINNING OF SAID 27.00-FOOT RADIUS CURVE; THENCE
5. NORTHEASTERLY ALONG SAID 27.00-FOOT RADIUS CURVE THROUGH A CENTRAL ANGLE OF 90°12'04" AN ARC DISTANCE OF 42.51 FEET TO THE **TRUE POINT OF BEGINNING**.

CONTAINING: 548 SQUARE FEET, OR 0.013 ACRES, MORE OR LESS

EXHIBIT "B": ATTACHED HERETO AND MADE A PART HEREOF.

PROJECT NAME: 73RD STREET AND ALLEYS
EAST OF CENTRAL AVENUE
73RD STREET (1-2RE)
A.M.B. 6024-001
I.M. 099-197
R.D. 241
S.D. 2
LV19000342

PARCEL B, NO. 1-2RE: (EASEMENT FOR PUBLIC ROAD AND HIGHWAY PURPOSES)

THOSE PORTIONS OF LOTS 800 THROUGH 805, INCLUSIVE, IN THE UNINCORPORATED TERRITORY OF THE COUNTY OF LOS ANGELES, STATE OF CALIFORNIA, AS SHOWN ON TRACT NO. 5450, RECORDED IN BOOK 59, PAGES 94 AND 95 OF MAPS, IN THE OFFICE OF THE RECORDER FOR SAID COUNTY, DESCRIBED AS FOLLOWS:

COMMENCING AT THE CENTERLINE INTERSECTION OF 74TH STREET (50.00 FEET WIDE, FORMERLY SEVENTY-FIFTH STREET), AND CENTRAL AVENUE (100.00 FEET WIDE); THENCE ALONG SAID CENTERLINE OF 74TH STREET, SOUTH 89°44'15" WEST, 50.00 FEET TO THE SOUTHERLY PROLONGATION OF THE EASTERLY RIGHT OF WAY LINE OF CENTRAL AVENUE; THENCE ALONG SAID SOUTHERLY PROLONGATION, NORTH 00°03'28" EAST, 25.00 FEET TO THE NORTHERLY RIGHT OF WAY LINE OF 74TH STREET AND THE **TRUE POINT OF BEGINNING**; THENCE THE FOLLOWING NUMBERED COURSES:

1. ALONG SAID EASTERLY RIGHT OF WAY LINE OF CENTRAL AVENUE, NORTH 00°03'28" EAST, 240.11 FEET TO ITS INTERSECTION WITH THE SOUTHERLY RIGHT OF WAY LINE OF 73RD STREET (50.00 FEET WIDE, FORMERLY SEVENTY-FOURTH STREET); THENCE
2. ALONG SAID SOUTHERLY RIGHT OF WAY LINE, NORTH 89°44'26" EAST, 2.00 FEET TO A LINE PARALLEL WITH AND 52.00 FEET EASTERLY OF SAID CENTERLINE OF CENTRAL AVENUE; THENCE
3. ALONG SAID PARALLEL LINE, SOUTH 00°03'28" WEST, 220.17 FEET; THENCE
4. SOUTH 44°50'24" EAST, 21.18 FEET TO A LINE PARALLEL WITH AND 30.00 FEET NORTHERLY OF SAID CENTERLINE OF 74TH STREET; THENCE
5. AT RIGHT ANGLES TO SAID CENTERLINE OF 74TH STREET, SOUTH 00°15'45" WEST, 5.00 FEET TO SAID NORTHERLY RIGHT OF WAY LINE OF 74TH STREET; THENCE
6. ALONG SAID NORTHERLY RIGHT OF WAY LINE, NORTH 89°44'15" WEST, 16.93 FEET TO THE **TRUE POINT OF BEGINNING**.

CONTAINING: 667 SQUARE FEET, OR 0.015 ACRES, MORE OR LESS

EXHIBIT "B": ATTACHED HERETO AND MADE A PART HEREOF.

PREPARED BY ME OR UNDER MY SUPERVISION:



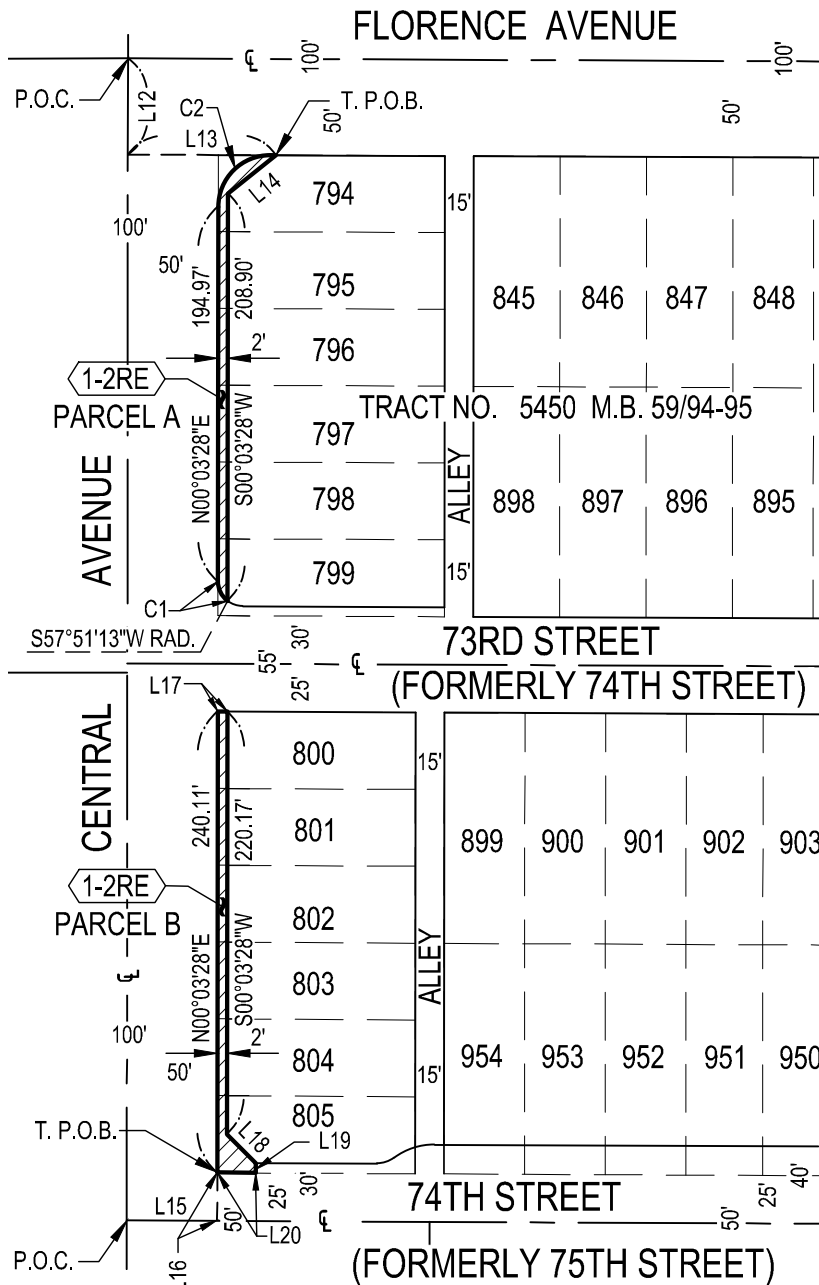
ROBERT WALKER, L.S. 7137

03/14/2022
DATE



EXHIBIT "B"

STREET DEDICATION



LEGEND



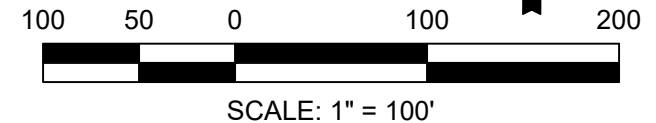
DEDICATION AREA: PARCEL A: 548 S.F. OR 0.013 AC.
PARCEL B: 667 S.F. OR 0.015 AC.

P.O.C. POINT OF COMMENCEMENT

T.P.O.B. TRUE POINT OF BEGINNING

CURVE DATA TABLE			
CURVE #	DELTA	RADIUS	LENGTH
C1	32°12'15"	13.00'	7.31'
C2	90°12'04"	27.00'	42.51'

LINE TABLE		
NO.	BEARING	LENGTH
L12	S00°03'28"W	50.00'
L13	S89°44'28"E	77.10'
L14	S51°30'14"W	32.09'
L15	S89°44'15"W	50.00'
L16	N00°03'28"E	25.00'
L17	S89°44'26"E	2.00'
L18	S44°50'24"E	21.18'
L19	S00°15'45"W	5.00'
L20	N89°44'15"W	16.93'



**DAVID EVANS
AND ASSOCIATES INC.**
25152 SPRINGFIELD COURT, SUITE 350
SANTA CLARITA, CA 91355
Phone: 661-284-7400

PROJECT NO:	LAUS0000-0110
SCALE:	1"=100'
DATE:	03/14/2022
SHT NO.:	01 OF 01

PROJECT NAME: 73RD STREET AND ALLEYS
EAST OF CENTRAL AVENUE
73RD STREET (1-3RE)
A.M.B. 6024-001
I.M. 099-197
R.D. 241
S.D. 2
LV19000342

EXHIBIT "C"
LEGAL DESCRIPTION
STREET DEDICATION

PARCEL NO. 1-3RE: (EASEMENT FOR PUBLIC ROAD AND HIGHWAY PURPOSES)

THOSE PORTIONS OF LOTS 805 AND 948 THROUGH 954, INCLUSIVE, IN THE UNINCORPORATED TERRITORY OF THE COUNTY OF LOS ANGELES, STATE OF CALIFORNIA, AS SHOWN ON TRACT NO. 5450, RECORDED IN BOOK 59, PAGES 94 AND 95 OF MAPS, IN THE OFFICE OF THE RECORDER FOR SAID COUNTY, DESCRIBED AS FOLLOWS:

COMMENCING AT THE CENTERLINE INTERSECTION OF CENTRAL AVENUE AND 74TH STREET (FORMERLY SEVENTY-FIFTH STREET, 50.00 FEET WIDE); THENCE ALONG SAID CENTERLINE OF 74TH STREET, SOUTH 89°44'15" EAST, 66.84 FEET; THENCE NORTH 00°15'45" EAST, 25.00 FEET TO THE NORTHERLY RIGHT OF WAY LINE OF 74TH STREET AND THE **TRUE POINT OF BEGINNING**; THENCE THE FOLLOWING NUMBERED COURSES:

1. LEAVING SAID NORTHERLY RIGHT OF WAY LINE, NORTH 00°15'45" EAST, 5.00 FEET TO A LINE PARALLEL WITH AND 30.00 FEET NORTHERLY OF SAID CENTERLINE OF 74TH STREET; THENCE
2. ALONG SAID PARALLEL LINE, SOUTH 89°44'15" EAST, 63.30 FEET TO THE BEGINNING OF A TANGENT CURVE, CONCAVE NORTHERLY, HAVING A RADIUS OF 15.00 FEET; THENCE
3. EASTERLY ALONG SAID CURVE THROUGH A CENTRAL ANGLE OF 36°52'12" AN ARC DISTANCE OF 9.65 FEET TO THE BEGINNING OF REVERSE CURVE, CONCAVE SOUTHERLY, HAVING A RADIUS OF 35.00 FEET, A RADIAL LINE THROUGH THE BEGINNING OF SAID REVERSE CURVE BEARING NORTH 36°36'27" WEST; THENCE
4. EASTERLY ALONG SAID 35.00 FOOT RADIUS CURVE THROUGH A CENTRAL ANGLE OF 36°52'12" AN ARC DISTANCE OF 22.52 FEET TO A POINT OF TANGENCY ON A LINE PARALLEL WITH AND 40.00 FEET NORTHERLY OF SAID CENTERLINE OF 74TH STREET; THENCE
5. ALONG SAID 40.00-FOOT PARALLEL LINE, SOUTH 89°44'15" EAST, 217.43 FEET TO THE BEGINNING OF A TANGENT CURVE, CONCAVE SOUTHERLY HAVING A RADIUS OF 35.00 FEET;
6. EASTERLY ALONG SAID 35.00 FOOT RADIUS CURVE THROUGH A CENTRAL ANGLE OF 36°52'12" AN ARC DISTANCE OF 22.52 FEET TO THE BEGINNING OF REVERSE CURVE, CONCAVE NORTHERLY, HAVING A RADIUS OF 15.00 FEET, A RADIAL LINE THROUGH THE BEGINNING OF SAID REVERSE CURVE BEARING SOUTH 37°07'57" WEST; THENCE
7. EASTERLY ALONG SAID REVERSE CURVE THROUGH A CENTRAL ANGLE OF 36°52'12" AN ARC DISTANCE OF 9.65 FEET TO A POINT OF TANGENCY ON SAID PARALLEL LINE 30.00 FEET NORTHERLY OF THE CENTERLINE OF 74TH STREET; THENCE
8. ALONG SAID 30.00-FOOT PARALLEL LINE, SOUTH 89°44'15" EAST, 8.38 FEET; THENCE
9. SOUTH 00°15'45" WEST, 5.00 FEET TO SAID NORTHERLY RIGHT OF WAY LINE; THENCE
10. ALONG SAID NORTHERLY RIGHT OF WAY LINE, NORTH 89°44'15" WEST, 349.11 FEET TO THE **TRUE POINT OF BEGINNING**.

EXCEPTING THEREFROM THAT PORTION THEREOF LYING WITHIN THAT CERTAIN ALLEY (15.00 FEET WIDE), EASTERLY OF CENTRAL AVENUE BETWEEN 73RD AND 74TH STREETS (FORMERLY SEVENTY-FOURTH AND SEVENTY-FIFTH STREETS, RESPECTIVELY) DESCRIBED AS FOLLOWS:

BEGINNING AT THE SOUTHWEST CORNER OF SAID LOT 954 AT THE INTERSECTION OF THE EASTERLY RIGHT OF WAY LINE OF SAID ALLEY WITH SAID NORTHERLY RIGHT OF WAY LINE OF 74TH STREET; THENCE

PROJECT NAME: 73RD STREET AND ALLEYS
EAST OF CENTRAL AVENUE
73RD STREET (1-3RE)
A.M.B. 6024-001
I.M. 099-197
R.D. 241
S.D. 2
LV19000342

1. ALONG THE WESTERLY PROLONGATION OF SAID NORTHERLY RIGHT OF WAY LINE, NORTH 89°44'15" WEST, 15.00 FEET TO THE SOUTHEAST CORNER OF SAID LOT 805 AT THE INTERSECTION OF THE WESTERLY RIGHT OF WAY LINE OF SAID ALLEY WITH SAID NORTHERLY RIGHT OF WAY LINE OF 74TH STREET; THENCE
2. ALONG SAID WESTERLY RIGHT OF WAY LINE AND THE EASTERLY LINE OF SAID LOT 805, NORTH 00°03'22" EAST, 13.47 FEET TO THE BEGINNING OF A NON-TANGENT CURVE CONCAVE SOUTHEASTERLY, HAVING A RADIUS OF 35.00 FEET, A RADIAL LINE THROUGH THE BEGINNING OF SAID CURVE BEARING NORTH 16°43'09" WEST; THENCE
3. NORTHEASTERLY ALONG SAID CURVE THROUGH A CENTRAL ANGLE OF 16°58'54" AN ARC DISTANCE OF 10.37 FEET TO A POINT OF TANGENCY ON SAID LINE PARALLEL WITH AND 40.00 FEET NORTHERLY OF THE CENTERLINE OF 74TH STREET; THENCE
4. ALONG SAID PARALLEL LINE, SOUTH 89°44'15" EAST, 4.77 FEET TO SAID EASTERLY ALLEY RIGHT OF WAY LINE AND THE WESTERLY LINE OF SAID LOT 954; THENCE
5. ALONG SAID EASTERLY RIGHT OF WAY LINE AND SAID WESTERLY LINE OF LOT 954, SOUTH 00°03'22" WEST, 15.00 FEET TO THE **TRUE POINT OF BEGINNING**.

CONTAINING: 4,044 SQUARE FEET, OR 0.093 ACRES, MORE OR LESS

EXHIBIT "D": ATTACHED HERETO AND MADE A PART HEREOF.

PREPARED BY ME OR UNDER MY SUPERVISION:

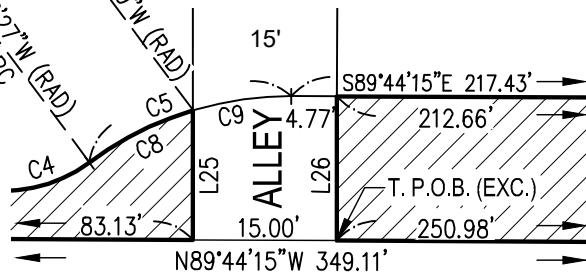
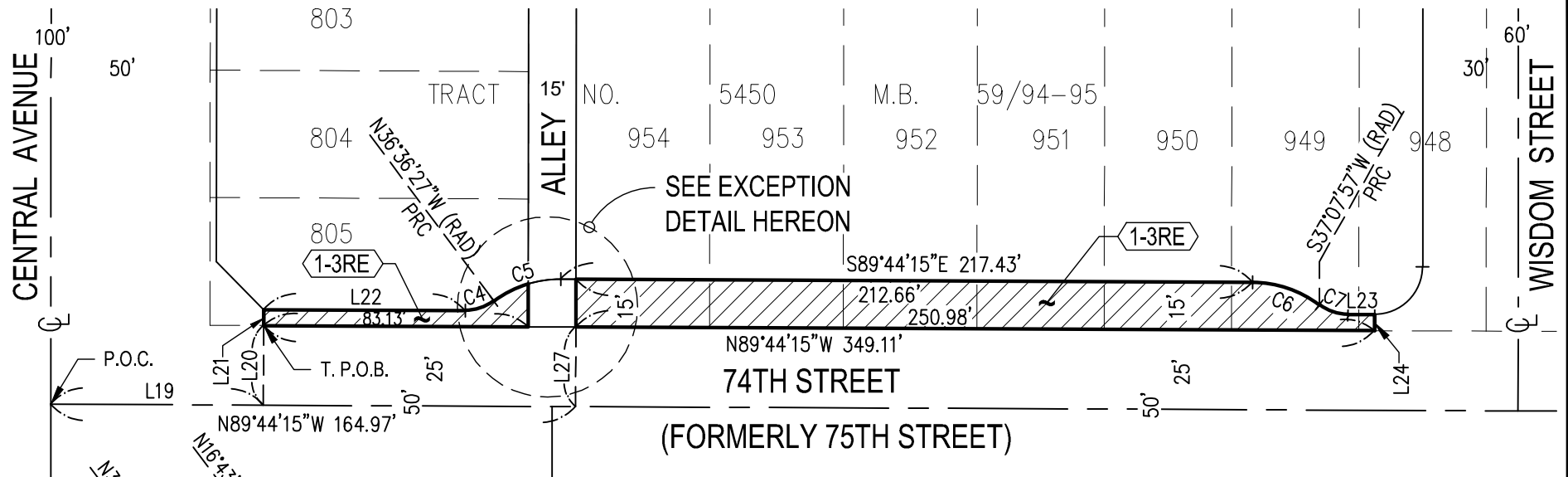


ROBERT WALKER, L.S. 7137

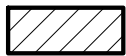
02/03/22
DATE



EXHIBIT "D" STREET DEDICATION



LEGEND



DEDICATION AREA: 4,044 S.F. OR 0.093 AC.

P.O.C. POINT OF COMMENCEMENT

T.P.O.B. TRUE POINT OF BEGINNING



SCALE: 1" = 20'

LINE TABLE		
NO.	BEARING	LENGTH
L19	S89°44'15"E	66.84'
L20	N00°15'45"E	25.00'
L21	N00°15'45"E	5.00'
L22	S89°44'15"E	63.30'
L23	S89°44'15"E	8.38'
L24	S00°15'45"W	5.00'
L25	N00°03'22"E	13.47'
L26	S00°03'22"W	15.00'
L27	N00°15'45"E	25.00'

ARC TABLE			
NO.	DELTA	RADIUS	LENGTH
C4	36°52'12"	15.00'	9.65'
C5	36°52'12"	35.00'	22.52'
C6	36°52'12"	35.00'	22.52'
C7	36°52'12"	15.00'	9.65'
C8	19°53'18"	35.00'	12.15'
C9	16°58'54"	35.00'	10.37'



**DAVID EVANS
AND ASSOCIATES INC.**

25152 SPRINGFIELD COURT, SUITE 350
SANTA CLARITA, CA 91355
Phone: 661-284-7400

PROJECT NO:
LAUS0000-0110
SCALE:
1"=50'
DATE:
02/03/2022
SHT NO.:
01 OF 01

PROJECT NAME: 73RD STREET AND ALLEYS
EAST OF CENTRAL AVENUE
73RD STREET (1-1RE)
A.M.B. 6024-001
I.M. 099-197
R.D. 241
S.D. 2
LV19000342

EXHIBIT "E"
LEGAL DESCRIPTION
STREET DEDICATION

PARCEL NO. 1-1RE: (EASEMENT FOR PUBLIC ROAD AND HIGHWAY PURPOSES)

THOSE PORTIONS OF LOTS 904, 905, 906, 947 AND 948, IN THE UNINCORPORATED TERRITORY OF THE COUNTY OF LOS ANGELES, STATE OF CALIFORNIA, AS SHOWN ON TRACT NO. 5450, RECORDED IN BOOK 59, PAGES 94 AND 95 OF MAPS, IN THE OFFICE OF THE RECORDER FOR SAID COUNTY, DESCRIBED AS FOLLOWS:

COMMENCING AT THE CENTERLINE INTERSECTION OF CENTRAL AVENUE AND 74TH STREET (FORMERLY SEVENTY-FIFTH STREET, 50.00 FEET WIDE); THENCE ALONG SAID CENTERLINE OF 74TH STREET, SOUTH 89°44'15" EAST, 415.95 FEET; THENCE NORTH 00°15'45" EAST, 25.00 FEET TO THE NORTHERLY RIGHT OF WAY LINE OF 74TH STREET AND THE **TRUE POINT OF BEGINNING**; THENCE THE FOLLOWING NUMBERED COURSES:

1. LEAVING SAID NORTHERLY RIGHT OF WAY LINE, NORTH 00°15'45" EAST, 5.00 FEET TO THE BEGINNING OF A NON-TANGENT CURVE, CONCAVE NORTHWESTERLY, HAVING A RADIUS OF 15.00 FEET; THENCE
2. NORTHEASTERLY ALONG SAID CURVE THROUGH A CENTRAL ANGLE OF 90°12'40" AN ARC DISTANCE OF 23.62 FEET TO A LINE PARALLEL WITH AND 60.00 FEET WESTERLY OF THE EASTERLY LINES OF SAID LOTS 906 AND 947 OF TRACT NO. 5450; THENCE
3. ALONG SAID PARALLEL LINE, NORTH 00°03'05" EAST, 113.08 FEET TO THE BEGINNING OF A TANGENT CURVE, CONCAVE WESTERLY HAVING A RADIUS OF 90.00 FEET; THENCE
4. NORTHERLY ALONG SAID 90.00 FOOT RADIUS CURVE THROUGH A CENTRAL ANGLE OF 18°20'19" AN ARC DISTANCE OF 28.81 FEET; THENCE
5. TANGENT TO SAID 90.00 FOOT RADIUS CURVE, NORTH 18°17'15" WEST, 38.43 FEET TO THE BEGINNING OF A TANGENT CURVE, CONCAVE EASTERLY HAVING A RADIUS OF 70.00 FEET; THENCE
6. NORTHERLY ALONG SAID 70.00 FOOT RADIUS CURVE THROUGH A CENTRAL ANGLE OF 35°08'54" AN ARC DISTANCE OF 42.94 FEET; THENCE
7. SOUTH 89°44'26" EAST, 77.23 FEET TO THE NORTHEAST CORNER OF SAID LOT 906; THENCE
8. ALONG SAID EASTERLY LINE OF LOTS 906 AND 947, SOUTH 00°03'05" WEST, 240.14 FEET TO SAID NORTHERLY RIGHT OF WAY LINE OF 74TH STREET; THENCE
9. ALONG SAID NORTHERLY RIGHT OF WAY LINE, NORTH 89°44'15" WEST, 75.07 FEET TO THE **TRUE POINT OF BEGINNING**.

CONTAINING: 15,770 SQUARE FEET, OR 0.362 ACRES, MORE OR LESS

EXHIBIT "F": ATTACHED HERETO AND MADE A PART HEREOF.

PREPARED BY ME OR UNDER MY SUPERVISION:

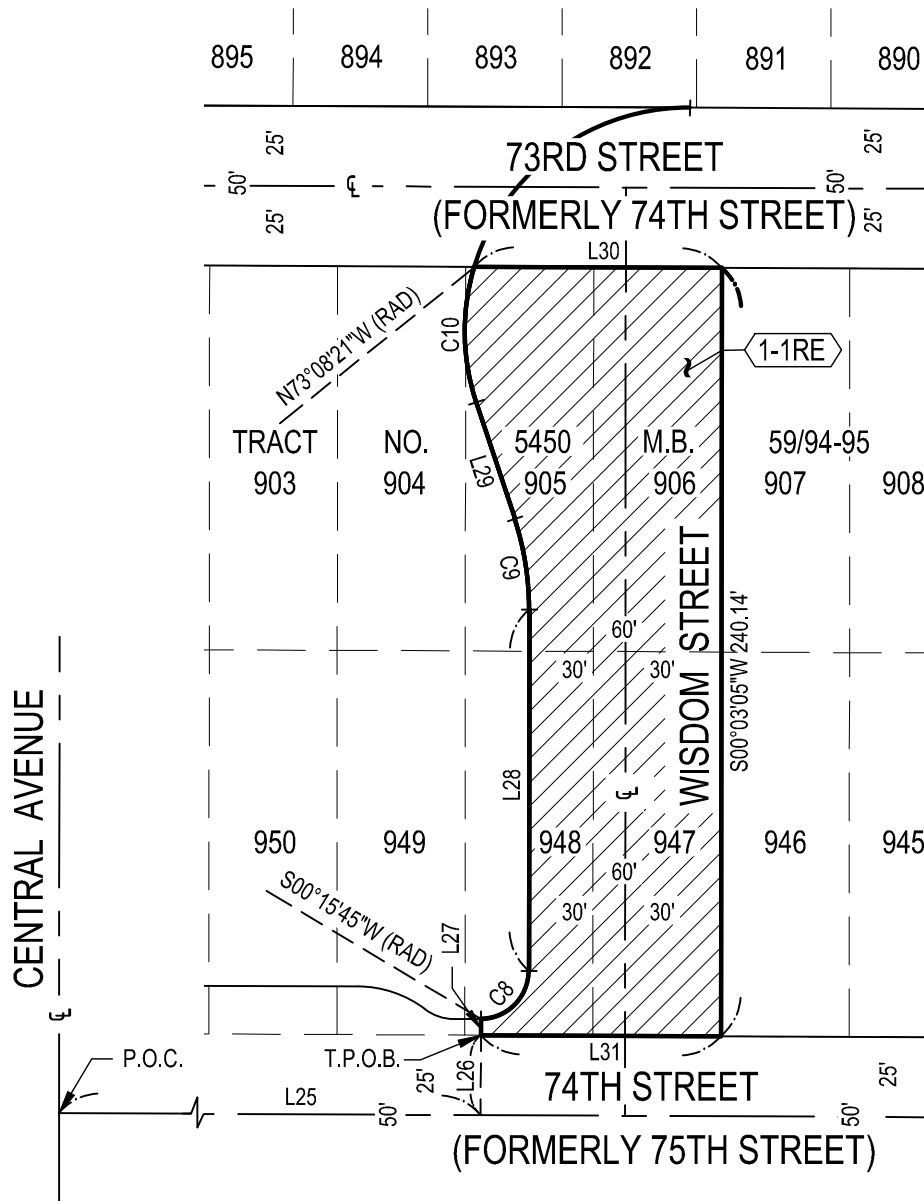


ROBERT WALKER, L.S. 7137

02/03/22
DATE



EXHIBIT "F" STREET DEDICATION



LEGEND



DEDICATION AREA: 15,770 S.F. OR 0.362 AC.

P.O.C. POINT OF COMMENCEMENT

T.P.O.B. TRUE POINT OF BEGINNING

LINE TABLE		
NO.	BEARING	LENGTH
L25	S89°44'15"E	415.95'
L26	N00°15'45"E	25.00'
L27	N00°15'45"E	5.00'
L28	N00°03'05"E	113.08'
L29	N18°17'15"W	38.43'
L30	S89°44'26"E	77.23'
L31	N89°44'15"W	75.07'

ARC TABLE			
NO.	DELTA	RADIUS	LENGTH
C8	90°12'40"	15.00'	23.62'
C9	18°20'19"	90.00'	28.81'
C10	35°08'54"	70.00'	42.94'



SCALE: 1" = 60'



**DAVID EVANS
AND ASSOCIATES INC.**
25152 SPRINGFIELD COURT, SUITE 350
SANTA CLARITA, CA 91355
Phone: 661-284-7400

PROJECT NO:
LAUS0000-0110
SCALE:
1"=60'
DATE:
02/03/2022
SHT NO.:
01 OF 01

EXHIBIT G

NOTICE OF ADOPTION OF RESOLUTION OF INTENTION TO DEDICATE EASEMENTS, REQUIRED FOR THE CONSTRUCTION OF THE SOUTH REGION ELEMENTARY SCHOOL NO. 2 PROJECT, AT WISDOM ELEMENTARY SCHOOL

At the January 17, 2023, meeting of the Board of Education ("Board") of the Los Angeles Unified School District ("Los Angeles Unified"), the following resolution was adopted by at least a two-thirds vote of all its members:

RESOLVED: That the Board, in pursuance of the provisions of Sections 17556 through 17561, inclusive, of the Education Code of the State of California, does hereby declare its intention to irrevocably offer to dedicate easements at Wisdom Elementary School ("Wisdom Elementary") to the County of Los Angeles, a municipal corporation, (hereinafter called Grantee) over all that certain real property situated in the County of Los Angeles, State of California, legally described on Exhibits A, C and E and also shown on Exhibits B, D and F attached hereto.

The proposed dedication of easements to the Grantee will help complete the requirements of the pending street vacation request. The dedication of easements will be in the form of a Roadway Deed for the street and alley easements, as legally described in Exhibits A, C and E and also shown on Exhibits B, D and F attached hereto.

The Grantee shall be responsible for damage caused intentionally or by any negligent act or omission of the respective grantee, its agent or employees while exercising the rights granted respectively herein.

BE IT FURTHER RESOLVED: That a public meeting of this Board be held in the Los Angeles Unified Board Room, 333 South Beaudry Avenue, 1st Floor, Los Angeles, 90017, the regular place of meeting of this Board, at or about 1:00 p.m., on February 07, 2023, for a public hearing upon the question of such dedication.

BE IT FURTHER RESOLVED: That it is the intention of the Board at the time and place fixed for such public hearing or meeting, unless a petition protesting against the proposed dedication, signed by at least ten percent of the qualified electors of Los Angeles Unified, as shown by the affidavit of one of the petitioners, be filed with this Board, to order the dedication and adopt a resolution authorizing the execution and delivery of the dedication of street and alley easements to City of Los Angeles for public use.

Notice of the adoption of this resolution and of the time and place of holding said meeting shall be given by posting copies of this resolution, signed by the members of this Board or a majority thereof, in three public places in this Los Angeles Unified of Los Angeles County, not less than 10 days before the date of said meeting and by publishing a copy of this resolution once not less than five days before the date of said meeting in a newspaper of general circulation published in the Los Angeles Unified of Los Angeles County.

EXHIBIT G

IN WITNESS of the passage of the foregoing Resolution as prescribed by law, we, the Members of said Board, present and voting thereon, have hereunto set our hands the 17th day of January 2023.

[Signature]
[Signature]
[Signature]

[Signature]
Tanya McQuibby Finkel

Jackie Goldberg
Members of the Board of Education of the
City of Los Angeles

ACKNOWLEDGMENT

STATE OF CALIFORNIA

COUNTY OF LOS ANGELES

I, Michael A. McLean, Executive Officer, for the Board of Education of the City of Los Angeles, California, hereby certify the foregoing to be a full, true, and correct copy of Resolution of Intention to Dedicate Easements at Wisdom Elementary.

By: M.A. McLean

Name: Michael A. McLean

Title: Executive Officer of the Board

On January 24, 2023 before me,
Juanita Saavedra, Notary Public (insert name and title of the officer)
personally appeared Michael A. McLean,

who proved to me on the basis of satisfactory evidence to be the person(s) whose name(s) is/are subscribed to the within instrument and acknowledged to me that he/she/they executed the same in his/her/their authorized capacity(ies), and that by his/her/their signature(s) on the instrument the person(s), or the entity upon behalf of which the person(s) acted, executed the instrument.

I certify under PENALTY OF PERJURY under the laws of the State of California that the foregoing paragraph is true and correct.

WITNESS my hand and official seal.

Signature [Signature] (Seal)

