

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
1208 Magnolia Avenue, Gardena, CA 90247
9945 Laurel Canyon Blvd, Pacoima, CA 91331
11:00 a.m., Tuesday, April 8, 2025

Roll Call

Pledge of Allegiance

Board President's Reports

Labor Partners

Committee Chair Reports

- Committee of the Whole
- Facilities and Procurement Committee
- Curriculum and Instruction Committee
- Greening Schools and Climate Resilience Committee
- School Safety and Climate Committee

Student Board Member Report

Superintendent's Reports

Recognition of SoCal Beat Battle from Young Producers Group and Soundtrap

Recognition of Verdugo Hills High School Academic Decathlon Winners

National Association of Government Defined Contribution Administrators, Inc. (NAGDCA) Art
Caple President's Award Recognition

Recognition of National Presidential Award Recipient for Excellence in Mathematics and Science
Teaching

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.

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

Providing Public Comment

The Board of Education encourages public comment on the items for action on this Regular Board Meeting agenda and all other items related to the District. Any individual wishing to address the Board must register to speak using the Speaker Sign Up website: <https://boardmeeting.lausd.net/speakers>, and

indicate whether comments will be provided over the phone or in person. Registration will open 24 hours before the meeting. Each action item will allow for ten (10) speakers, except those items for which a Public Hearing will be held will allow for 15 speakers, and 20 speakers may sign up for general Public Comment.

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

Public comment can be made in-person or by telephone, and members of the public must sign up on-line for either method, as described above. Members of the public can only make remote public comment by calling 1-888-475-4499 (Toll Free) and entering the Meeting ID: **879 7060 8197**.

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

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

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

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

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

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

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

Attending the Meeting

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

Public Notice of Bargaining Union Initial Proposals

1. Labor Partner Health Benefits Agreement – Initial Bargaining Proposal (UIP-008-24/25)

New Business for Action

2. Board of Education Report No. 251-24/25
Human Resources Division and Office of Transitional Programs
(California Department of Education’s Transitional Kindergarten Qualification Requirements) Recommends recognizing as Transitional Kindergarten compliant any multiple subject credentialed teacher who previously served as a teacher of record in a classroom with preschool-age children for at least one good year or who successfully completes the District’s Early Childhood Micro-Credentialing Program. These would serve as two District recognized pathways to meet the additional state Transitional Kindergarten qualification requirements.
3. Board of Education Report No. 265-24/25
Division of Instruction
(LAUSD Expanded Learning Opportunities Program Plan Update) Recommends approval of the updated LAUSD Expanded Learning Opportunities Program Plan. This revision builds upon the 2022 submission to the Board and the California Department of Education to reflect program enhancements and expanded opportunities for students.
4. Board of Education Report No. 067-24/25
Division of Instruction
Career Technical Education-Linked Learning
(Golden State Pathways Program Grants (GSPP)) Recommends ratification for the acceptance of six Golden State Pathways Program grants, totaling \$53,302,229, award duration from April 2, 2024, through June 30, 2029. These grants will fund the development and expansion of innovative college and career pathways in high-demand fields such as technology, healthcare, education, and climate-related industries.
5. Board of Education Report No. 259-24/25
Division of Special Education
(We Can Work Contract with the California Department of Rehabilitation) Recommends approval to continue the We Can Work contract between LAUSD and the California Department of Rehabilitation to provide work experience for over 200 adult transition (Career and Transition Center) students a year.
6. Board of Education Report No. 284-24/25
Multilingual Multicultural Education Department
(Official LAUSD Land Acknowledgement) Recommends adoption of the proposed Land Acknowledgement developed in consultation with local tribes.
7. Board of Education Report No. 250-24/25
Human Resources Division
(Resolution of Declaration of Need for Fully Qualified Educators) Recommends authorizing the use of emergency permits as add on authorizations for credentialed teachers in order to increase instructional options for students, minimize misassignments, and increase the subject areas in which our certificated staff is legally authorized to provide instruction.

8. Board of Education Report No. 273-24/25
Business & Finance Division
(Donations of Money to the District) Recommends approval to accept the donation of money to the District totaling \$2,163,546.81 and authorized Controller to manage donation as indicated.
9. Board of Education Report No. 261-24/25
Facilities Services Division
(Define and Approve Four Projects to Provide Critical Replacements and Upgrades of School Building/Site Systems and Components and Amend the Facilities Services Division Strategic Execution Plan to Incorporate Therein) Recommends definition and approval of four projects essential for replacing and upgrading critical systems and components of school buildings, as detailed in Exhibit A, and the amendment of the Facilities Services Division Strategic Execution Plan to incorporate therein, for a combined budget of \$25,320,917.
10. Board of Education Report No. 262-24/25
Facilities Services Division and Early Childhood Education Division
(Define and Approve the Lemay Street Early Education Center Outdoor Classroom and Campus Upgrade Project and Amend the Facilities Services Division Strategic Execution Plan to Incorporate Therein) Recommends definition and approval of a project to provide an outdoor classroom and campus upgrades at Lemay Street Early Education Center (BD 3, Region North), and the amendment of the Facilities Services Division Strategic Execution Plan to incorporate therein, for a budget of \$8,544,763.
11. Board of Education Report No. 268-24/25
Facilities Services Division
(Approve an Amendment to the Facilities Services Division Strategic Execution Plan to Redefine the Bell High School Classroom Replacement Project) Recommends approval of an amendment to the Facilities Services Division Strategic Execution Plan to redefine Bell High School (BD 5, Region East) Classroom Replacement Project with a revised budget of \$197,435,000.
12. Board of Education Report No. 267-24/25
Facilities Services Division
(Define and Approve the Verdugo Hills High School New Baseball Scoreboard Project and Amend the Facilities Services Division Strategic Execution Plan to Incorporate Therein) Recommends definition and approval of a project to provide a new baseball scoreboard at Verdugo Hills High School (BD 6, Region North), and the amendment of the Facilities Services Division Strategic Execution Plan to incorporate therein, for a budget of \$556,683.
13. Board of Education Report No. 264-24/25
Facilities Services Division
(Define and Approve 22 Board District Priority and Region Priority Projects and Amend the Facilities Services Division Strategic Execution Plan to Incorporate Therein) Recommends the definition and approval of 22 Board District Priority and Region Priority projects, as detailed in Exhibit A, and the amendment of the Facilities Services Division Strategic Execution Plan to incorporate therein, for a combined budget of \$1,590,818.

14. Board of Education Report No. 266-24/25
Facilities Services Division
(Adoption of Resolution Authorizing Filing of Applications for State Allocation Board-Administered Programs and Acknowledging Requirement to Submit Five-Year School Facilities Master Plan) Recommends adoption of a resolution to authorize Los Angeles Unified School District to file applications for State Allocation Board-administered programs and acknowledges, as a condition of participation in the School Facility Program, the requirement to submit a five-year school facilities master plan to the California Department of General Services, Office of Public School Construction.
15. Board of Education Report No. 285-24/25
Transportation Services Branch
(Home-to-School Transportation Reimbursement - Transportation Services Plan) Recommends approval of the Transportation Services Plan 2025-26 as a condition to receive approximately \$44.7 million in reimbursement from California Department of Education.
16. Board of Education Report No. 249-24/25
Human Resources Division
(Provisional Internship Permits) Recommends approval for 7 teachers to be employed under the Provisional Internship Permit pursuant to Title 5 California Code of Regulations, Section 80021.1.
17. Board of Education Report No. 248-24/25
Human Resources Division
(Approval of Routine Personnel Actions) Recommends approval of 2,805 routine personnel actions (including, but not limited to elections, promotions, transfers, leaves, terminations, separations, permits and contracts).
18. Board of Education Report No. 263-24/25
Human Resources Division
(Approval of Non-Routine Personnel Actions) Recommends approval of the demotion of a classified employee from Plant Manager I to Assistant Plant Manager I.
19. Board of Education Report No. 274-24/25
Business & Finance Division
(Report of Cash Disbursements, Request to Reissue Expired Warrants, and Report of Corporate Credit Card Charges) Recommends the ratification of cash disbursements amounting to \$1,014,867,569.54 made by the District from February 1, 2025, to February 28, 2025. It also seeks approval for the reissuance of expired warrants totaling \$5,280.83.
20. Board of Education Report No. 242-24/25
Procurement Services Division
(Approval of Procurement Actions) Recommends the ratification of the contract actions taken by the Procurement Services Division within delegated authority as listed in Attachment "A" including the approval of award of Professional Service Contracts not exceeding \$250,000: New Contracts; Contract Amendments; Purchase Orders; Goods and General Services: District Card Transactions; Rental of Facilities; Travel/Conference Attendance; General Stores Distribution Center; Book/Instructional Material Purchase Orders; and approval of Professional Service Contracts (exceeding \$250,000): New Contracts; Contract Amendments; Goods and General Services Contracts (exceeding \$250,000): New Contracts; and Piggyback Contracts as listed on Attachment "B."

21. Board of Education Report No. 214-24/25
Procurement Services Division - Facilities Contracts
(Approval of Facilities Contract Actions) Recommends the ratification of the Procurement Services Division contract actions taken by Facilities Contracts under delegated authority as listed in Attachment “A” including award of advertised construction contracts; award of job order contract amendment; approval of change orders; completion of contracts; award of informal contracts; award of architectural and engineering contracts; extra services/amendments for architectural and engineering contracts and approved proposed contracts listed in Attachment B including grant writing services task order contracts; Combi Oven installation and site preparation task order contracts, and employee and family housing advisory services contract.
22. Board of Education Report No. 302-24/25
Office of the Board Secretariat
(Integrated Pest Management Team Approval) Recommends approval of the 15 named and prior provisionally approved members of the Integrated Pest Management Team.

Board Member Resolutions for Action

23. Mr. Melvoin, Ms. Ortiz Franklin - Creating a More User-Friendly LAUSD by Digitizing District Processes (Res-056-24/25) (Noticed March 11, 2025) **VERSION 2**

Whereas, The Los Angeles Unified School District (District) is committed to being the district of choice for families;

Whereas, In 2017, the Governing Board of the Los Angeles Unified School District ~~Board of Education~~ (Board) unanimously passed Res-016-17/18, “TECH App: Transforming Engagement via Communication Hubs: Creating a New LAUSD App” which directed the District to create and maintain a District-wide smartphone app so that families could easily access, navigate, and provide meaningful input regarding information that is important to them in supporting their children’s academic success;

Whereas, The District uses the learning management system, Schoology, where students can monitor their grades and upload their assignments in a digital environment; and where parents can access their student’s grades, Individual Education Plans, and school announcements, complete magnet applications, and access other pertinent information about their students and schools through the parent portal, a digital platform;

Whereas, The District has started modernizing its systems. A recent Transportation modernization request for proposal sought “equipment and services to deliver modern systems to support operations of school buses and trucks of varying sizes.” And the District’s YumYummi application now allows parents and families to view daily, weekly, and monthly school meal offerings online. Departments across the District—including schools and offices—should utilize modern systems to support their operations;

Whereas, While the District has begun modernizing its processes, many District systems remain outdated and duplicative, often relying on hard copies, manual data entry, and antiquated processes. For example, families complete the same emergency contact information year after year, with no option to digitally submit pre-populated information from the previous year. These systems create frustrations for busy employees, parents, and community members;

Whereas, Access to efficient and transparent online systems is especially important in 2025. We live in an increasingly digital world where you can order food online and pay with a mobile application, apply for a passport, and renew a driver's license or identification card. While the District has worked towards eliminating the digital divide, families do not have the option to make credit card payments online, utilize online booking systems, or complete annual enrollment forms online;

Whereas, Digitizing not only has positive environmental impacts due to the limited need for paper copies, but it also frees up schedules for other essential job functions and student support;

Whereas, Pillar 4D of the Strategic Plan focuses on operational effectiveness and includes updating processes and policies to strengthen student enrollment and academic success;

Whereas, The District has yet to digitize many internal systems and processes which causes delays and leads to frustration for families, community members, and staff. These outdated systems and processes include, but are not limited to:

- School enrollment;
- Emergency cards;
- Permission forms (i.e., field trip slips);
- Recording excused absences;
- Special Education reimbursement;
- Early Education Center payments;
- Leasing and civic center permits and payment;
- Transportation attendance and routes;
- Timesheet and mileage forms;
- Absence for illness and non-illness, family illness, and new child leave forms;
- TB Compliance forms;
- Cumulative records;
- Expanded learning sign-in and out forms

Whereas, The recent wildfires damaged thousands of hard copy cumulative records, emergency forms, and other critical documents that weren't yet digitized; and

Whereas, The time it takes to process paper copies and physical receipts has put the District at risk for being out of compliance with mandated timelines; now, therefore be it

Resolved, That the Los Angeles Unified District (District) shall:

- Conduct an audit of all its current systems and processes—both internal and external—to determine which can be digitized and modernized for ease of use and provide a report on the findings to the Governing Board of the Los Angeles Unified School District ~~Board of Education~~ (Board) within 60 days;
- Develop a plan to digitize and modernize the processes listed above—and others identified in the audit—and eliminate paper applications as the primary method for submission of documents and information for anything that is not expressly required by law by June 30, 2025. While parents and guardians and staff shall still have an option to complete forms via hard copies, digital systems and processes shall be prioritized;

- Conduct stakeholder and community feedback sessions by October 2025 with parents and guardians, District staff, and vendors and partners to gather input on modernization efforts;
- Fully implement the plan with all systems and processes digitized before school year 2026-27, with quarterly updates to the Board until that process is complete.

24. Dr. Rivas - Honoring Dolores Huerta: Advancing Educational Equity, Civic Engagement, and Leadership for the Next Generation (Res-063-24/25) (Waiver of Board Rule 72)

11:45 A.M. TIME CERTAIN

Whereas, Dolores Clara Huerta, born on April 10, 1930, has dedicated her life to advocating for workers' rights, social justice, and civic engagement, empowering historically marginalized communities;

Whereas, As a teacher in Stockton, California, she witnessed firsthand the economic and social injustices faced by farmworker families, leading her to become a lifelong advocate for their rights;

Whereas, Huerta co-founded the National Farm Workers Association, later known as the United Farm Workers (UFW), alongside César Chávez, Larry Itliong, Philip Vera Cruz, Pete Velasco and Andy Imutan, organizing workers for fair wages, better working conditions, and legal protections, and was instrumental in securing the passage of the California Agricultural Labor Relations Act of 1975;

Whereas, Huerta founded the Dolores Huerta Foundation in 2002, dedicated to training new generations of grassroots organizers and advancing policies that promote education, economic opportunity, and civic engagement for underrepresented communities;

Whereas, Her legacy includes the iconic call to action “¡Sí Se Puede!” (Yes, We Can!), which continues to inspire individuals and movements striving for equity and justice;

Whereas, In recognition of her lifelong contributions, Governor Jerry Brown signed Assembly Bill 2644 in 2018, establishing April 10th as Dolores Huerta Day in California, encouraging public schools and institutions to educate students about her impact;

Whereas, Schools play a vital role in fostering civic awareness, leadership, and advocacy skills through culturally relevant curriculum, student-led initiatives, and community service-learning opportunities;

Whereas, The Los Angeles Unified School District’s (District) Strategic Plan prioritizes eliminating opportunity gaps and advancing academic excellence by ensuring all students, especially those from historically underserved communities, receive the targeted support, enrichment, and rigorous instruction needed to thrive; and

Whereas, Dolores Huerta’s lifelong advocacy for educational equity and civic engagement has empowered generations of students, particularly young women and girls of color, to become leaders in their schools and communities, aligning with the District’s commitment to fostering inclusive, high-quality academic experiences that prepare all students for success; now, therefore, be it

Resolved, That the Governing Board of the Los Angeles Unified School District honor the life

and legacy of Dolores Huerta and declares April 10th as Dolores Huerta Day, encouraging schools and communities to engage in activities that celebrate her contributions;

Resolved further, That the Board directs the Superintendent to ensure the integration of Dolores Huerta's story and broader social justice movements into school curricula to inspire students to become active participants in civic life;

Resolved further, That the Los Angeles Unified School District commits to promoting civic education, leadership development, and engagement opportunities for all students, with a particular focus on empowering girls of color and youth from historically marginalized communities; and, be it finally

Resolved, That this resolution shall be shared widely with educators, students, and community organizations to amplify the values of equity, justice, and civic participation that Dolores Huerta has championed throughout her life.

25. Dr. Rivas - Earth Day 2025 Strengthening Climate Resilience and Sustainability in LAUSD (Res-064-24/25) (Waiver of Board Rule 72)

Whereas, Since 1970, Earth Day has been celebrated annually on April 22nd, mobilizing millions worldwide to advocate for a cleaner, healthier planet;

Whereas, The Governing Board of the Los Angeles Unified School has consistently supported environmental literacy, sustainability, and climate action through past resolutions, including Earth Day recognitions in 1994, 1999, 2000, and 2020 (Res-031-19/20), and values environmental education in empowering students as stewards of the planet;

Whereas, The impacts of climate change, such as extreme heat, poor air quality, and environmental inequities, disproportionately affect Black, brown, and low-income communities, making it more urgent than ever to take bold action to ensure a sustainable future for all students;

Whereas, The recent wildfires in Los Angeles have further underscored the growing threat of climate change, highlighting the urgent need for collective action to protect public health, school communities, and natural ecosystems;

Whereas, The City of Los Angeles is hosting LA Sanitation & Environment (LASAN) Earth Day LA 2025 on Saturday, April 26, 2025, at Norman O. Houston Park, providing an opportunity for students, families, and educators to engage in hands-on environmental education, sustainability activities, and community clean-up efforts;

Whereas, Advancing climate resilience and sustainability across the Los Angeles Unified School District (District) requires a collective effort from students, educators, policymakers, community partners, and public agencies to secure and maximize state, federal, and private funding for clean energy, green schoolyards, and sustainability initiatives; and

Whereas, The District remains committed to increasing green spaces, expanding clean energy programs, and promoting sustainable practices across schools to ensure that every student has access to a healthy, climate-resilient learning environment; now, therefore, be it

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

April 22, 2025, as Earth Day and encourages all Los Angeles Unified School District schools to participate in environmental education activities throughout the 2025 Earth Month Campaign;

Resolved further, That the District will promote and encourage student, teacher, and family participation in LASAN's Earth Day LA 2025 event to foster environmental awareness and community engagement; and, be it finally

Resolved, That the District will continue to advocate for and pursue funding to expand sustainability efforts while reaffirming its commitment to environmental education, clean energy, and climate action, recognizing the urgent need for collaboration to protect our students' future and our planet.

26. Dr. Rivas - Denim Day 2025 Raising Our Voices Against Sexual Violence (Res-065-24/25) (Waiver of Board Rule 72)

Whereas, Denim Day is recognized annually in April as part of Sexual Assault Awareness Month, serving as a powerful statement against sexual violence, victim-blaming, and misconceptions about consent;

Whereas, The origins of Denim Day stem from a 1999 initiative by Peace Over Violence, in response to an Italian Supreme Court ruling that overturned a rape conviction based on the assumption that the victim's tight jeans implied consent, thereby perpetuating harmful myths about sexual violence;

Whereas, Los Angeles Unified School District (District) is committed to ensuring the safety, dignity, and well-being of all students, staff, and families, including efforts to prevent gender-based violence and harassment on school campuses;

Whereas, Recent statistics indicate that over half of women and almost one in three men experience sexual violence in their lifetime and nearly half of female rape survivors experienced their first assault before the age of 18, highlighting the urgent need for education and prevention efforts;

Whereas, Sexual violence disproportionately impacts women, girls, transgender, nonbinary, and gender-expansive individuals, and addressing these injustices is essential to achieving equity and safety for all; and

Whereas, Denim Day provides an opportunity for the District to stand in solidarity with survivors, foster critical conversations about consent and healthy relationships, and reaffirm its commitment to prevention through education and policy initiatives; now, therefore, be it

Resolved, That the Governing Board of the Los Angeles Unified School District recognizes Wednesday, April 30, 2025, as Denim Day and reaffirms its commitment to ending sexual violence, supporting survivors, and fostering a culture of safety, respect, and advocacy throughout the Los Angeles Unified School District; and encourages all students, teachers, administrators, and staff to wear denim as a visible statement against sexual violence and in support of survivors;

Resolved further, That the Superintendent shall work with appropriate staff to update educational materials to include age-appropriate discussions on consent, healthy relationships, and sexual

violence prevention, and encourage schools to observe Denim Day through workshops, activities, and other efforts that empower students with knowledge and resources for survivors; and, be it finally

Resolved, That the Superintendent shall ensure District staff, school leaders, and community-based organizations collaborate to widely share educational materials and resources related to Denim Day and sexual violence prevention.

27. Ms. Ortiz Franklin – Mandated Supporting: Child Abuse Awareness, Safety and Equity (Res-067-24/25) (Waiver of Board Rule 72)

Whereas, The Los Angeles Unified School District (LAUSD) Strategic Plan “Joy and Wellness” pillar represents the District’s commitment to serving the whole child – supporting students’ social, emotional, and physical health and wellness so they are prepared to focus on learning, growing, and building meaningful connections at school;

Whereas, The LAUSD Strategic Plan “Engagement and Collaboration” pillar commits to meaningful family engagement recognizing the importance of our families’ knowledge, traditions, and resources and the District is dedicated to strengthening these connections;

Whereas, The District recognizes the responsibility of all staff to protect students from abuse and neglect by becoming knowledgeable, well-trained and prepared on procedures for filing suspected child abuse reports;

Whereas, In 2022 82.5% of all reports to the LA County Child protection hotline were made by mandated reporters, such as educators, law enforcement, medical staff, and others required by law to report suspected abuse or neglect, and only 16% of allegations were substantiated;

Whereas, In 2022, Black children made up only 7.7% of LA County’s population but accounted for 19% of Child Protection Hotline reports, disproportionality exposing Black families to Child Protective Services at nearly 2.5 times the rate of non-Black families;

Whereas, In 2022 AB2805 redefined "general neglect" for purposes of the Child Abuse and Neglect Reporting Act (CANRA) by excluding a person's economic disadvantage and instead allows mandated reporters to offer support to families instead of reporting them;

Whereas, In 2023 the LA County Board of Supervisors passed the motion, “Evolving from Mandated Reporter to Mandated Supporter, shifting from “mandated reporting” to “mandating supporting” through supporting professionals in deciding whether families need Department of Children and Family Services intervention or community-based services. This includes improving decision-making tools, data analysis, expanding community services, and creating standardized training; and

Whereas, April is National Child Abuse Prevention Month, recognized by Congress in 1982 to raise awareness, promote support for families and advocate for prevention; now, therefore it be it

Resolved, That the Governing Board of the Los Angeles Unified School District (Board) commits to a holistic vision beyond compliance towards compassion, promoting the safety of children and the support of families where there may be suspicion of neglect or abuse, aiming to keep all children safe, reduce disparities for Black children and children living in poverty, and

supporting all parents and caregivers with dignity and respect;

Resolved further, That the Board recognizes April as National Child Abuse Prevention Month in 2025 and every year thereafter; and be it finally;

Resolved, That the Los Angeles Unified School District will review and revise its Child Abuse policies and trainings to align to the Board, County and State's requirements of a Mandated Supporting Protocol that is trauma-informed, equity-focused, and resource-connected.

Board Member Resolutions for Initial Announcement

28. Ms. Griego, Dr. Rivas, Ms. Gonez - Aligning Site-Based Professional Development, Collaboration, and Decision-Making in the Community School and Pilot Models (Res-066-24/25) (For Action May 13, 2025)

Whereas, Community Schools are public schools that provide instruction, curriculum, services and support that fit each neighborhood's needs, created and run by the people who know our children best;

Whereas, The mission of the Los Angeles Unified School District Community Schools Initiative (CSI) is to improve student outcomes through addressing students' academic, cognitive, physical, mental, and social-emotional needs. Needs of children and youth are met by building a positive school climate and trusting relationships, along with providing rich and rigorous learning opportunities that prepare all students to be ready for the world;

Whereas, To fulfill these purposes, Community Schools must have the time and space for creative and collaborative problem-solving, and each local school community must be engaged authentically in the governance of their local school;

Whereas, Pilot schools are teacher-designed and -led District schools that are part of a Memorandum of Understanding between the District and UTLA that provides certain autonomies over budget, governance, curriculum, and assessment, and the school calendar to meet their specific students' needs; and

Whereas, The structure which supports authentic engagement and shared decision making at a community school is the Local School Leadership Council (LSLC); now, therefore be it

Resolved, That the Community School LSLCs and Pilot schools will have decision making purview over all site based professional development, including all banked time and after school professional development, except for professional development mandated by state or federal law and topics specifically approved by the Governing Board of the Los Angeles Unified School District;

Resolved further, That the Community Schools Steering Committee (CSSC) will create a "Community School Professional Development" subcommittee to support Community Schools development, and effective site-based professional development that could align with the school's Assets and Needs Assessment (ANA) data, student academic outcome data, school experience survey data, and whole child data;

Resolved further, That the CSSC will appoint two Los Angeles Unified School District representatives and two UTLA representatives to serve on the Community Schools Professional Development Subcommittee;

Resolved further, That the Community Schools Steering Committee Professional Development Subcommittee be provided an opportunity to give meaningful input on the implementation of Board-approved professional development topics; and, be it finally

Resolved, That the above actions shall be effective by the beginning of the 2025/2026 school year.

Public Hearings

29. Charter Petitions for Public Hearing (038-24/25)

Alfred B. Nobel Charter Middle (Board District 3, Region North)

Consideration of the level of support for a renewal conversion-affiliated charter petition requesting to serve up to 1995 students in grades 6-8 beginning its next term in the 2025-2026 school year, with a proposed location of 9950 Tampa Ave., Northridge, CA 91342.

Castlebay Lane Charter Elementary (Board District 3, Region North)

Consideration of the level of support for a renewal conversion-affiliated charter petition requesting to serve up to 701 students in grades TK-5 beginning its next term in the 2025-2026 school year, with a proposed location of 19010 Castlebay Lane, Porter Ranch, CA 91326.

Dearborn Elementary Charter Academy (Board District 3, Region North)

Consideration of the level of support for a renewal conversion-affiliated charter petition requesting to serve up to 548 students in grades TK-5 beginning its next term in the 2025-2026 school year, with a proposed location of 9240 Wish Ave., Northridge, CA 91325.

Dixie Canyon Community Charter (Board District 3, Region North)

Consideration of the level of support for a renewal conversion-affiliated charter petition requesting to serve up to 646 students in grades TK-5 beginning its next term in the 2025-2026 school year, with a proposed location of 4220 Dixie Canyon Ave., Sherman Oaks, CA 91423.

El Oro Way Charter for Enriched Studies (Board District 3, Region North)

Consideration of the level of support for a renewal conversion-affiliated charter petition requesting to serve up to 477 students in grades TK-5 beginning its next term in the 2025-2026 school year, with a proposed location of 12230 El Oro Way, Granada Hills, CA 91344.

Enadia Way Technology Charter (Board District 3, Region North)

Consideration of the level of support for a renewal conversion-affiliated charter petition requesting to serve up to 236 students in grades TK-5 beginning its next term in the 2025-2026 school year, with a proposed location of 22944 Enadia Way, West Hills, CA 91307.

Encino Charter Elementary (Board District 4, Region North)

Consideration of the level of support for a renewal conversion-affiliated charter petition requesting to serve up to 546 students in grades TK-5 beginning its next term in the 2025-2026 school year, with a proposed location of 16941 Addison Street, Encino, CA 91316.

Hamlin Charter Academy (Board District 3, Region North)

Consideration of the level of support for a renewal conversion-affiliated charter petition requesting to serve up to 326 students in grades TK-5 beginning its next term in the 2025-2026 school year, with a proposed location of 22627 Hamlin St., West Hills, CA 91307.

Haynes Charter for Enriched Studies (Board District 3, Region North)

Consideration of the level of support for a renewal conversion-affiliated charter petition requesting to serve up to 422 students in grades TK-5 beginning its next term in the 2025-2026 school year, with a proposed location of 6624 Lockhurst Drive, West Hills, CA 91307.

Hesby Oaks Leadership Charter (Board District 4, Region North)

Consideration of the level of support for a renewal conversion-affiliated charter petition requesting to serve up to 510 students in grades TK-8 beginning its next term in the 2025-2026 school year, with a proposed location of 15530 Hesby St., Encino, CA 91436.

Knollwood Preparatory Academy (Board District 3, Region North)

Consideration of the level of support for a renewal conversion-affiliated charter petition requesting to serve up to 434 students in grades TK-5 beginning its next term in the 2025-2026 school year, with a proposed location of 11822 Gerald Ave., Granada Hills, CA 91344.

Lockhurst Drive Charter Elementary (Board District 3, Region North)

Consideration of the level of support for a renewal conversion-affiliated charter petition requesting to serve up to 491 students in grades TK-5 beginning its next term in the 2025-2026 school year, with a proposed location of 6170 Lockhurst Dr., Woodland Hills, CA 91367.

Louis Armstrong Middle (Board District 3, Region North)

Consideration of the level of support for a renewal conversion-affiliated charter petition requesting to serve up to 1584 students in grades 6-8 beginning its next term in the 2025-2026 school year, with a proposed location of 5041 Sunnyslope Ave., Sherman Oaks, CA 91423.

Nestle Avenue Charter (Board District 4, Region North)

Consideration of the level of support for a renewal conversion-affiliated charter petition requesting to serve up to 458 students in grades TK-5 beginning its next term in the 2025-2026 school year, with a proposed location of 5060 Nestle Avenue, Tarzana, CA 91356.

Plainview Academic Charter Academy (Board District 6, Region North)

Consideration of the level of support for a renewal conversion-affiliated charter petition requesting to serve up to 309 students in grades TK-5 beginning its next term in the 2025-2026 school year, with a proposed location of 10819 Plainview Ave., Tujunga, CA 91042.

Serrania Avenue Charter for Enriched Studies (Board District 4, Region North)

Consideration of the level of support for a renewal conversion-affiliated charter petition requesting to serve up to 563 students in grades TK-5 beginning its next term in the 2025-2026 school year, with a proposed location of 5014 Serrania Ave., Woodland Hills, CA 91364.

Superior Street Elementary (Board District 3, Region North)

Consideration of the level of support for a renewal conversion-affiliated charter petition requesting to serve up to 487 students in grades TK-5 beginning its next term in the 2025-2026 school year, with a proposed location of 9756 Oso Ave., Chatsworth, CA 91311.

Topeka Charter School for Advanced Studies (Board District 3, Region North)
Consideration of the level of support for a renewal conversion-affiliated charter petition requesting to serve up to 622 students in grades TK-5 beginning its next term in the 2025-2026 school year, with a proposed location of 9815 Topeka Dr., Northridge, CA 91324.

Van Gogh Charter (Board District 3, Region North)
Consideration of the level of support for a renewal conversion-affiliated charter petition requesting to serve up to 458 students in grades TK-5 beginning its next term in the 2025-2026 school year, with a proposed location of 17160 Van Gogh St., Granada Hills, CA 91344.

Wilbur Charter for Enriched Academics (Board District 4, Region North)
Consideration of the level of support for a renewal conversion-affiliated charter petition requesting to serve up to 572 students in grades TK-5 beginning its next term in the 2025-2026 school year, with a proposed location of 5213 Crebs Ave., Tarzana, CA 91356.

Woodlake Elementary Community Charter (Board District 3, Region North)
Consideration of the level of support for a renewal conversion-affiliated charter petition requesting to serve up to 577 students in grades TK-5 beginning its next term in the 2025-2026 school year, with a proposed location of 23231 Hatteras St., Woodland Hills, CA 91367.

Woodland Hills Elementary Charter for Enriched Studies (Board District 4, Region North)
Consideration of the level of support for a renewal conversion-affiliated charter petition requesting to serve up to 669 students in grades TK-5 beginning its next term in the 2025-2026 school year, with a proposed location of 22201 San Miguel Street, Woodland Hills, CA 91364.

Correspondence and Petitions

30. Report of Correspondence (ROC-010-24/25)

Minutes for Board Approval

31. Minutes for Board Approval (Min-006-24/25)

June 18, 2024, Regular Board Meeting, 9 a.m.

September 10, 2024, Regular Board Meeting, 10 a.m.

October 22, 2024, Regular Board Meeting, 11 a.m.

February 11, 2025, Regular Board Meeting, Including Closed Session Items, 9 a.m.

February 26, 2025, Special Board Meeting, Including Closed Session Items, 11 a.m.

Board Member Resolutions for Initial Announcement (continued)

32. Ms. Ortiz Franklin, Ms. Gonez, Ms. Griego - Parental Package: LAUSD as an Equitable Employer of Choice for Thriving Families, (Res-068-24/25) (For Action May 13, 2025)

Whereas, The Los Angeles Unified School District prepares all students to thrive in college, career and beyond with the core beliefs of equity, collaboration and excellence being applied to students, staff, and all families;

Whereas, The LAUSD Strategic Plan Pillar 5 Investing in Staff sets a vision to recognize, empower, and support our staff and a clear focus to recruit, develop and retain our talented and

dedicated staff, along with sustaining staff wellness;

Whereas, The LAUSD Strategic Plan Pillar 3 Engagement and Collaboration propels us towards being a model district for authentic family engagement which begins in the earliest years setting a foundation for and honoring that the first and most important teacher for each child is their parent/caregiver;

Whereas, Becoming an employer of choice requires providing comprehensive and competitive compensation and support including benefits that promote the holistic wellness of our employees during all stages of their life;

Whereas, Research documents that the postpartum period is a critical time for the health, development and well-being of both the mother and baby and paid parental leave policies bolster the maternal mental and physical health, and leaves of shorter than 12 weeks are associated with higher rates of maternal depression, stress and anxiety, increased work stress and overload, and reduced understanding of infant development and bonding;

Whereas, Employers that have extended their paid parental leaves saw higher rates of retention, for example when Google extended its paid leave from 12 to 18 weeks, attrition dropped by 50% and when Aetna extended its maternity leave the share of women returning to work increased from 77 to 91%;

Whereas, Research documents that women who receive paid maternity leave are significantly more likely to return to work and employee stability is unquestionably critical for supporting academic achievement;

Whereas, In 2024 the Learning Policy Institute's updated their research-based teacher turnover calculator, which estimates the cost of recruiting, hiring, and training a new teacher in large, public school districts such as Boston Public Schools and Chicago Public Schools can cost \$29,650 and \$29,762 respectively and that the cost of losing teachers also negatively impacts student achievement and instructional quality, resulting in greater potential costs in tutoring and professional development;

Whereas, After California passed its paid family leave policy, research found long-term child physical health improvements lasting through elementary school, and poverty risk among mothers of infants decreased by more than 10%, among other positive effects;

Whereas, California became the first state to provide paid family leave in 2004, which gives a portion of an employees' salary to take leave to care for a seriously ill family member, bond with a new child, or participate in a qualifying event because of a family member's military deployment for those that pay into state disability, yet the majority of public employees including LAUSD employees do not have access to this benefit;

Whereas, Recognizing the importance of this benefit in January 2025, California increased leave payments for paid family leave to 90% of income for workers making up to \$60,000 a year and 70% for workers that make more than that;

Whereas, AB65 (Aguilar-Currie), currently in committee, is a statewide effort supported by educators to provide 14 weeks of fully paid pregnancy leave to school employees who currently must take their earned illness, partial pay and unpaid time for pregnancy, childbirth, miscarriage

and recovery from such experiences;

Whereas, District employees whose bargaining unit has not chosen to bargain to participate in state disability, must use vacation or sick time in order to receive compensation during their Family and Medical Leave, Pregnancy Disability Leave, and when they run out of full-time pay receive half-time pay or unpaid leave;

Whereas, Inequitable access to paid parental leave places an inequitable burden on employees, often times resulting in employees being forced to make impossible choices to return before it is optimal for their own and their family's wellness or face financial hardship; this burden is most heavily felt by women and employees who are single parents, who do not earn vacation, without access to child care support and those historically under-resourced;

Whereas, California passed SB 729, which requires large and small group health care service plan contracts and disability insurance policies issued, amended, or renewed on or after July 1, 2025, to provide coverage for the diagnosis and treatment of infertility and fertility services;

Whereas, Research documents the critical role early learning and care programs play in the cognitive, socioemotional learning, school readiness, and health and well-being of our earliest learners and provides essential resources and supports to parents and caregivers; and as an education institution it is our responsibility to ensure our employees have equitable access to high quality, affordable early learning and care; and

Whereas, In June 2021 the Governing Board of the Los Angeles Unified School District unanimously passed "Mommy, Daddy and Me," a student-board member authored resolution calling for a plan, informed by student-parents, that creates a more robust and comprehensive student maternity support system, and an ideal school setting for student-parents; ~~and so~~ now, therefore it be,

Resolved, That the Governing Board of the Los Angeles Unified School District values all families and is committed to being an employer of choice as a critical component of being a premier school district, including for parent-employees and employees planning to become parents; respecting the full scope of family building and thriving, including:

- Family planning, becoming pregnant (inclusive of fertility treatment like that of Assisted Reproductive Technology (ART) such as in vitro fertilization (IVF) or intrauterine insemination (IUI)), adoption and fostering, physical and mental health from miscarriage and loss;
- Pregnancy, parental and family leave, including prenatal and postpartum care and education, adequate time and support for preparation, recovery and returning to work, access to high quality lactation spaces and necessary accommodations;
- Early learning and care from 0-5 years old, including seeking partnerships with family childcare and non-profit providers and cost-savings for affordable care, and placement in and strategic growth of LAUSD infant centers and Early Education Centers (EECs); and
- Education from preschool through college, encouraging and supporting employees to enroll their children in LA Unified Early Education Centers and UTK-12 programs, offering employees priority where possible.

Resolved further, That the Los Angeles Unified School District, consistent with and subject to EEO and privacy laws, will evaluate the following data, where available, in preparation for a

written report and public presentation to the Board:

- General employee demographics for context such as age, gender, race/ethnicity, location, parental status, marital status, labor union representation, and retention;
- Average and range of time actually taken off by staff for all leave types related to reasons of pregnancy, family bonding, kin care for a child's illness, prenatal care including but not limited to whether the days were paid or unpaid and by position type;
- Potential budgetary implications for offering paid family leave programs for at least 12 weeks, given historical data of the number of employees that take such leave in LAUSD and Los Angeles more broadly;
- Percentage of employee-parents with children enrolled in LAUSD EECs and UTK-12 schools; and
- Health care plan coverage and cost for prenatal, postnatal and family planning including but not limited to assisted reproductive technology, delivery, doula, home birth, midwife support, and lactation support.

Resolved further, That the District, consistent with and subject to EEO and privacy laws, will conduct or procure a study on the needs, concerns, and experiences for LA Unified employees and/or employees in Los Angeles related to reproductive health and parenting support in preparation for a written report and public presentation to the Board of information, as it relates to improving the experience of employees, such as:

- Interest in becoming a parent or caregiver;
- Fertility and Family Planning Needs including interest and awareness of access to ART;
- Impact of access or lack thereof to District-provided reproductive supports on an employee's satisfaction, retention and ability to work;
- Health care benefits; Desired time and actual time taken for pre- and postpartum care and child bonding;
- Barriers to why individuals do not take more time for all stages of their child's life from birth through college;
- Average and range of costs of child care;
- Age of children when childcare started; and
- If children are enrolled in LAUSD schools, why, what school level(s), distance from home

Resolved further, That the District shall take immediate steps to support growing families, by (1) confirming provisions of adequate, accessible, and welcoming lactation spaces and training around such spaces for all staff at school sites, regions, and central offices, (2) identifying a dedicated liaison within the relevant departments and sites to support employee-parents in understanding and utilizing benefits, completing leave forms, understanding service credit and impacts to retirement, confirming appropriate payroll adjustments, planning returns to work – including part-time and adjusted schedules, and enrolling in an LAUSD early education program in a friendly, clear, and streamlined manner, and (3) identifying childcare provider partners who can provide affordable and backup childcare on an as-needed basis to employees; and, be it finally

Resolved, That in response to the quantitative and qualitative data and employee/labor engagement, disaggregated by age, gender, race/ethnicity, location, parental status, and labor union representation, where possible and legally permissible, as well as available research, best

practices, and any requirements for bargaining, the District will prepare a plan and present it at a Board Meeting or Committee of the Whole no later than November 2025.

- The plan shall include:
 - Specific, measurable outcomes to becoming an employer of choice, including for employee-parents;
 - Feedback from labor and employee-parents on the plan;
 - Legislative advocacy, including but not limited to legislation for longer-term substitute teachers and staff (beyond 60 days), state-supported family leave, and more state-subsidized infant and toddler programs;
 - The ability to donate to colleagues' illness days for prenatal doctor appointments and child sickness, as offered for catastrophic illness;
 - Personalized projected cost of health care and impacts to retirement savings associated with family planning (i.e. personalized calculator);
 - Improved practices and professional development on appropriate accommodations for lactating employees, including but not limited to a dedicated space at all district sites; and
 - Improved practices and professional development on sensitivity for parent-employees, inclusive of consideration of disproportionate impact on parent-employees of absences due to child illness, parental leave, and the like.
- The plan may include:
 - Specific timeframes for implementation, feasibility and cost of components;
 - A pilot program, similar to the pilots organized by LA County and LA City;
 - Planning days for substitute teachers and teachers when a teacher goes on leave, exploration of job sharing and clear communication on what exists already;
 - Back up daycare coverage to affordable, available providers;
 - Recommendations to the Health Benefits Committee on potential health care plan design offerings to provide fertility and family planning in alignment with all relevant legislation including but not limited to those provided through SB 729, full coverage of doulas, midwives, home births, contraception and/or other supports;
 - Recommendations on where to open Infant and Early Education Centers to meet the needs of employees and the community, guided by data on access to programs and partnering with family childcare and non-profit providers;
 - Option for remote work or flexible scheduling for childcare accommodations where possible;
 - Additional compensated days/time for pregnancy appointments and child sickness;
 - Leveraging bond dollars or other resources for lactation spaces;
 - Partnering/researching cost-sharing models with labor, such as New York Department of Education and American Federation of Teachers; and
 - Professional development and coaching on policies, supports, sensitivity and cultural competency in supporting family building, including how employee attendance is incentivized and acknowledged.

Adjournment

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

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

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

Materials related to an item on this Order of Business distributed to the Board of Education are available for public inspection at the Security Desk on the first floor of the Administrative Headquarters, and at:
<https://www.lausd.org/boe#calendar73805/20250425/event/71706>

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



TAB 1



Board of Education Report

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

Agenda Date: 4/8/2025

In Control: Board of Education

Labor Partner Health Benefits Agreement - Initial Bargaining Proposal (UIP-008-24/25)

INTER-OFFICE CORRESPONDENCE
LOS ANGELES UNIFIED SCHOOL DISTRICT
Office of Labor Relations

TO: Michael McLean
Executive Officer of the Board

DATE: March 12, 2025

FROM: Robert Samples, Director
Office of Labor Relations

SUBJECT: LABOR PARTNER HEALTH BENEFITS AGREEMENT - INITIAL BARGAINING PROPOSAL

The Office of Labor Relations is in receipt of the attached initial proposal from the participating unions represented on the LAUSD Health Benefits Committee regarding health benefit negotiations.

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

Thank you.

Attachment



March 10, 2025

VIA E-Mail to Robert Samples, Director, Office of Labor Relations for distribution

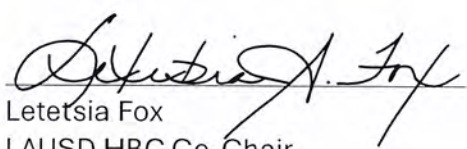
Board of Education
 Los Angeles Unified School District
 333 South Beaudry Avenue, 24th Floor
 Los Angeles, CA 90017

Re: LAUSD Health Benefits

Dear Members of the Board:

On behalf of the participating unions represented on the LAUSD Health Benefits Committee, we are hereby announcing our intention to bargain a new multi-year health benefits agreement that works in the best interest of students, employees, the District and the community.

Sincerely,


 Letetsia Fox
 LAUSD HBC Co-Chair

Adriana Salazar Avila
 Adriana Salazar Avila
 LAUSD HBC Co-Chair

C: Alberto Carvalho, Superintendent of Schools
Union Presidents



[Return to Order of Business](#)

TAB 2



Board of Education Report

File #: Rep-251-24/25, **Version:** 1

Agenda Date: 4/8/2025

In Control: Human Resources

California Department of Education’s Transitional Kindergarten Qualification Requirements

Human Resources Division and Office of Transitional Programs

Brief Description:

(California Department of Education’s Transitional Kindergarten Qualification Requirements) Recommends recognizing as Transitional Kindergarten compliant any multiple subject credentialed teacher who previously served as a teacher of record in a classroom with preschool-age children for at least one good year or who successfully completes the District’s Early Childhood Micro-Credentialing Program. These would serve as two District recognized pathways to meet the additional state Transitional Kindergarten qualification requirements.

Action Proposed:

Recognize multiple subject credentialed teachers who have previously served as teachers of record in a Transitional Kindergarten (TK), School Readiness Language Development Program (SRLDP), pre-K, Transitional Kindergarten, Expanded Transitional Kindergarten, Universal Transitional Kindergarten (UTK), or preschool classroom for at least one academic year, prior to August 1, 2025, as meeting the new California Department of Education’s Transitional Kindergarten teaching requirements expected of all TK teachers by August 2025.

Acknowledge the District’s Early Childhood Micro-Credentialing Program as a pathway to meet the TK requirements expected of all TK teachers by August 2025, including previous cohort participants who successfully completed the program and all future cohort completers.

The proposal is pursuant to the [California Education Code \(EC\) Section 48000\(g\)\(4\)](https://leginfo.ca.gov/faces/codes_displaySection.xhtml?sectionNum=48000.&lawCode=EDC), https://leginfo.ca.gov/faces/codes_displaySection.xhtml?sectionNum=48000.&lawCode=EDC which allows for a local education agency like the Los Angeles Unified School District (LAUSD) to:

“Determine and document that a teacher employed by the local educational agency has professional experience in a classroom setting with preschool-age children meeting the criteria established by the governing board or body of the local educational agency that is comparable to 24 units in early childhood education, child development, or both”.

Background:

Education Code section 48000(g), under the purview of the California Department of Education (CDE), requires credentialed teachers who are first assigned to a TK classroom after July 1, 2015, to have one of the following by August 1, 2025:

- At least 24 units in early childhood education, or childhood development, or both
- Professional experience in a classroom setting with preschool-age children comparable to the 24 units of education described in bullet 1 (comparability determined by the local employing agency)
- Child Development Teacher Permit, or an early childhood education specialist credential, issued by the Commission on Teacher Credentialing

To support teachers in meeting the State's new TK teaching requirements, the Division of Human Resources (HR) and the Early Childhood Education Division (ECED) recommend the Board of Education recognize teachers' one year minimum of previous teaching experience with preschool-age children to be comparable to the required 24 units of early childhood education and authorize HR to grant the 24-unit comparability to teachers who complete the District's Early Childhood Micro-Credentialing Program.

The Early Childhood Micro-Credentialing Program was developed in 2021 in partnership between HR and ECED. The program is currently supporting its third cohort of educators with 105 hours of professional learning in hybrid and real-time, which includes 30 hours of face-to-face instructor-led training, 45 hours of self-paced online training, and 30 hours of independent work spent creating five competency-based artifacts that require candidates to demonstrate the application of their learning in a TK setting. The program equips participants with specialized, research-based skills tailored to meet the unique challenges of early education.

Expected Outcomes:

That the Board of Education approve previous professional work experience or completion of the Early Childhood Micro-Credentialing Program as pathways to meeting the State's updated requirements for teaching Transitional Kindergarten. Approval of both pathways ensures the District has sufficient qualified early education staff to fill current and future TK assignments, which will be critical for meeting the District's goal of expanding Universal Preschool and TK programs.

Board Options and Consequences:

Failure to approve previous professional work experience or completion of the Early Childhood Micro-Credentialing Program as pathways to meeting the State's new requirements for teaching TK, may result in a shortage of District teachers meeting TK qualifications by the August 2025 deadline, thus putting the District out of compliance with California Department of Education's mandate.

Failure to approve the recommended comparability pathways requires teachers to identify alternative methods to acquire the requisite qualifications, such as enrolling in local programs and paying for the additional coursework. Teachers may opt out of teaching TK classes to avoid the new requirements and potential associated costs.

As of Fall 2024-2025, approximately 1,100 teachers were identified as carrying a general education TK roster, with 61% of these teachers meeting the updated CDE TK requirements. As TK programs continue to expand, the District's need for TK compliant teachers will continue to grow.

The CDE will assess an audit penalty for each TK teacher that does not meet the credentialing requirements in the 2026 fiscal year. The estimated penalty is currently \$246,000 per teacher that is out of compliance with the credentialing requirement, although this amount is subject to change.

Policy Implications:

Education Code section 48000(g) requires credentialed teachers who are first assigned to a Transitional Kindergarten classroom after July 1, 2015, to have one of the following by August 1, 2025:

- At least 24 units in early childhood education, or childhood development, or both
- Professional experience in a classroom setting with preschool-age children comparable to the 24 units of education (comparability determined by the local employing agency)
- Child Development Teacher Permit issued by the Commission on Teacher Credentialing

Recognizing professional work experience or completion of the Early Childhood Micro-Credentialing Program as pathways for meeting the new TK teaching requirements ensures the District is in compliance with California Department of Education’s early education teaching criteria. In addition, supporting teachers in meeting State early education requirements is critical to meeting LAUSD’s goal of expanding high-quality Universal Preschool and TK offerings for all children.

Moreover, approving the District’s Early Childhood Micro-Credentialing Program as a pathway for current and future teachers to satisfy the TK teaching requirements and/or to expand their knowledge of TK instruction, aligns with LAUSD’s Strategic Plan priority of investing in staff with competency-based, rigorous, and relevant professional learning opportunities.

Budget Impact:

The District’s Early Childhood Micro-Credentialing Program is jointly supported and funded through ECED and HR. Program expenses include training resources, materials, and staff time. Continued funding will be necessary to maintain program quality if the District’s expansion of TK and preschool programs increases the demand for highly qualified early childhood staff, thus increasing Early Childhood Micro-Credentialing enrollment.

Student Impact:

Providing TK students with access to experienced teachers, with first hand knowledge of preschool-age learning pedagogy, and/or to teachers who have completed a high-quality micro-credential program in early childhood education will offer a unique blend of expertise and fresh, innovative perspectives to our TK student population. Experienced teachers bring a wealth of knowledge and understanding of child development, classroom management, and proven instructional strategies, fostering a stable and nurturing learning environment. Teachers without this prior teaching experience, will have access to specialized preparation through the micro-credentialing program, which incorporates the latest research-based practices, innovative approaches in early childhood education, and coaching and feedback from experts in the field of TK instruction. This dynamic teaching force will provide a balanced, robust early learning foundation that will support the cognitive, social, and emotional growth of TK students throughout the District, in preparation for future academic success.

Equity Impact:

Component	Score	Score Rationale
Recognition	3	Recognizing both experienced teachers and those who have completed the District’s Early Childhood Education Micro-Credentialing Program as meeting the State’s new TK qualification mandate has a significant equity impact by providing all students, particularly those from underrepresented or marginalized communities, with access to high-quality early childhood programs, leading to long-lasting transformative benefits for our students.

Component	Score	Score Rationale
Resource Prioritization	3	The Early Childhood Micro-Credentialing Program builds the capacity of existing staff and will serve as an essential strategy for expanding and promoting high quality early childhood education programs for all children.
Results	4	The District’s Early Childhood Education Micro-Credentialing program prioritizes preparing educators to deliver developmentally appropriate, culturally and linguistically relevant, and evidence-based instruction to eliminate opportunity gaps and personalize learning for all students, but specifically those from underrepresented communities.
TOTAL	10	

Issues and Analysis:

The work experience and Early Childhood Micro-Credentialing Program compliance pathways effectively addresses key District challenges, including potential TK staff shortages and non-compliance of State mandates by validating the experience of the teachers who have served in preschool-age classrooms. The Early Childhood Micro-Credentialing Program builds the capacity of existing staff; supports employee retention by providing structured, meaningful growth opportunities leading to increased job satisfaction; and the Program ensures LAUSD remains compliant with California Department of Educations’ mandates, policies and quality benchmarks by adjusting program curriculum to incorporate new State learning foundations.

Attachments:

Attachment A: California Education Code (EC) Section 48000(g)(4)

Submitted:

03/17/25

RESPECTFULLY SUBMITTED,


ALBERTO M. CARVALHO
Superintendent


APPROVED & PRESENTED BY:


FRANCISCO J. SERRATO
Chief Human Resources Officer
Human Resources Division

REVIEWED BY:


DEVORA NAVERA REED
General Counsel

APPROVED & PRESENTED BY:

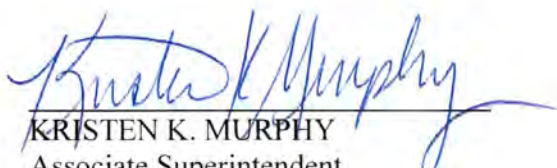

PIA SADAQATMAL
Chief of Transitional Programs
Transitional Programs Office

✓ Approved as to form.

REVIEWED BY:



NOLBERTO DELGADILLO
Deputy Chief Business Officer, Finance

APPROVED BY:


KRISTEN K. MURPHY
Associate Superintendent
Talent & Labor Relations

✓ Approved as to budget impact statement.

APPROVED BY:


KARLA V. ESTRADA
Deputy Superintendent of Instruction
Office of the Deputy Superintendent of Instruction

State of California

EDUCATION CODE

Section 48000

48000. (a) A child shall be admitted to a kindergarten maintained by the school district at the beginning of a school year, or at a later time in the same year, if the child will have their fifth birthday on or before one of the following dates:

- (1) December 2 of the 2011–12 school year.
- (2) November 1 of the 2012–13 school year.
- (3) October 1 of the 2013–14 school year.
- (4) September 1 of the 2014–15 school year and each school year thereafter.

(b) The governing board of the school district of a school district maintaining one or more kindergartens may, on a case-by-case basis, admit to a kindergarten a child having attained the age of five years at any time during the school year with the approval of the parent or guardian, subject to the following conditions:

(1) The governing board of the school district determines that the admittance is in the best interests of the child.

(2) The parent or guardian is given information regarding the advantages and disadvantages and any other explanatory information about the effect of this early admittance.

(c) (1) As a condition of receipt of apportionment for pupils in a transitional kindergarten program pursuant to Section 46300, and Chapter 3 (commencing with Section 47610) of Part 26.8, as applicable, a school district or charter school shall ensure the following:

(A) In the 2012–13 school year, a child who will have their fifth birthday between November 2 and December 2 shall be admitted to a transitional kindergarten program maintained by the school district or charter school.

(B) In the 2013–14 school year, a child who will have their fifth birthday between October 2 and December 2 shall be admitted to a transitional kindergarten program maintained by the school district or charter school.

(C) From the 2014–15 school year to the 2021–22 school year, inclusive, a child who will have their fifth birthday between September 2 and December 2 shall be admitted to a transitional kindergarten program maintained by the school district or charter school.

(D) In the 2022–23 school year, a child who will have their fifth birthday between September 2 and February 2 shall be admitted to a transitional kindergarten program maintained by the school district or charter school.

(E) In the 2023–24 school year, a child who will have their fifth birthday between September 2 and April 2 shall be admitted to a transitional kindergarten program maintained by the school district or charter school.

(F) In the 2024–25 school year, a child who will have their fifth birthday between September 2 and June 2 shall be admitted to a transitional kindergarten program maintained by the school district or charter school.

(G) In the 2025–26 school year, and in each school year thereafter, a child who will have their fourth birthday by September 1 shall be admitted to a transitional kindergarten program maintained by the school district or charter school.

(2) (A) In any school year, a school district or charter school may, at any time during a school year, admit a child to a transitional kindergarten program who will have their fifth birthday after the date specified for the applicable year in subparagraphs (A) to (F), inclusive, of paragraph (1) but during that same school year, with the approval of the parent or guardian, subject to the following conditions:

(i) The governing board of the school district or the governing body of the charter school determines that the admittance is in the best interests of the child.

(ii) The parent or guardian is given information regarding the advantages and disadvantages and any other explanatory information about the effect of this early admittance.

(B) Notwithstanding any other law, a pupil admitted to a transitional kindergarten program pursuant to subparagraph (A) shall not generate average daily attendance for purposes of Section 46300, or be included in the enrollment or unduplicated pupil count pursuant to Section 42238.02, until the pupil has attained the pupil's fifth birthday, regardless of when the pupil was admitted during the school year.

(d) For purposes of this section, “transitional kindergarten” means the first year of a two-year kindergarten program that uses a modified kindergarten curriculum that is age and developmentally appropriate.

(e) A transitional kindergarten shall not be construed as a new program or higher level of service.

(f) It is the intent of the Legislature that transitional kindergarten curriculum be aligned to the California Preschool/Transitional Kindergarten Learning Foundations developed by the department.

(g) As a condition of receipt of apportionment for pupils in a transitional kindergarten program pursuant to Section 46300, a school district or charter school shall do all of the following:

(1) Maintain an average transitional kindergarten class enrollment of not more than 24 pupils for each schoolsite. For purposes of this calculation, the following shall apply for each schoolsite of a school district or charter school:

(A) “Class” means a group of pupils scheduled to report regularly at a particular time to a particular teacher during the regular schoolday, as defined by the governing board of the school district or the governing body of the charter school, as applicable, excluding special day classes. Classes in the evening and summer school class shall not be considered classes for purposes of this calculation.

(B) (i) “Active enrollment count” for purposes of subparagraph (C) means the count of all pupils enrolled in a class with transitional kindergarten pupils on the first day of the school year on which the class was in session, plus all later enrollees, minus

all withdrawals since that first day. An active enrollment count shall be made on the last teaching day of each school month that ends before April 15 of the school year.

(ii) For school districts, active enrollment count shall not include pupils enrolled in independent study pursuant to Article 5.5 (commencing with Section 51744) of Chapter 5 of Part 28 who meet the minimum day requirements for independent study and are continually enrolled in independent study for more than 14 schooldays in a school year.

(iii) For charter schools, active enrollment count shall not include pupils enrolled in independent study pursuant to Article 5.5 (commencing with Section 51744) of Chapter 5 of Part 28 who are continually enrolled in independent study for more than 14 schooldays on any of the days on which school is taught for the purpose of meeting the 175-instructional-day offering, as described in Section 11960 of Title 5 of the California Code of Regulations.

(C) “Average number of pupils enrolled per class” means the quotient of the sum of the active enrollment counts made under subparagraph (B) divided by the total number of those active enrollment counts for each class of the schoolsite.

(D) “Average transitional kindergarten class enrollment” means the quotient of the sum of the average number of pupils enrolled per class determined pursuant to subparagraph (C) of all classes at the schoolsite divided by the total number of all classes at the schoolsite that include transitional kindergarten pupils, rounded to the nearest half or whole integer.

(2) Commencing with the 2022–23 school year, maintain an average of at least one adult for every 12 pupils for transitional kindergarten classrooms at each schoolsite. For purposes of this calculation, the following shall apply for each schoolsite of a school district or charter school:

(A) “Total transitional kindergarten enrollment” is the sum of the average number of pupils enrolled per class of all classes at the schoolsite, as determined in subparagraph (C) of paragraph (1).

(B) “Number of adults” shall be determined for each schoolsite as follows:

(i) A count of employees of the school district or charter school assigned to each class at the schoolsite that includes transitional kindergarten pupils shall be made on the last teaching day of each school month that ends before April 15 of the school year.

(ii) The sum of all of the adult counts pursuant to clause (i) shall be divided by the total number of those counts, rounded to the nearest half or whole integer.

(C) “Adult-to-pupil ratio” shall be the quotient of the total transitional kindergarten enrollment divided by the total number of adults, rounded to the nearest half or whole integer.

(3) (A) Commencing with the 2025–26 school year, and for each year thereafter, maintain an average of at least one adult for every 10 pupils for transitional kindergarten classrooms.

(B) It is the intent of the Legislature to appropriate funds for purposes of this paragraph.

(4) Ensure that credentialed teachers who are first assigned to a transitional kindergarten classroom after July 1, 2015, have, by August 1, 2025, one of the following:

(A) At least 24 units in early childhood education, childhood development, or both.

(B) As determined and documented by the local educational agency employing the teacher, professional experience in a classroom setting with preschool age children meeting the criteria established by the governing board or body of the local educational agency that is comparable to the 24 units of education described in subparagraph (A).

(C) A child development teacher permit, or an early childhood education specialist credential, issued by the Commission on Teacher Credentialing.

(h) A school district or charter school may place four-year-old children, as defined in Section 8205, enrolled in a California state preschool program into a transitional kindergarten program classroom. A school district or charter school that commingles children from both programs in the same classroom shall meet all of the requirements of the respective programs in which the children are enrolled, and the school district or charter school shall adhere to all of the following requirements, irrespective of the program in which the child is enrolled:

(1) An observation using the Classroom Assessment Scoring System (CLASS) tool and CLASS Environment tool shall be completed for the classroom.

(2) All children enrolled for 10 or more hours per week shall be evaluated using the Desired Results Developmental Profile, as specified in Section 17702 of Title 5 of the California Code of Regulations.

(3) The classroom shall be taught by a teacher that holds a credential issued by the Commission on Teacher Credentialing in accordance with Section 44065 and subdivision (b) of Section 44256 and who meets the requirements set forth in subdivision (g).

(4) The classroom shall be in compliance with the adult-child ratio specified in subdivision (c) of Section 8241.

(5) Contractors of a school district or charter school commingling children enrolled in the California state preschool program with children enrolled in a transitional kindergarten program classroom shall report the services, revenues, and expenditures for the California state preschool program children in accordance with Section 18068 of Title 5 of the California Code of Regulations. Those contractors are not required to report services, revenues, and expenditures for the children in the transitional kindergarten program.

(i) Until July 1, 2019, a transitional kindergarten classroom that has in attendance children enrolled in a California state preschool program shall be licensed pursuant to Chapter 3.4 (commencing with Section 1596.70) of, and Chapter 3.5 (commencing with Section 1596.90) of, Division 2 of the Health and Safety Code.

(j) A school district or charter school that chooses to place California state preschool program children into a transitional kindergarten program classroom shall not also include children enrolled in transitional kindergarten for a second year or children enrolled in kindergarten in that classroom.

(k) A child's eligibility for transitional kindergarten enrollment under paragraph (1) or (2) of subdivision (c) shall not impact family eligibility for a preschool or childcare program, including, but not limited to, all of the following:

(1) A Head Start or Early Head Start program, as defined by the federal Head Start Act, as amended (42 U.S.C. Sec. 9801 et seq.).

(2) A childcare center, family childcare home, or license-exempt provider serving children through an alternative payment program pursuant to Chapter 3 (commencing with Section 10225) of Part 1.8 of Division 9 of the Welfare and Institutions Code.

(3) A migrant childcare and development program serving children pursuant to Chapter 6 (commencing with Section 10235) of Part 1.8 of Division 9 of the Welfare and Institutions Code.

(4) A childcare center or family childcare home educational network serving children through a California state preschool program pursuant to Article 2 (commencing with Section 8207) of Chapter 2 of Part 6 of Division 1 of Title 1.

(5) A childcare center, family childcare home, or license-exempt provider serving children through a general childcare and development program pursuant to Chapter 7 (commencing with Section 10240) of Part 1.8 of Division 9 of the Welfare and Institutions Code.

(6) A family childcare home educational network serving children pursuant to Chapter 8 (commencing with Section 10250) of Part 1.8 of Division 9 of the Welfare and Institutions Code.

(7) Childcare and development services for children with special needs pursuant to Chapter 9 (commencing with Section 10260) of Part 1.8 of Division 9 of the Welfare and Institutions Code.

(8) A program serving children through a CalWORKs Stage 1, Stage 2, or Stage 3 program pursuant to Chapter 21 (commencing with Section 10370) of Part 1.8 of Division 9 of the Welfare and Institutions Code.

(l) (1) The Superintendent shall authorize California state preschool program contracting agencies to offer less than four hours each instructional day of wraparound childcare services within a part-day California state preschool program for children enrolled in an education program as a transitional kindergarten or kindergarten pupil, if their families meet the requirements of Section 8208.

(2) The Superintendent shall authorize California state preschool programs operating on a local education agency campus to operate a part-day California state preschool program that allows flexibility in the operational hours and enrollment cutoff dates to better align with the enrollment for the new school year.

(3) Notwithstanding the rulemaking provisions of the Administrative Procedure Act (Chapter 3.5 (commencing with Section 11340) of Part 1 of Division 3 of Title 2 of the Government Code) and Section 33308.5, until regulations are filed with the Secretary of State to implement this subdivision the department shall implement this subdivision, through management bulletins or similar letters of instruction on or before December 31, 2022.

(Amended by Stats. 2024, Ch. 38, Sec. 50. (SB 153) Effective June 29, 2024.)

Return to Order of Business

TAB 3



Los Angeles Unified School District

Board of Education Report

File #: Rep-265-24/25, **Version:** 1

Agenda Date: 4/8/2025

In Control: Division of Instruction

LAUSD Expanded Learning Opportunities Program Plan Update

Division of Instruction

Brief Description:

(LAUSD Expanded Learning Opportunities Program Plan Update) Recommends approval of the updated LAUSD Expanded Learning Opportunities Program Plan. This revision builds upon the 2022 submission to the Board and the California Department of Education to reflect program enhancements and expanded opportunities for students.

Action Proposed:

Approval of the updated 2024-25 Expanded Learning Opportunities Program (ELO-P) Plan.

Background:

Since the 2021-22 school year, LAUSD has leveraged ELO-P grant funds to expand after-school and summer learning programs for TK/K-6th grade and secondary students upon meeting minimum state requirements pursuant to EC section 8482 et seq.

As mandated by the California Department of Education (CDE) under EC section 8482.3(g)(1), Local Education Agencies (LEAs) must develop, review, and update ELO-P plans every three years or sooner if substantive changes occur. The District's initial plan was reviewed and approved by the Los Angeles Board of Education in May of 2022. To maintain compliance with CDE requirements and provide the Los Angeles Board of Education with an updated plan reflecting program enhancements, the 2024-25 Expanded Learning Opportunities Program Plan is submitted for Board approval.

Expected Outcomes:

Approval of the ELO-P plan will enhance student access to high-quality, equitable expanded learning programs across LAUSD. The revised plan prioritizes:

- Expansion of Before & After-School Programs - Increased availability of grant and non-grant funded programs to ensure greater student participation.
- Intersession Enrichment - Beyond the Bell and the Division of Instruction will collaborate to deliver intersession programs, including Winter and Spring Academies, Summer School, and targeted enrichment programs.
- Professional Development - Robust training for district and agency staff to enhance safety, student engagement, and social-emotional learning environments.

- Enrichment Programming - Offering hands-on, student-centered activities, including:
 - Art and Music learning experiences
 - STEAM learning experiences
 - Internships and career exploration opportunities
 - Dual language and multilingual enrichment programs
 - Academic skill-building initiatives
 - Field trips designed to foster real-world learning
- Social-Emotional Wellness - Partnership with Student Mental Health & Wellness to integrate Psychiatric Social Workers during expanded learning hours.
- Extended School Year - Supporting special education students by providing engaging, skill-maintenance programs for students with Individualized Education Programs.

Board Options and Consequences:

A “YES” vote would ensure that LAUSD can continue leveraging ELO-P funds to provide high-quality, accessible expanded learning programs for students.

A “NO” vote would jeopardize funding, limiting the district’s ability to provide vital after-school, summer, and enrichment opportunities.

Policy Implications:

This does not change District Policy.

Budget Impact:

Local Education Agencies have until June 30, 2025, to spend 2023-24 allocated funds, and until June 30, 2026, for 2024-25 allocations. Funds must be used exclusively for ELO-P-related activities deemed necessary and reasonable.

Student Impact:

The ELO-P plan is equity-driven, ensuring historically underserved students gain increased access to enrichment, academic support, and social-emotional resources. Pre- and post-program assessments will be conducted to measure student academic progress, social development, and overall engagement.

Equity Impact:

Component	Score	Score Rationale
Recognition	4	The Expanded Learning Opportunities Program actively recognizes and addresses historical inequities in education by providing increased access to high-quality expanded learning experiences for historically underserved students. The program acknowledges the economic and systemic barriers that have disproportionately impacted marginalized communities.
Resource Prioritization	4	ELO-P prioritizes resources for students who have been historically underrepresented in enrichment and academic support programs.

File #: Rep-265-24/25, **Version:** 1

Agenda Date: 4/8/2025

In Control: Division of Instruction

Component	Score	Score Rationale
Results	4	The Expanded Learning Opportunities Program helps close the opportunity gaps by providing equitable access to academic support, enrichment activities, and social emotional resources for historically underserved students.
Total	12	

Issues and Analysis:

The ELO-P grant presents a transformative opportunity for LAUSD to expand educational services beyond the traditional school day, fostering a holistic learning environment that supports students' academic, emotional, and social growth.

Attachments:

Attachment A - 2024-25 ELO-P Program Plan

Submitted:

03/11/25

RESPECTFULLY SUBMITTED,


ALBERTO M. CARVALHO
Superintendent


APPROVED & PRESENTED BY:


KARLA V. ESTRADA
Deputy Superintendent of Instruction

REVIEWED BY:


DEVORA NAVERA REED
General Counsel

APPROVED & PRESENTED BY:


FRANCES BAEZ
Chief Academic Officer
Division of Instruction

✓ Approved as to form.

REVIEWED BY:


NOLBERTO DELGADILLO
Deputy Chief Business Officer, Finance

✓ Approved as to budget impact statement.

ATTACHMENT A

Expanded Learning Opportunities Program Plan Guide

Expanded Learning Division

California Department of Education
1430 N Street, Suite 3400
Sacramento, CA 95814-5901
916-319-0923



Prepared by:

The Los Angeles Unified School District, Division of Instruction

Los Angeles Unified School District
333 South Beaudry Avenue, 25th Floor
Los Angeles, CA 90017
213-241-1000



Local Educational Agencies and Expanded Learning Opportunities Program Plan Sites

Local Educational Agency (LEA) Name: Los Angeles Unified School District

Contact Name: Debe Loxton/Christina Rico

Contact Email: debe.loxton@lausd.net/christina.rico@lausd.net

Contact Title: Executive Director, Beyond the Bell Branch/Director of Instructional Operations

Contact Phone: 213-241-7900/213-241-4822

Instructions: Please list the school sites that your LEA selected to operate the Expanded Learning Opportunities Program (ELO-P). Add additional rows as needed.

1. [LAUSD School List](#)

Governing Board Approval Date: (04/08/2025)

Review/Revision Date: 5/03/2022

Review/Revision Date:

Purpose

This template will aid LEAs in the development of a program plan as required by *EC* Section 46120(b)(2). In this program plan, LEAs will describe program activities that support the whole child and students' Social and Emotional Learning (SEL) and development.

Definitions

“Expanded learning”:

Expanded Learning refers to before school, after school, summer, or intersession learning programs that focus on developing the academic, social, emotional, and physical needs and interests of pupils through hands-on, engaging learning experiences. It is the intent of the Legislature that expanded learning programs are pupil-centered, results driven, include community partners, and complement, but do not replicate, learning activities in the regular school day and school year. (See [EC Section 8482.1(a).])

“Expanded Learning Opportunities”:

Expanded Learning Opportunities has the same meaning as “expanded learning” as defined in EC Section 8482.1. “Expanded learning opportunities” does not mean an extension of instructional time, but rather, opportunities to engage pupils in enrichment, play, nutrition, and other developmentally appropriate activities. (See [EC Section 46120(g)(1)].)

Expanded Learning is currently funded through After School Education and Safety (ASES), 21st Century Community Learning Center (CCLC), and ELO-P.

Educational Element:

An educational enrichment element may include, but need not be limited to, fine arts, career technical education, recreation, physical fitness, and prevention activities. Activities may also include hiring literacy coaches, high-dosage tutors, school counselors, and instructional day teachers and aides to assist pupils as part of the local educational agency's program enrichment activities. (See [EC Section 46120(d)(3)])

Enrichment Element:

These opportunities may include arts, career technical education, recreation, technology, and more. The United States government has provided examples of tools and resources that can support positive youth development. Those tools and resources can be found at <https://youth.gov/youth-topics/positive-youth-development>.

Off-Site Locations:

Off-Site or Non-LEA Sites include a physical location other than a school campus or other facility associated and operated by the LEA.

Plan Instructions

Development/Review of the Plan

Collaborating with Partners

LEAs are encouraged to work collaboratively with partners and staff to develop and review the program plan. The LEA is responsible for the plan and the oversight of any community partners or subcontractors. The LEA should include partners in the development and review of the plan.

Quality Programs

The Expanded Learning Division adopted the Quality Standards for Expanded Learning in California and introduced requirements for Continuous Quality Improvement (CQI) to help programs reflect on **program goals, program content, and outcome measures**. Additionally, to be intentional about program management practices and activities delivered to students, LEAs should download and reference the Quality Standards to provide ongoing improvements to the program. You can find information about the Quality Standards on the California Department of Education Quality Standards and CQI web page at <https://www.cde.ca.gov/ls/ex/qualstandcqi.asp>

Completing the Program Plan

To create the program plan, provide a narrative description in response to all of the prompts listed under each Quality Standard (Program Goal) and General Question below. The LEA may customize and include additional prompts, such as describing SEL activities or refining the plan.

In addition to the narrative response, include tables, charts, or other visual representations that contribute to the understanding of the ELO-P. As needed, include attachments as addenda to further illustrate and respond to the prompts.

Due Date, Approval, and Posting of the Plan

Program Plan Due Dates

All LEAs currently operating an ELO-P should have a Program Plan in place. See below for requirements for revising. It is the CDE's guidance that LEAs who receive ELO-P Funding for the first time must adopt a program plan within six months of the first apportionment of funding. The CDE may issue guidance on the development of a program plan (See [EC Section 46120(b)(C)(2)]).

Approving and Posting Program Plans

It is the CDE's guidance that this Program Plan needs to be approved by the LEA's Governing Board in a public meeting and publicly posted on the LEA's website within 30 days of approval.

Revisions/Changes

Reviewing and Revising Program Plans

The LEA is responsible for creating, reviewing, and updating the program plan every three years in accordance with EC Section 8482.3(g)(1). The program plan template guide is considered a living document that is periodically reviewed and adjusted to reflect the needs of the community, updates to the law, and to provide continuous improvement in the development of an effective ELO-P.

It is recommended that the plan be reviewed annually. If there are substantive changes to any aspect of this plan it should be updated sooner than the three year timeline.

1—Safe and Supportive Environment

Physical Safety

Describe how the program will provide opportunities for students to experience a safe and supportive environment. Include if the program will be offered on the school site or off campus. If not onsite, describe where in the community it will be and how students will be supported to get there. Additionally, describe the elements such as staff training, incident reporting, and maintenance of health records.

LAUSD offers a safe and supportive environment for all students participating in our comprehensive Expanded Learning Opportunities (ELO) program. Students register through the BTB application, where parents can disclose any special assistance their child may need. The application also allows parents to list multiple contacts to ensure effective communication with guardians, family members, or other designated individuals.

Upon check-in to Beyond the Bell (BTB), students follow program guidelines, including supper, before engaging in a full range of enrichment activities. Beyond the Bell programs are school-based, requiring a parent or guardian to sign the student out at the end of the day. Students are served at a 10:1 ratio in TK and Kindergarten and a 20:1 ratio in grades 1-6. Our staff is trained in social-emotional learning and focuses on building meaningful connections with students.

The LAUSD ELO program is offered year-round, including before and after school on instructional days, weekends, and intersession periods such as winter, spring, and summer. Many of our staff members are recruited from the local community, including former participants of expanded learning programs, fostering a deep connection between staff and students.

All staff involved in ELO program delivery receive specialized training in program administration, safety procedures, and policies governing ELO-P fund use. When new staff are added, they are onboarded with District policies and procedures, ensuring alignment with LAUSD standards. Beyond the Bell (BTB) also provides additional training specific to expanded learning, equipping staff with the skills needed to support students effectively. Administrative staff are also trained in the Incident System

Tracking Accountability Report (iSTAR) platform for accurate incident reporting and compliance with policy bulletins regarding health record storage and maintenance.

Emotionally Safe & Supportive

Describe how the program provides an emotionally safe and supportive environment for students. This may include how the program incorporates social emotional learning.

The LAUSD Expanded Learning Opportunities Program (ELO-P) prioritizes creating an emotionally safe and supportive environment for all students. Recognizing that social-emotional well-being is crucial for academic success and overall development, the program integrates several key components to foster this supportive atmosphere.

A cornerstone of this approach is the inclusion of dedicated Social-Emotional Learning (SEL) programs. Peer-to-peer mentoring empowers students to build positive relationships, develop empathy, and provide mutual support, fostering a sense of belonging and connection. Physical play and wellness programs contribute to emotional well-being by offering stress relief, promoting healthy habits, and encouraging teamwork and cooperation, helping students develop self-regulation skills and resilience.

To further support students, we integrate LAUSD's Schoolwide Positive Behavior Intervention and Supports (PBIS) into our programs, reinforcing positive behaviors and creating a structured, supportive environment. Additionally, ELO-P has hired four School Mental Health Consultants who provide real-time support to staff through a live hotline. These consultants also offer specialized training for staff working with students experiencing suicidal ideation, threats, or trauma, ensuring that our team is well-equipped to respond effectively.

Furthermore, LAUSD ELO-P invests in staff training on social-emotional wellness, enabling them to recognize and address students' emotional needs while fostering a safe and nurturing learning space. By combining targeted SEL programs, trained and supportive staff, PBIS integration, and dedicated mental health resources, LAUSD ELO-P strives to create an environment where students feel emotionally safe, supported, and empowered to thrive.

2—Active and Engaged Learning

Explain how the program will provide opportunities for students to experience active and engaged learning that either supports or supplements, but does not duplicate, the instructional day.

LAUSD offers students engaging, hands-on, and meaningful learning experiences

that build on what they learn in school—without repeating classroom lessons. To ensure programs meet the needs and interests of our students, LAUSD frequently surveys students, parents, and administrators to gather input on after-school programming.

Students participate in standards-based, grade-level activities within a multi-tiered system of support, designed to keep learning active and fun. LAUSD, along with Central and Regional leaders, develops programs and strategies that foster creativity, collaboration, and discovery. Instead of traditional core instruction, students engage in STEM projects, art, music, and hands-on science activities. Programs also include sports, outdoor activities, theater, and team challenges that build confidence, teamwork, and leadership skills.

Additionally, leadership programs empower students to take ownership of their learning outcomes. Through partner and group activities, students work toward culminating projects, such as a sports tournament or a dance competition, fostering a sense of achievement and teamwork.

The LAUSD ELO program also provides academic support and reinforcement—not duplication—through offerings like homework help, tutoring, group learning games, and peer mentoring. Students further engage through play and interest-based activities, exploring topics such as coding, robotics, and storytelling to stay motivated and excited about learning.

3—Skill Building

Detail how the program will provide opportunities for students to experience skill building.

The LAUSD ELO program provides students with a comprehensive, enriching experience designed to build essential academic, career, and life skills through a variety of engaging programs.

Math and Literacy Support: Students strengthen core academic skills through high-dosage tutoring, homework assistance, reading workshops, and math camps, incorporating interactive storytelling, guided reading sessions, and hands-on problem-solving challenges to make learning fun and effective.

STEM and Science Enrichment: Through coding workshops, robotics clubs, hands-on experiments, and environmental science projects, students develop critical thinking, creativity, and technological skills essential for the future.

Career and Technical Education (CTE): Vocational training and career exploration activities expose students to industry-specific skills through apprenticeships, hands-on trade workshops, and career mentorship programs in fields such as healthcare, technology, and the arts.

Internships and Real-World Experience: Students gain professional experience

through internships with local businesses, entrepreneurship projects, and job shadowing opportunities, connecting classroom learning to future career aspirations.

Social-Emotional Learning (SEL): SEL programs focus on peer mentoring, conflict resolution workshops, mindfulness activities, and leadership development, equipping students with the tools to build resilience, teamwork, and self-confidence.

Arts Enrichment: Students explore their creativity through music production, theater performances, visual arts workshops, and cultural arts experiences that celebrate diversity and self-expression.

Athletics and Physical Wellness: Health and wellness are promoted through team sports, yoga and mindfulness sessions, dance classes, and fitness challenges, encouraging physical activity and healthy habits.

Intersession and Extended School Year Programs: Learning continues beyond the regular school year with engaging winter, spring, and summer programs featuring academic enrichment, recreational activities, and field trips to museums, historical sites, college campuses, and science centers for real-world learning experiences.

Multilingual Learning and Library Services: Students expand their language skills through bilingual book clubs, cultural exchange programs, and interactive language workshops, reinforcing literacy in multiple languages.

By offering a dynamic mix of academic support, enrichment, and career exploration, the LAUSD ELO program ensures students develop the skills, confidence, and experiences needed for lifelong success, all while fostering a love for learning in an engaging, student-centered environment.

4—Youth Voice and Leadership

Describe how the program will provide opportunities for students to engage in youth voice and leadership. Consider and describe what opportunities youth have to lead activities or provide mentorship within the program. Address how youth are included in program quality assessment and improvement.

Youth voice is integral to the assessment and continuous improvement of LAUSD's Expanded Learning Opportunities (ELO) programs. Our Continuous Quality Improvement (CQI) process follows the Plan, Do, Check, Act (PDCA) cycle, gathering direct feedback from students and families through surveys that assess:

- Youth Experience
- Youth Engagement
- Attendance
- Age Appropriateness

Through Beyond the Bell, we empower students to shape their program experience. Our "kids' choice" approach ensures youth play a key role in program development.

Site coordinators actively engage students, caregivers, and staff to identify needs and create responsive activities.

Program evaluations assess safety, engagement, and staff support, with students actively participating in planning at every site. They share their interests, provide feedback, and collaborate with staff to design student-driven activities. Leadership opportunities are embedded throughout—whether through student councils, peer-led activities, or youth leadership in sports warm-ups and material distribution.

Annual student surveys further amplify their voices, measuring satisfaction and identifying areas for growth. By involving students as stakeholders, we strengthen programming, enhance engagement, and foster consistent participation.

5—Healthy Choices and Behaviors

Explain how the program will provide opportunities for students to engage in healthy choices and behaviors. Include the plan to provide nutritious meals and snacks and how opportunities for physical activity will be provided.

Staff integrates social-emotional learning into the start of each academic session, fostering a supportive and inclusive environment through daily check-ins and accessible resources. The program is designed to empower students with Healthy Choices and Behavior, incorporating engaging activities like sports, cooking, gardening, and fitness games to instill lifelong wellness habits.

Students actively participate in seasonal sports—including basketball, softball, flag football, and soccer—enhancing their physical fitness, teamwork, sportsmanship, and self-confidence. Through hands-on experiences in cooking and gardening, they develop a deeper understanding of nutrition and sustainability, reinforcing the importance of a balanced and healthy lifestyle.

To further support student well-being, afterschool meals are provided by LAUSD's Food Services Division, ensuring all meals meet federal and state nutritional guidelines. These high-quality meal standards continue during the summer, guaranteeing consistent access to nutritious food. If Food Services is unable to provide meals, alternative options will be arranged, ensuring every student in the ELO afterschool enrichment program receives the nourishment they need to thrive.

6—Diversity, Access, and Equity

Describe how the program is designed to address cultural and linguistic diversity and provide opportunities for all students to experience diversity, access, and equity. Include how the ELO-P will provide access for students with disabilities.

LAUSD believes every child deserves access to opportunities for success. Our approach focuses on recognizing and building upon students' strengths to boost confidence and self-efficacy.

This starts with representation—ensuring youth are surrounded by staff who reflect

their backgrounds, experiences, and communities. To achieve this, we recruit directly from the neighborhoods we serve, with our staff comprising 85% Latino and 10% African American professionals.

ELO-P provides equitable, enriching learning experiences for all students year-round, including summer and school-year opportunities. Students with Disabilities are fully included and have the option to participate in standard ELO programs with the necessary support. This inclusive approach fosters academic growth, social development, and independence by allowing students to engage with their peers in diverse learning environments while receiving tailored assistance to meet their unique needs. The District collaborates with relevant offices to ensure every student has the resources and accommodations needed to thrive.

7—Quality Staff

Staff Engagement

Detail how the program will provide opportunities for students to engage with quality staff.

The program ensures high-quality staffing through a rigorous hiring process, comprehensive training, and ongoing professional development. All ELO program staff are vetted by Human Resources to meet high standards. Before the program begins, staff participate in professional development, with additional training and planning time provided throughout implementation. Principals oversee daily instruction, supported by Region and Central Office Administrators.

Beyond the Bell staff undergo an intensive orientation, covering youth development principles, student engagement strategies, and hands-on learning support. New hires shadow experienced staff and reflect with trainers. Ongoing training covers essential topics such as how students learn, fostering collaboration, critical thinking, literacy, and arts integration, as well as ensuring student safety.

Site staff and supervisors receive specialized training in managing learning environments, active listening, budgeting, goal setting, behavior management, and conflict resolution. Other development activities include leading group discussions, organizing interactive workshops, designing student-led projects, implementing restorative practices, and facilitating extracurricular programs.

The hiring process includes competency-based interviews, assessing candidates' ability to engage with youth, collaborate effectively, and contribute unique skills such as sports, art, music, and STEM. These steps ensure a dynamic, skilled team that enriches student learning experiences.

Minimum Staff Qualifications

What are the minimum qualifications of an instructional aide pursuant to the policies of the LEA? Describe the process for health and safety screening for staff. Describe how your program will maintain minimum staffing ratios. (See [EC Section 46120(b)(2)(D)]).

All our staff meet the minimum requirements of an instructional aide with the school district as attested to via the District Policy Verification for meeting minimum requirements. In addition, all employees and prospective employees must take a tuberculosis test (TB test), be fingerprinted by the Los Angeles Unified School District, and receive clearance prior to reporting for work. No employee may report to work prior to receiving District notification of fingerprint clearance. This process ensures that LAUSD staff is prepared and fit to provide services to district students. The appropriate staffing ratios are maintained through the accurate tracking of enrollment and strategic staffing. Staff conducts frequent and regular counts of students participating in ELO programs and adjusts staffing levels as needed throughout the year.

Staff Development

Describe your staff training and development plan. Include the tools and resources offered to staff to provide them with the competencies needed to engage and enrich students. LEAs operating ASES, 21st CCLC, and/or the ELO Program, may close programs to offer up to 3 days of staff development. This activity is allowable during the instructional days or the non-school days. (See [EC Section 46120(b)(8)]).

All ELO program staff receive comprehensive training on program administration, safety protocols, operational procedures, and ELO-P fund usage. Administrative staff are trained in the Incident System Tracking Accountability Report (iSTAR) platform for accurate incident reporting and policy compliance, including health record management.

The Human Resources Department supports staff recruitment through community outreach via the district website, social media, job fairs at local colleges, and business forums. Site staff undergo a structured hiring process, including interviews and competency assessments based on the role. Supervisory candidates must pass district knowledge and skills evaluations before qualifying for an interview.

Interviews assess candidates' ability to engage with youth, collaborate effectively, and contribute specialized skills in areas like sports, art, music, and science.

8—Clear Vision, Mission, and Purpose

Explain the program's clear vision, mission, and purpose.

Our Purpose

The LAUSD Expanded Learning Opportunities Program (ELO-P) is committed to providing students with a safe, engaging, and inclusive environment beyond the traditional school day. By ensuring equitable access to academic support, enrichment programs, and social-emotional development, ELO-P directly aligns with the Academic Excellence and Joy and Wellness pillars of [LAUSD's Strategic Plan](#). Through expanded learning opportunities—including afterschool, weekend, and intersession programs—ELO-P nurtures curiosity, creativity, and lifelong skills essential for both personal and academic growth.

Our Vision

ELO-P envisions a future where every LAUSD student thrives in high-quality, well-rounded learning experiences that extend beyond the classroom. By integrating academics, arts, athletics, leadership development, and career exploration, we inspire students to become confident, engaged, and resilient learners. Our vision aligns with LAUSD’s commitment to student-centered learning, equity, and preparing graduates who are truly **“Ready for the World.”**

Our Mission

The mission of LAUSD’s ELO-P is to holistically support students by expanding access to comprehensive, equity-driven learning opportunities that foster academic growth, social-emotional well-being, and lifelong skills. Through strong partnerships with educators, families, and the community, we strive to provide programs that enhance literacy, numeracy, wellness, and college and career readiness. By developing the whole child, we empower every student to excel, ensuring they have the tools and confidence to succeed in school and beyond.

9—Collaborative Partnerships

Students and Families

Describe how students and families were involved in the creation of the program plan and how they are engaged throughout the year.

LA Unified gathers vital student and parent input through qualitative and quantitative tools to shape ELO program offerings. Surveys conducted in March and April assess program effectiveness, allowing for timely adjustments. Quarterly activity observations evaluate staff performance and ensure a supportive learning environment. This data-driven approach helps refine programs, aligning them with student and family needs for a more impactful expanded learning experience.

Community Based Organizations and other Non-LEA Partners

Describe how the LEA engaged Community Based Organizations and other non-LEA partners to design the program plan and how they will be included in the administration/implementation of the program. Include how ELO-P will be coordinated with other initiatives such as Community Schools, Multi-Tiered Systems of Support.

Community involvement is at the heart of our mission. Our key stakeholders—including families, educators, and local organizations—play an active role in driving engagement, shaping programming, and ensuring that every student has access to enriching, high-quality learning experiences beyond the school day.

To broaden our impact, every five years, we issue a Request for Proposal (RFP) to recruit community-based organizations (CBOs) that bring valuable resources, mentorship, and services to LAUSD students. These partnerships enhance academic achievement, social-emotional development, and enrichment opportunities, ensuring programs reflect the unique needs of each school community.

Strategic Partnerships for Student Success

Selected community-based organizations are matched with schools based on their capacity to serve students and their ability to deliver high-quality, engaging expanded learning programs tailored to student interests. These key partners include:

- Youth Development & Mentorship: A World Fit for Kids, arc, After School All Stars, Bresee Foundation, EduCare Foundation, Gang Alternatives Program, Team Prime Time
- STEM & Arts Enrichment: Creative Brain Learning, Kids 4 College, Kids Protectors of the Environment, LACER Stars, LA's BEST, Legacy LA
- Holistic Student & Family Support: Boys & Girls Clubs (Carson, Burbank, LA Harbor, Metro LA, West Valley), Children, Youth & Family Collaborative, Keep Youth Doing Something Inc., Salesian Family Youth Center, UCLA (Regents of UCLA), Woodcraft Rangers, YMCA of Los Angeles

Building Stronger School-Community Relationships

We foster deep connections between students, staff, families, and community leaders, encouraging ongoing dialogue about local issues and student needs. Through surveys, focus groups, and quarterly stakeholder meetings, we ensure our programs remain responsive, impactful, and aligned with district priorities.

LAUSD's Expanded Learning Opportunities Program (ELO-P) integrates seamlessly with Community Schools and Multi-Tiered Systems of Support (MTSS) to provide:

- Expanded wraparound services that support the whole child
- Family engagement opportunities to strengthen home-school connections
- Culturally responsive enrichment activities that celebrate diversity
- Social-emotional wellness programs to enhance mental health support

Enhancing Multi-Tiered Systems of Support (MTSS)

ELO-P serves as a critical extension of MTSS, reinforcing:

- Tier 1 (Universal Support): School-wide enrichment programs, hands-on STEAM learning, and extracurricular activities
- Tier 2 (Targeted Interventions): Small-group tutoring, mentorship, and leadership development
- Tier 3 (Intensive Support): One-on-one interventions, specialized support for students with IEPs, and trauma-informed programming

Expanding Our Reach Through Citywide & Corporate Partnerships

Beyond school-site programming, LAUSD has cultivated long-standing partnerships with leading corporations, nonprofits, and community organizations to provide specialized programs, scholarships, and career exploration opportunities. These partners include:

- Arts & Culture: LA Jazz Society, Jazz at Lincoln Center, Friends of the LA River
- Environmental & Science Education: Heal the Bay, Cabrillo Aquarium, LA Zoo
- STEM & Civic Engagement: USS Iowa, Skyhook Foundation, DEA Foundation
- Sports & Athletics: LA Clippers, LA Rams, LAFC, Dodgers, LA Galaxy, Angel City FC, USC Athletic Department
- College & Career Readiness: McCourt Foundation, John W. Carson Foundation

Through these partnerships, we empower students with real-world experiences, career pathways, and life-changing opportunities that extend beyond the classroom.

Driving Impact & Closing Opportunity Gaps

ELO-P ensures that historically underserved students—English Learners, low-income students, foster youth, and students experiencing homelessness—have equitable access to academic, social-emotional, and enrichment opportunities that prepare them for lifelong success.

By leveraging community expertise, innovative programming, and strong partnerships, LAUSD is reshaping the future of expanded learning—one student at a time.

10—Continuous Quality Improvement

Describe the collection and use of student social, behavioral, or skill development data to support CQI, to engage in reflection and be intentional about program management practices and activities delivered to students. Data outcomes may relate to specific social-emotional competencies, including, but not necessarily limited to, social skills, self-control, academic mindset, perseverance, conflict resolution, and school connectedness. More information on CQI can be found on the CDE Quality Standards and CQI web page, as previously provided.

Our Continuous Quality Improvement (CQI) process is multi-tiered, enhancing both our programs and delivery methods at individual, site, and organizational levels.

We gather insights through annual stakeholder surveys (youth, parents, guardians) to assess service quality and identify areas for growth. Survey data helps site staff and operations teams recognize strengths and address challenges to better meet student needs.

Site visitations and program observations by traveling staff ensure compliance with LAUSD and state requirements while maintaining a safe and high-quality learning environment. Additionally, site leaders (e.g., coordinators, traveling staff) conduct regular observations to assess the integration of Quality Standards for Expanded Learning into daily activities.

These evaluations lead to constructive, non-punitive discussions with site staff to develop actionable improvement plans. Observations focus on:

- Development, not enforcement – fostering growth and support.
- Collaborative planning – ensuring all team members commit to improvement.
- Targeted evaluation – addressing site-specific needs alongside broader program standards.

This ongoing process drives meaningful enhancements, ensuring engaging and high-quality learning experiences for all students.

11—Program Management

Policies and Procedures

Include as an addendum (or hyperlink) any approved program policies, procedures, or manuals. This should include documentation and record-keeping practices, including enrollment/registration, attendance tracking, etc.

https://drive.google.com/drive/folders/189cgvc_pt3ARs8FhmakgwEdkivFTV786?usp=sharing


Budget

Provide your budget for the program including cost-share items. The LEA is required to ensure all costs charged to the program are reasonable, necessary, and allowable in accordance with applicable statutes, regulations, and program plans for the Expanded Learning Opportunities Program³. How does this budget reflect the needs of students and families within the community?

The budget for LAUSD reflects the needs of students and families of the district by providing students with academic and enrichment opportunities that deepen learning and close opportunity gaps. The budget is designed to directly address the needs of students and families by allocating resources toward high-quality, accessible, and inclusive enrichment activities. The budget prioritizes funding for afterschool and summer programs that support academic growth, social-emotional learning, and hands-on experiences tailored to the diverse needs of our community.

Key areas of investment include:

- **Equitable Access:** Ensuring all students, especially those from underserved backgrounds, have access to extended learning.
- **Enrichment & Academic Support:** Providing tutoring, STEM programs, arts, and physical activities that complement the school day.
- **Community Partnerships:** Collaborating with local organizations to offer culturally relevant and engaging programming.
- **Staffing & Training:** Supporting educators and staff with professional development to enhance program quality.

 [ELO-P Budget Summary24-25 Updated.pdf](#)

Provide a detailed description of how the LEA will ensure the proper implementation of the above requirements.

LAUSD is committed to ensuring the successful implementation of the Expanded Learning Opportunities Program (ELO-P) by adhering to state requirements, maintaining high-quality standards, and continuously monitoring program effectiveness. Key strategies include:

1. **Strategic Program Design & Alignment:**
 - ELO-P activities will align with the instructional day, supporting academic achievement, social-emotional learning, and enrichment opportunities.
 - Programs will be developed in collaboration with educators, community partners, and families to meet students' diverse needs.

2. Equitable Access & Inclusion:

- Priority will be given to underserved students, ensuring participation regardless of financial or logistical barriers.
- Transportation services, flexible scheduling, and targeted outreach will be provided to maximize accessibility.

3. Qualified Staffing & Professional Development:

- Staff will be properly trained in student engagement, safety, and culturally responsive practices.
- Ongoing professional development opportunities will be provided to ensure high-quality program delivery.

4. Oversight & Continuous Improvement:

- LAUSD will establish clear operational guidelines, program benchmarks, and compliance monitoring measures.
- Regular site visits, student performance data analysis, and stakeholder feedback will inform program adjustments and improvements.

¹ (California Public Contract Code (CPCC) 20110- 20118; CSAM including but not limited to 101, 405, 410; California Code of Regulations (CCR) Title IV 70; GC 1090; EC 14500-14509; EC 41010-41024)

² (California School Accounting Manual (CSAM) Procedure 905; Education Code (EC) 14500-14509; EC 41010-41024; California Government Code (GC) 13401-13407)

³ (EC 46120[b][8]; 46120 [d][3]; 46120 [d][8][A-B])

General Questions

Existing After School Education and Safety (ASES) and 21st Community Learning Centers (21st CCLC) Elementary and Middle School grantees

ASES, 21st CCLC Elementary/Middle School, and the ELO-P should be considered a single, comprehensive program. In coordinating all these funding streams to move towards a single program, the expectation is that the most stringent programmatic requirements will be adopted for program guidance.

Do you have an ASES Grant? Yes No

Do you have a 21st CCLC Grant? Yes No

If one or both grants are held, describe how these funding sources will be leveraged with the ELO-P funding to create one comprehensive and universal Expanded Learning Program.

The addition of ELO-P funding will supplement ASES and 21st CCLC funding. In many cases it will add additional seats for students when ASES and 21st CCLC funding is maximized. ELO-P funding will also provide additional staffing and resources to ASES and 21st CCLC programs. ELO-P funding will also extend hours of operation for summer at ASES and 21st CCLC funded sites.

Transitional Kindergarten and Kindergarten

Programs serving transitional kindergarten or kindergarten pupils shall maintain a pupil-to-staff member ratio of no more than 10 to 1. (See [EC Section 46120(b)(2)(D)]). Please address the proposed schedule and plan for recruiting and preparing staff to work in the program, including supporting them to understand how to work with younger children. How will the lower pupil-to-staff ratio be maintained? How will the curriculum and program be developmentally informed to address this younger age group?

Staff are recruited to maintain appropriate TK/K student-to-staff ratios. Our programs serve TK/K students, with staff trained through District and County resources to support their unique needs.

Offer and Provide Access

Describe how your LEA will offer ELO-P to their pupils and families using culturally and linguistically effective/appropriate communication channels. Describe how your LEA will provide access to the ELO-P by describing the enrollment process. Include the distribution of the form, signature process, and how the forms are stored. Will transportation be provided?

LAUSD ensures all families are informed about the Expanded Learning Opportunities Program (ELO-P) through culturally and linguistically appropriate communication channels. Using our Mass Communications system, families receive updates via automated calls, emails, and texts in their preferred language, tailored to specific

student groups for targeted outreach.

Program details, deadlines, and reminders are prominently shared on the LAUSD website and social media platforms (Facebook, Instagram, and X), with translations available in the primary languages spoken by our families. Enrollment forms, available in multiple languages, are distributed at schools through teachers and front office staff. Parents or guardians can submit completed forms in person, via email, or through a secure online portal. Forms are then entered into the My Integrated Student Information System (MiSiS) and securely stored at both the school site and district office for compliance and accessibility.

To further promote participation, LAUSD is creating bilingual banners in English and Spanish, which will be displayed at every school, inviting students to join.

Field Trips

Field trips for entertainment purposes are not allowable. However, field trips can be a valuable educational and enrichment experience for youth. Field trips should be connected to the academic or enrichment program and provide an educational experience from which students can grow academically or culturally.

ELO-P funding can only be used for educational field trips that are coordinated and provided by the ELO-P. The educational field trips should be directly connected to the academic or enrichment components of the ELO-P. ELO-P funding cannot be used for field trips provided or coordinated by the core instructional day. ELO-P Field trips must follow ELO-P program requirements, such as maintaining ratios and ensuring staff meet the minimum requirements for an instructional aide based on district policies. The LEA should also follow local policies and procedures related to field trips.

Describe the purpose of the field trip and learning outcomes intended. Include the specific knowledge and skills students will develop. Include the field trip location and its educational significance. Include the anticipated dates(s), duration of the trip, grade level(s) participating, and transportation arrangements.

Los Angeles Unified now has two unique field trip opportunities through the ELOP, aimed at providing TK-12 students with immersive, hands-on, inquiry-based, cultural, enrichment, and learning experiences. These trips are designed to create real-world connections to classroom learning and take place throughout the school year. The programs are as follows:

1. Cultural Arts Passport (CAP) Field Trips

These trips focus on exposing students to arts and cultural experiences through visits to theaters, opera houses, art exhibitions, and other art- and music-focused destinations.

2. ELOP Enrichment Field Trips

These trips offer students access to a wider range of destinations, including film studios, colleges and universities, professional athletic facilities, science centers, and

natural history museums. Unlike CAP, these field trips are designed to enhance classroom topics and allow students to explore related sites locally, statewide, or nationally.

ELOP enrichment field trips are categorized into six distinct types to provide diverse learning experiences:

1. **Outdoor and Nature Exploration:** Students engage in outdoor learning, natural sciences, and other related outdoor activities through visits to parks, wildlife preserves, and other nature-focused destinations.
2. **Time Travelers' Expedition:** These trips offer opportunities to explore historical sites such as museums, missions, and other cultural landmarks, fostering a deeper understanding of history.
3. **College Campus Compass:** Designed to inspire college readiness, these trips include campus tours, visits, and participation in college-sponsored activities.
4. **Career Exploration:** These trips introduce students to various professions through visits to sites like film studios, science labs, courthouses, airports, and automotive plants, promoting career readiness.
5. **Soar with STEAM (Science, Technology, Engineering, Arts, and Mathematics):** Focusing on STEAM/STEM topics, these trips take students to destinations such as science centers, aquariums, farms, zoos, observatories, and wildlife tours to reinforce and expand classroom learning.
6. **Center Court Enrichment:** Promoting physical activity and wellness, these trips include visits to sports complexes, health and wellness centers, beaches, dance studios, and live sporting events.

Both CAP and ELOP enrichment field trips provide students with meaningful, real-world learning opportunities that enhance their educational journey.

Program Fees

Every student attending a school operating a program is eligible to participate in the program. Programs may charge family fees. Programs that charge family fees shall waive the cost of these fees for students who are eligible for free or reduced-price meals, for a child that is a homeless youth, as defined by the federal McKinney-Vento Homeless Assistance Act (42 U.S.C. Sec. 11434a), or for a child who the program knows is in foster care. A program that charges family fees shall schedule fees on a sliding scale that considers family income and ability to pay.

If applicable, describe your fee structure, including the process for waiving fees as outlined above and your sliding scale. If no fees will be collected please write that in the space provided.

No fees are collected from students participating in ELO-P funded programs.

Sample Program Schedule- Regular School Day

Please include a sample program schedule that describes how the ELO-P or other fund sources, including the California State Preschool Program for children enrolled in transitional kindergarten or kindergarten, and all other grades, will be combined with the instructional day to create a minimum of nine hours per day of programming (instructional day plus ELO-P or other supports). **Programs are required to include both an educational and enrichment element; the sample program schedule should clearly identify that this requirement is met.**

Summer 2025

- **Summer Academic Program: 8:30 am - 12:00 pm**
- **Beyond the Bell (Afternoon Enrichment): 12:00 pm - 6:00 pm**
- **Beyond the Bell Only (All-Day Enrichment Program): 8:00 am - 6:00 pm**

Additional Legal Requirements

Below are additional legal requirements for the ELO-P. Please ensure your Program Plan meets all of these legal requirements:

Operations, Sites, ELO Program Plan, Family Fees, Ratio EC Section 46120(b)(2):

Local educational agencies operating expanded learning opportunity programs pursuant to this section may operate a before school component of a program, an after school component of a program, or both the before and after school components of a program, on one or multiple school sites, and shall comply with subdivisions (c), (d), and (g) of Section 8482.3, including the development of a program plan based on all of the following:

- (A) The department's guidance.
- (B) Section 8482.6.
- (C) Paragraphs (1) to (9), inclusive, and paragraph (12) of subdivision (c) of Section 8483.3.
- (D) Section 8483.4, except that programs serving transitional kindergarten or kindergarten pupils shall maintain a pupil-to-staff member ratio of no more than 10 to 1.

Regular Schooldays and Hours EC Section 46120(b)(1)(A):

On schooldays, as described in Section 46100 and Sections 46110 to 46119, inclusive, and days on which school is taught for the purpose of meeting the 175-instructional-day offering as described in Section 11960 of Title 5 of the California Code of Regulations, in-person before or after school expanded learning opportunities that, when added to daily instructional minutes, recess, and meals, are no less than nine hours of combined instructional time, recess, meals, and expanded learning opportunities per instructional day.

Nonschool Days and Hours EC Section 46120(b)(1)(B):

- (A) For at least 30 nonschooldays, inclusive of extended school year days provided pursuant to paragraph (3) of subdivision (b) of Section 56345, no less than nine hours of in-person expanded learning opportunities per day.
- (B) Extended school year days may include in-person before or after school expanded learning opportunities that, when added to daily instructional minutes, recess, and meals, are not less than nine hours of combined instructional time, recess, meals, and expanded learning opportunities per instructional day.

Prioritizing School Sites

EC Section 46120(b)(3):

Local educational agencies shall prioritize services provided pursuant to this section at schoolsites in the lowest income communities, as determined by prior year percentages of pupils eligible for free and reduced-price meals, while maximizing the number of schools and neighborhoods with expanded learning opportunity programs across their attendance area.

Grades Served**EC Section 46120(b)(4):**

Local educational agencies may serve all pupils, including elementary, middle, and secondary school pupils, in expanded learning opportunity programs provided pursuant to this section.

Partners**EC Section 46120(b)(6):**

Local educational agencies are encouraged to collaborate with community-based organizations and childcare providers, especially those participating in state or federally subsidized childcare programs, to maximize the number of expanded learning opportunity programs offered across their attendance areas.

Audit**EC Section 46120(c)(1):**

Commencing with the 2023–24 fiscal year, a local educational agency shall be subject to the audit conducted pursuant to Section 41020 to determine compliance with subdivision (b).

Snacks and Meals**EC Section 8482.3(d)(1-2):**

- (A) [Local educational agencies] shall agree that snacks made available through a program shall conform to the nutrition standards in Article 2.5 (commencing with Section 49430) of Chapter 9 of Part 27 of Division 4 of Title 2.
- (B) [Local educational agencies] shall agree that meals made available through a program shall conform to the nutrition standards of the United States Department of Agriculture’s at-risk afterschool meal component of the Child and Adult Care Food Program (42 U.S.C. Sec. 1766).

Program Capacity, Family Fees, Sliding Scale**EC Section 46120(b)(5):**

Local educational agencies may charge pupil fees for expanded learning opportunity programs provided pursuant to this section, consistent with Section 8482.6.

Staff Minimum Qualifications, Ratio**EC sections 8483.4(a) and 46120(b)(2)(D):**

The administrator of every program established pursuant to this article shall establish minimum qualifications for each staff position that, at a minimum, ensure that all staff members who directly supervise pupils meet the minimum qualifications for an instructional aide, pursuant to the policies of the school district. Selection of the program site supervisors shall be subject to the approval of the school site principal.

The administrator shall also ensure that the program maintains a pupil-to-staff member ratio of no more than 20 to 1, except that programs serving transitional kindergarten or kindergarten pupils shall maintain a pupil-to-staff member ratio of no more than 10 to 1. All program staff and volunteers shall be subject to the health screening and fingerprint clearance requirements in current law and district policy for school personnel and volunteers in the school district.

Program Components

EC Section 8482.3(c)(1)(A–B):

Each component of a program established pursuant to this article shall consist of the following two elements:

- (A) An educational and literacy element in which tutoring or homework assistance is provided in one or more of the following areas: language arts, mathematics, history and social science, computer training, or science.
- (B) An educational enrichment element that may include, but need not be limited to, fine arts, career technical education, recreation, physical fitness, and prevention activities.

Third Party Notifications

EC Section 8483.4(b-d):

- (A) When a local educational agency contracts with a third party to operate a program pursuant to this article, the local educational agency shall require the third party to notify the local educational agency by the next working day following, and to submit a written report within seven days of, the occurrence of any health- or safety-related issues, including, but not limited to, issues involving criminal background clearances for employees, building safety, and any event specified in subdivision (c).
- (B) For purposes of this section, an “event” includes any of the following:
 - (1) Death of a child from any cause.
 - (2) Any injury to a child that requires medical treatment.
 - (3) Any unusual incident or child absence that threatens the physical or emotional health or safety of a child.
 - (4) Any suspected child abuse or neglect, as defined in Section 11165.6 of the Penal Code.
 - (5) Epidemic outbreaks.

- (6) Poisonings.
 - (7) Fires or explosions that occur in or on the premises.
 - (8) Exposure to toxic substances.
 - (9) The arrest of an employee of the third party.
- (C) Any other event as specified by the local educational agency.
- When a local educational agency contracts with a third party, the local educational agency shall require the third party to request from parents or guardians pupil health information, such as whether a pupil has allergies or asthma, before pupil enrollment. Parents or guardians may provide this information at their discretion and are not required to provide pupil health information for the pupil to receive services pursuant to this article.

Return to Order of Business

TAB 4



Board of Education Report

File #: Rep-067-24/25, **Version:** 1

Agenda Date: 4/8/2025

In Control: Division of Instruction

Golden State Pathways Program Grants (GSPP)

Division of Instruction

Career Technical Education-Linked Learning

Brief Description:

(Golden State Pathways Program Grants (GSPP)) Recommends ratification for the acceptance of six Golden State Pathways Program grants, totaling \$53,302,229. These grants will fund the development and expansion of innovative college and career pathways in high-demand fields such as technology, healthcare, education, and climate-related industries.

Action Proposed:

Ratify award acceptance of Golden State Pathways Program (GSPP) grants totaling \$53,302,229, award duration from April 2, 2024, through June 30, 2029.

Background:

The Golden State Pathways Program (GSPP) was established to promote pathways in technology, health care, education, climate-related fields, and other high-wage, high-skill, and high-growth industries. TSPP will support pupils in transitioning from high school to college and career and provide the workforce necessary for economic growth in California. The program encourages collaboration between LAUSD, institutions or higher education, employers, and community partners to develop, and/or expand innovative college and career pathways in alignment with state and regional labor market needs.

LAUSD has been awarded six GSPP grants totaling \$53,302,229:

- Implementation Grants \$47,809,351 total:
 - Technology/Computer Science Pathways: \$30,150,349
 - Health Care Pathways: \$9,679,085
 - Education Pathways: \$1,866,765
 - Climate and STEM-Related Pathways: \$6,114,152
- Planning Grant (for developing new pathways): \$2,225,156
- Regional Consortium Grant (to support regional collaboration with local community colleges): \$3,266,722

Expected Outcomes:

These grants will enable LAUSD to:

- Enhance Student Skills and Employability:
 - Increase the number of students acquiring technical and career-ready skills aligned with high-wage, high-demand occupations.
 - Expand opportunities for work-based learning (e.g., internships, job shadowing, and apprenticeships).

- Increase the attainment of industry-recognized certifications.
- Increase the number of students completing CTE pathways, earning college credits, and transitioning to post-secondary institutions.
- Increase the number of pathways aligned with high-wage and high-demand occupations based on local labor market research.
- Support Educators and Students:
 - Increase the number of career pathways with industry-standard equipment and materials
 - Increase the number of teachers receiving professional development in industry-themed project-based learning, emphasizing applied math and ELA standards.
 - Provide integrated support services and professional development focused on social-emotional learning, career readiness, and career exploration in high-demand industries.
 - Support leadership development in master scheduling for career pathways
- Foster Collaboration and Sustainability:
 - Collaborate with LACCD, UniteLA, and the LA County Workforce Development Board to build systems alignment, pre-apprenticeships, and college and career pathways.
 - Build and sustain capacity at school sites to ensure program continuation beyond the grant timeline.
 - Develop Focus and MiSIS dashboards to track K-12 CTE, work-based learning, and dual enrollment.

Board Options and Consequences:

The Board can approve ("Yes" vote) to accept awarded CTE grant funds or decline ("No" vote) to reject and return this funding back to CDE.

Policy Implications:

None

Budget Impact:

None. There are no match requirements for these grants.

Student Impact:

- Students will earn college credit in high school through expanded dual enrollment opportunities with LACCD and streamlined CTE pathway alignment, accelerating their post-secondary progress.
- Students will develop in-demand technical and career-ready skills aligned with high-wage, high-demand occupations, significantly improving their post-graduation employment prospects.
- Integrated support services will provide students with personalized guidance in social-emotional learning, career readiness, and exploration, empowering them to make informed career decisions.
- Students will gain valuable hand-on experience through expanded work-based learning opportunities (e.g., internships, apprenticeships) and increased attainment of industry-recognized certification, enhancing their competitiveness in the job market.
- Enhanced instruction through teacher professional development will foster engaging project-based learning, improve student outcomes in core subjects like math and ELA, and ensure curriculum aligns to industry standards.

Equity Impact:

Component	Score	Score Rationale
Recognition	3	The GSPP grant directly addresses historical inequities in access to Career Technical Education (CTE) by prioritizing equitable opportunities for all students, particularly those with exceptional needs. This commitment aligns with the California Department of Education's (CDE) emphasis on equity and is a key factor in CTE program evaluation.
Resource Prioritization	3	To ensure equitable access to high-quality CTE, this GSPP grant prioritizes resources based on student need. LAUSD targets schools and CTE pathways that have historically received less funding from other sources (e.g., Perkins, Strong Workforce Program, CTEIG). These funds support targeted professional development by building educator capacity to address achievement gaps and effectively serve special populations. By equipping CTE pathways with comprehensive support services and integrated work-based learning experiences, we aim to provide all students the resources they need to succeed in college and careers.
Result	3	CTE classes and pathways empower students to explore diverse career options and develop in-demand, career-ready skills that lead to living-wage employment, particularly crucial in communities facing opportunity and achievement gaps.
TOTAL	9	

Issues and Analysis:

None

Attachments:


Attachment A - GSPP Grant Budgets

Attachment B - List of GSPP Schools and Pathways Funded


Submitted:

03/11/25

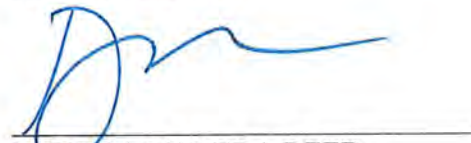
RESPECTFULLY SUBMITTED,


ALBERTO M. CARVALHO
Superintendent

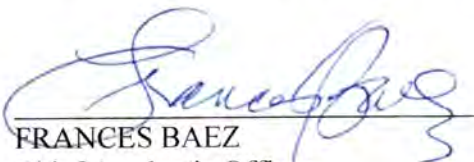
APPROVED & PRESENTED BY:


KARLA V. ESTRADA
Deputy Superintendent of Instruction

REVIEWED BY:


DEVORA NAVERA REED
General Counsel

APPROVED & PRESENTED BY:


FRANCES BAEZ
Chief Academic Officer
Division of Instruction

Approved as to form.

REVIEWED BY:


NOLBERTO DELGADILLO
Deputy Chief Business Officer, Finance

Approved as to budget impact statement.

Planning Grants Budget Summary and Narratives			
Total Award Amount: \$2,225,156 (20 pathways @ 18 schools)			
Award Duration: April 2, 2024 through June 20, 2026			
Item	Revised Award Amount	Original Amount Requested	Notes
Certificated Personnel Salaries	\$ 1,243,102	\$ 1,612,600	Funds a part-time (0.5 FTE) school-based CTE Counselor/Career Advisor to support, advise, and schedule GSPG students, as well as professional development for teachers, counselors, and administrators focused on project-based learning, advisory, social-emotional learning, work readiness curriculum development, work-based learning, master scheduling, and student cohorting.
Employee Benefits	\$ 277,709	\$ 360,255	LAUSD employer contributions to retirement, health and welfare benefits. 37.24% applied to Classified personnel salaries and 22.34% for Certificated salaries.
Books and Supplies	\$ 129,104	\$ 700,000	CTE-related equipment and technology for pathway to align with industry standards and post-secondary. Instructional materials and consumables for pathway course implementation
Services & Operating Expenditures	\$ 450,219	\$ 1,100,000	Professional services contracts: Training, SEL, Advisory, work readiness curriculum development, software, including installation of industry-specific equipment. Pathway-aligned industry advisory costs. CTE conferences and PD opportunities for CTE and Lead Teachers including Counselors.
Indirect Rate	\$ 125,022	\$ 227,145	CDE Approved IDC Rate
GRAND TOTAL	\$ 2,225,156	\$ 4,000,000	
Consortium Grant Budget Summary and Narratives			
Total Award Amount: \$3,266,722			
Award Duration: April 2, 2024 through June 20, 2029			
Item	Revised Award Amount	Original Amount Requested	Notes
Classified Personnel Salaries	\$ 309,660	\$ 351,177	LAUSD - One CTE Coordinator (Central office based) Salary coordinating systems alignment with Partner Community Colleges on curriculum alignment, dual enrollment, work based learning experiences, internships, and apprenticeship. Position has been approved by freeze.
Employee Benefits	\$ 192,379	\$ 130,780	LAUSD - Employer's contributions to retirement plans, health and welfare benefits. 37.24% applied to Classified personnel salaries.
Services & Operating Expenditures	\$ 2,581,229	\$ 2,821,488	Collaborative work with six community colleges (Los Angeles Valley, Mission, City, West Los Angeles, Pierce, and East Los Angeles Colleges) to support systems alignment with industry, including curriculum development, work-based learning, and pre-apprenticeship/apprenticeship programs.
Indirect Rate	\$ 183,454	\$ 196,555	Indirect Rate 5.95%
GRAND TOTAL	\$ 3,266,722	\$ 3,500,000	

Health Care Implementation Grants Budget Summary and Narratives			
Total Award Amount: \$9,679,085 (27 pathways @ 22 schools)			
Award Duration: April 2, 2024 through June 20, 2029			
Item	Revised Award Amount	Original Amount Requested	Notes
Certificated Personnel Salaries	\$ 5,281,094	\$ 8,120,092	Funds a part-time (0.5 FTE) school-based CTE Counselor/Career Advisor to support, advise, and schedule GSPP students, as well as professional development for teachers, counselors, and administrators focused on project-based learning, advisory, social-emotional learning, work readiness curriculum development, work-based learning, master scheduling, and student cohorting.
Classified Personnel Salaries	\$ 266,760	\$ 286,632	Funding supports two key central office functions for GSPP implementation. Positions has been approved by Freeze. A Principal Administrative Analyst will oversee compliance, data collection, and program impact analysis using MiSIS/Focus. An additional Program Associate will provide broader support to GSPP pathways, assisting with program development and implementation.
Employee Benefits	\$ 2,643,456	\$ 1,991,345	LAUSD employer contributions to retirement, health and welfare benefits. 37.24% applied to Classified personnel salaries and 22.34% for Certificated salaries.
Books and Supplies	\$ 251,200	\$ 836,000	CTE-related equipment and technology for pathway to align with industry standards and post-secondary. Instructional materials and consumables for pathway course implementation
Services & Operating Expenditures	\$ 306,400	\$ 960,000	Professional services contracts: Training, SEL, Advisory, work readiness curriculum development, software, including installation of industry-specific equipment. Pathway-aligned industry advisory costs. CTE conferences and PD opportunities for CTE and Lead Teachers including Counselors.
Capital Outlay Equipment	\$ 410,000	\$ 580,000	Purchase of industry specific equipment for career pathway with single equipment/item costing \$5,000 or more.
Indirect Rate	\$ 520,174	\$ 725,931	CDE Approved IDC Rate
GRAND TOTAL	\$ 9,679,085	\$ 13,500,000	
STEM Implementation Grants Budget Summary and Narratives			
Total Award Amount: \$6,114,152 (17 pathways @ 15 schools)			
Award Duration: April 2, 2024 through June 20, 2029			
Item	Revised Award Amount	Original Amount Requested	Notes
Certificated Personnel Salaries	\$ 3,290,115	\$ 5,165,664	Funds a part-time (0.5 FTE) school-based CTE Counselor/Career Advisor to support, advise, and schedule GSPP students, as well as professional development for teachers, counselors, and administrators focused on project-based learning, advisory, social-emotional learning, work readiness curriculum development, work-based learning, master scheduling, and student cohorting.
Classified Personnel Salaries	\$ 167,960	\$ 159,240	Funding supports two key central office functions for GSPP implementation. Positions has been approved by Freeze. A Principal Administrative Analyst will oversee compliance, data collection, and program impact analysis using MiSIS/Focus. An additional Program Associate will provide broader support to GSPP pathways, assisting with program development and implementation.
Employee Benefits	\$ 1,565,429	\$ 1,252,817	LAUSD employer contributions to retirement, health and welfare benefits. 37.24% applied to Classified personnel salaries and 22.34% for Certificated salaries.
Books and Supplies	\$ 176,000	\$ 500,000	CTE-related equipment and technology for pathway to align with industry standards and post-secondary. Instructional materials and consumables for pathway course implementation
Services & Operating Expenditures	\$ 286,000	\$ 642,720	Professional services contracts: Training, SEL, Advisory, work readiness curriculum development, software, including installation of industry-specific equipment. Pathway-aligned industry advisory costs. CTE conferences and PD opportunities for CTE and Lead Teachers including Counselors.
Capital Outlay Equipment	\$ 304,000	\$ 320,000	Purchase of industry specific equipment for career pathway with single equipment/item costing \$5,000 or more.
Indirect Rate	\$ 324,648	\$ 459,559	CDE Approved IDC Rate
GRAND TOTAL	\$ 6,114,152	\$ 8,500,000	

Education Implementation Grants Budget Summary and Narratives			
Total Award Amount: \$1,866,765 (5 pathways @ 5 schools)			
Award Duration: April 2, 2024 through June 20, 2029			
Item	Revised Award Amount	Original Amount Requested	Notes
Certificated Personnel Salaries	\$ 984,980	\$ 1,535,260	Funds a part-time (0.5 FTE) school-based CTE Counselor/Career Advisor to support, advise, and schedule GSPP students, as well as professional development for teachers, counselors, and administrators focused on project-based learning, advisory, social-emotional learning, work readiness curriculum development, work-based learning, master scheduling, and student cohorting.
Classified Personnel Salaries	\$ 49,400	\$ 53,080	Funding supports two key central office functions for GSPP implementation. Positions are already approved by Freeze. A Principal Administrative Analyst will oversee compliance, data collection, and program impact analysis using MiSIS/Focus. An additional Program Associate will provide broader support to GSPP pathways, assisting with program development and implementation.
Employee Benefits	\$ 510,485	\$ 376,809	LAUSD employer contributions to retirement, health and welfare benefits. 37.24% applied to Classified personnel salaries and 22.34% for Certificated salaries.
Books and Supplies	\$ 52,000	\$ 140,000	CTE-related equipment and technology for pathway to align with industry standards and post-secondary. Instructional materials and consumables for pathway course implementation
Services & Operating Expenditures	\$ 62,000	\$ 160,000	Professional services contracts: Training, SEL, Advisory, work readiness curriculum development, software, including installation of industry-specific equipment. Pathway-aligned industry advisory costs. CTE conferences and PD opportunities for CTE and Lead Teachers including Counselors.
Capital Outlay Equipment	\$ 110,000	\$ 100,000	Purchase of industry specific equipment for career pathway with single equipment/item costing \$5,000 or more.
Indirect Rate	\$ 97,900	\$ 134,851	CDE Approved IDC Rate
GRAND TOTAL	\$ 1,866,765	\$ 2,500,000	
Computer Science Implementation Grants Budget Summary and Narratives			
Total Amount Awarded: \$30,150,349 (90 pathways @ 43 schools)			
Award Duration: April 2, 2024 through June 20, 2029			
Item	Revised Award Amount	Original Amount Requested	Notes
Certificated Personnel Salaries	\$ 17,283,270	\$ 26,984,368	Funds a part-time (0.5 FTE) school-based CTE Counselor/Career Advisor to support, advise, and schedule GSPP students, as well as professional development for teachers, counselors, and administrators focused on project-based learning, advisory, social-emotional learning, work readiness curriculum development, work-based learning, master scheduling, and student cohorting.
Classified Personnel Salaries	\$ 889,200	\$ 934,208	Funding supports two key central office functions for GSPP implementation. Positions has been approved by Freeze. A Principal Administrative Analyst will oversee compliance, data collection, and program impact analysis using MiSIS/Focus. An additional Program Associate will provide broader support to GSPP pathways, assisting with program development and implementation.
Employee Benefits	\$ 8,565,414	\$ 6,602,246	LAUSD employer contributions to retirement, health and welfare benefits. 37.24% applied to Classified personnel salaries and 22.34% for Certificated salaries.
Books and Supplies	\$ 622,800	\$ 2,824,000	CTE-related equipment and technology for pathway to align with industry standards and post-secondary. Instructional materials and consumables for pathway course implementation
Services & Operating Expenditures	\$ 627,280	\$ 3,314,720	Professional services contracts: Training, SEL, Advisory, work readiness curriculum development, software, including installation of industry-specific equipment. Pathway-aligned industry advisory costs. CTE conferences and PD opportunities for CTE and Lead Teachers including Counselors.
Capital Outlay Equipment	\$ 496,000	\$ 1,920,000	Purchase of industry specific equipment for career pathway with single equipment/item costing \$5,000 or more.
Indirect Rate	\$ 1,666,385	\$ 2,420,458	CDE Approved IDC Rate
GRAND TOTAL	\$ 30,150,349	\$ 45,000,000	

Board District	Region	Loc Code	School Name	Industry	Pathway Name	Grant
1	S	8596	Crenshaw Mag STEM	Health Science and Medical Technology	Patient Care	Health Care
1	S	8596	Crenshaw Mag STEM	Information and Communication Technologies	Software and Systems Development	Technology/ Computer Science
1	S	8713	Hawkins SH	Health Science and Medical Technology	Mental and Behavioral Health	Health Care
1	S	8713	Hawkins SH	Health Science and Medical Technology	Patient Care	Health Care
1	S	8713	Hawkins SH	Business and Finance	Business Management	Technology/ Computer Science
1	S	8713	Hawkins SH	Information and Communication Technologies	Software and Systems Development	Technology/ Computer Science
1	W	8741	LACES Mag	Information and Communication Technologies	Software and Systems Development	Technology/ Computer Science
1	S	8743	Manual Arts SH	Health Science and Medical Technology	Patient Care	Health Care
1	S	8743	Manual Arts SH	Business and Finance	Business Management	Technology/ Computer Science
1	S	8928	Washington Prep HS	Arts, Media, and Entertainment	Design, Visual, and Media Arts	Technology/ Computer Science
1	S	8928	Washington Prep HS	Arts, Media, and Entertainment	Production and Managerial Arts	Technology/ Computer Science
1	S	8928	Washington Prep HS	Engineering and Architecture	Architectural Design	Climate/STEM
1	S	1914	Widney CPTC	Business and Finance	Business Management	Technology/ Computer Science
1	S	1914	Widney CPTC	Business and Finance	Financial Services	Technology/ Computer Science
2	E	8543	Belmont SH	Health Science and Medical Technology	Patient Care	Health Care
2	E	8754	Bravo SH Medical Mag	Health Science and Medical Technology	Biotechnology	Health Care
2	E	8754	Bravo SH Medical Mag	Health Science and Medical Technology	Patient Care	Health Care
2	E	8754	Bravo SH Medical Mag	Health Science and Medical Technology	Mental and Behavioral Health	Planning
2	E	8207	Contreras LC ALC	TBD (High Demand Sectors)	New pathway TBD (High Demand Sectors)	Planning
2	E	8774	Contreras LC Gbl St	Arts, Media, and Entertainment	Design, Visual, and Media Arts	Technology/ Computer Science
2	E	8527	Contreras LC Soc Jus	TBD (High Demand Sectors)	New pathway TBD (High Demand Sectors)	Planning
2	E	8516	Cortines Sch of VAPA	Arts, Media, and Entertainment	Design, Visual, and Media Arts	Technology/ Computer Science
2	E	8516	Cortines Sch of VAPA	Arts, Media, and Entertainment	Production and Managerial Arts	Technology/ Computer Science
2	E	8643	Franklin HS	Engineering and Architecture	Engineering Design	Climate/STEM
2	E	8643	Franklin HS	Education, Child Development, and Family Services	Education	Education
2	E	8643	Franklin HS	Building and Construction Trades	Residential and Commercial Construction	Technology/ Computer Science
2	E	8645	Highland Park HS	Education, Child Development, and Family Services	Education	Planning
2	W	8750	Marshall SH	Health Science and Medical Technology	Patient Care	Health Care
2	W	8750	Marshall SH	Arts, Media, and Entertainment	Production and Managerial Arts	Technology/ Computer Science
2	W	8750	Marshall SH	Energy, Environment, and Utilities	Energy and Power Technology	Planning
2	E	8611	Mendez SH	TBD (High Demand Sectors)	New pathway TBD (High Demand Sectors)	Planning
2	E	8757	Metropolitan HS	Arts, Media, and Entertainment	Design, Visual, and Media Arts	Planning
2	E	7751	Roosevelt Math Sci. Tech Mag	Information and Communication Technologies	Software and Systems Development	Planning
2	E	7749	Roosevelt SH	Health Science and Medical Technology	Biotechnology	Health Care
2	E	7749	Roosevelt SH	Arts, Media, and Entertainment	Design, Visual, and Media Arts	Technology/ Computer Science
2	E	7749	Roosevelt SH	Arts, Media, and Entertainment	Performing Arts	Technology/ Computer Science
2	E	7749	Roosevelt SH	Arts, Media, and Entertainment	Production and Managerial Arts	Technology/ Computer Science
2	E	7749	Roosevelt SH	Information and Communication Technologies	Software and Systems Development	Technology/ Computer Science
2	E	8544	Roybal LC	Arts, Media, and Entertainment	Design, Visual, and Media Arts	Planning
2	E	8544	Roybal LC	Information and Communication Technologies	Computer Science	Planning
2	E	7772	Torres HS ELA Renaissance	Arts, Media, and Entertainment	Design, Visual, and Media Arts	Planning
2	E	7772	Torres HS ELA Renaissance	Arts, Media, and Entertainment	Performing Arts	Planning
2	E	8618	Wilson SH	Health Science and Medical Technology	Patient Care	Health Care
2	E	8618	Wilson SH	Agriculture and Natural Resources	Plant and Soil Science	Climate/STEM
2	E	8618	Wilson SH	Arts, Media, and Entertainment	Design, Visual, and Media Arts	Technology/ Computer Science
2	E	8618	Wilson SH	Arts, Media, and Entertainment	Production and Managerial Arts	Technology/ Computer Science
3	N	8583	Chatsworth CHS	Arts, Media, and Entertainment	Design, Visual, and Media Arts	Technology/ Computer Science
3	N	8583	Chatsworth CHS	Manufacturing and Product Development	Machining and Forming Technologies	Technology/ Computer Science
3	N	8583	Chatsworth CHS	Arts, Media, and Entertainment	Production and Managerial Arts	Technology/ Computer Science
3	N	8583	Chatsworth CHS	Information and Communication Technologies	Software and Systems Development	Technology/ Computer Science
3	N	8583	Chatsworth CHS	Health Science and Medical Technology	Patient Care	Health Care
3	N	8590	Cleveland CHS	Education, Child Development, and Family Services	Child Development	Education
3	N	8590	Cleveland CHS	Arts, Media, and Entertainment	Design, Visual, and Media Arts	Technology/ Computer Science
3	N	8590	Cleveland CHS	Arts, Media, and Entertainment	Production and Managerial Arts	Technology/ Computer Science
3	N	8591	Wooden SH	Agriculture and Natural Resources	Plant and Soil Science	Climate/STEM
4	W	8621	Fairfax SH	Arts, Media, and Entertainment	Design, Visual, and Media Arts	Technology/ Computer Science
4	W	8621	Fairfax SH	Information and Communication Technologies	Networking	Technology/ Computer Science
4	W	8621	Fairfax SH	Information and Communication Technologies	Software and Systems Development	Technology/ Computer Science
4	W	8621	Fairfax SH	Health Science and Medical Technology	Patient Care	Planning
4	W	8693	Hollywood SH	Education, Child Development, and Family Services	Child Development	Education
4	W	8693	Hollywood SH	Arts, Media, and Entertainment	Design, Visual, and Media Arts	Technology/ Computer Science
4	W	8693	Hollywood SH	Arts, Media, and Entertainment	Production and Managerial Arts	Technology/ Computer Science
4	W	8693	Hollywood SH	TBD (High Demand Sectors)	New pathway TBD (High Demand Sectors)	Planning
4	N	8814	Reseda Charter HS	Health Science and Medical Technology	Biotechnology	Health Care
4	N	8814	Reseda Charter HS	Health Science and Medical Technology	Patient Care	Health Care
4	N	8814	Reseda Charter HS	Engineering and Architecture	Engineering Design	Climate/STEM

Board District	Region	Loc Code	School Name	Industry	Pathway Name	Grant
4	N	8814	Reseda Charter HS	Arts, Media, and Entertainment	Production and Managerial Arts	Technology/ Computer Science
4	N	8814	Reseda Charter HS	Information and Communication Technologies	Software and Systems Development	Technology/ Computer Science
4	W	8886	University HS Charter	Arts, Media, and Entertainment	Design, Visual, and Media Arts	Technology/ Computer Science
4	W	8886	University HS Charter	Health Science and Medical Technology	Patient Care	Health Care
4	W	8623	Whitman HS	TBD (High Demand Sectors)	New pathway TBD (High Demand Sectors)	Planning
5	E	8536	Bell SH	Building and Construction Trades	Cabinetmaking, Millwork, and Woodworking	Technology/ Computer Science
5	E	8536	Bell SH	Arts, Media, and Entertainment	Design, Visual, and Media Arts	Technology/ Computer Science
5	E	8536	Bell SH	Manufacturing and Product Development	Graphic Production Technologies	Technology/ Computer Science
5	E	8536	Bell SH	Manufacturing and Product Development	Machining and Forming Technologies	Technology/ Computer Science
5	E	8536	Bell SH	Arts, Media, and Entertainment	Production and Managerial Arts	Technology/ Computer Science
5	E	8536	Bell SH	Transportation	Systems Diagnostics and Service	Technology/ Computer Science
5	E	8536	Bell SH	Education, Child Development, and Family Services	Child Development	Education
5	W	8696	Bernstein SH	Arts, Media, and Entertainment	Design, Visual, and Media Arts	Technology/ Computer Science
5	W	8696	Bernstein SH	Arts, Media, and Entertainment	Production and Managerial Arts	Technology/ Computer Science
5	W	8696	Bernstein SH	Information and Communication Technologies	Software and Systems Development	Technology/ Computer Science
5	E	8614	Eagle Rock HS	Agriculture and Natural Resources	Ornamental Horticulture	Climate/STEM
5	E	8614	Eagle Rock HS	Health Science and Medical Technology	Patient Care	Health Care
5	E	8614	Eagle Rock HS	Arts, Media, and Entertainment	Design, Visual, and Media Arts	Technology/ Computer Science
5	E	8614	Eagle Rock HS	Marketing Sales and Service	Entrepreneurship/Self-Employment	Technology/ Computer Science
5	E	8614	Eagle Rock HS	Manufacturing and Product Development	Graphic Production Technologies	Technology/ Computer Science
5	E	8614	Eagle Rock HS	Arts, Media, and Entertainment	Production and Managerial Arts	Technology/ Computer Science
5	E	3548	Elizabeth LC	Marketing Sales and Service	Entrepreneurship/Self-Employment	Technology/ Computer Science
5	E	3548	Elizabeth LC	Information and Communication Technologies	Software and Systems Development	Technology/ Computer Science
5	E	3548	Elizabeth LC	Health Science and Medical Technology	Mental and Behavioral Health	Health Care
5	E	3548	Elizabeth LC	Health Science and Medical Technology	Patient Care	Health Care
5	E	7614	Nava College Prep	Arts, Media, and Entertainment	Design, Visual, and Media Arts	Technology/ Computer Science
5	E	7614	Nava College Prep	TBD (High Demand Sectors)	New pathway TBD (High Demand Sectors)	Planning
5	E	8853	Orthopaedic Hsp SH Mg	Health Science and Medical Technology	Biotechnology	Health Care
5	W	7783	RFK New Open Wld	Information and Communication Technologies	Software and Systems Development	Technology/ Computer Science
5	W	7780	RFK UCLA Community School	TBD (High Demand Sectors)	New pathway TBD (High Demand Sectors)	Planning
5	E	8716	Santee EC	Business and Finance	Business Management	Technology/ Computer Science
5	E	8716	Santee EC	Information and Communication Technologies	Games and Simulation	Technology/ Computer Science
5	E	8716	Santee EC	Building and Construction Trades	Residential and Commercial Construction	Technology/ Computer Science
5	E	8881	South East SH	Arts, Media, and Entertainment	Design, Visual, and Media Arts	Technology/ Computer Science
5	W	8748	West Adams Prep SH	Engineering and Architecture	Engineering Design	Climate/STEM
6	N	8609	Arleta SH	Engineering and Architecture	Engineering Design	Climate/STEM
6	N	8092	CDS London	Agriculture and Natural Resources	Ornamental Horticulture	Climate/STEM
6	N	8092	CDS London	TBD (High Demand Sectors)	New pathway TBD (High Demand Sectors)	Planning
6	N	8901	Chavez LA Tech Prep	Information and Communication Technologies	Networking	Technology/ Computer Science
6	N	8607	East Valley SH	Arts, Media, and Entertainment	Design, Visual, and Media Arts	Technology/ Computer Science
6	N	8607	East Valley SH	Arts, Media, and Entertainment	Production and Managerial Arts	Technology/ Computer Science
6	N	8843	San Fernando SH	Health Science and Medical Technology	Patient Care	Health Care
6	N	8843	San Fernando SH	Arts, Media, and Entertainment	Production and Managerial Arts	Technology/ Computer Science
6	N	8843	San Fernando SH	Information and Communication Technologies	Software and Systems Development	Technology/ Computer Science
6	N	8843	San Fernando SH	Transportation	Systems Diagnostics and Service	Technology/ Computer Science
6	N	7604	Science Ac STEM Mag	Arts, Media, and Entertainment	Production and Managerial Arts	Technology/ Computer Science
6	N	7604	Science Ac STEM Mag	Information and Communication Technologies	Software and Systems Development	Technology/ Computer Science
6	N	8914	Verdugo SH	Arts, Media, and Entertainment	Production and Managerial Arts	Technology/ Computer Science
6	N	8914	Verdugo SH	Agriculture and Natural Resources	Ornamental Horticulture	Climate/STEM
7	S	8529	Banning SH	Business and Finance	Business Management	Technology/ Computer Science
7	S	8529	Banning SH	Business and Finance	International Business	Technology/ Computer Science
7	S	8529	Banning SH	Arts, Media, and Entertainment	Production and Managerial Arts	Technology/ Computer Science
7	S	8529	Banning SH	Transportation	Structural Repair and Refinishing	Technology/ Computer Science
7	S	8529	Banning SH	Health Science and Medical Technology	Patient Care	Health Care
7	S	8529	Banning SH	Engineering and Architecture	Engineering Design	Climate/STEM
7	S	7657	Carson Acad Ed & Emp	Information and Communication Technologies	Software and Systems Development	Technology/ Computer Science
7	S	7657	Carson Acad Ed & Emp	Education, Child Development, and Family Services	Child Development	Education
7	S	7656	Carson Acad of Medical Arts	Health Science and Medical Technology	Patient Care	Health Care
7	S	8575	Carson SH	Engineering and Architecture	Engineering Design	Climate/STEM
7	S	8575	Carson SH	Agriculture and Natural Resources	Plant and Soil Science	Climate/STEM
7	S	8575	Carson SH	Business and Finance	Business Management	Technology/ Computer Science
7	S	8575	Carson SH	Arts, Media, and Entertainment	Performing Arts	Technology/ Computer Science
7	S	8575	Carson SH	Arts, Media, and Entertainment	Production and Managerial Arts	Technology/ Computer Science
7	S	8575	Carson SH	Information and Communication Technologies	Software and Systems Development	Technology/ Computer Science
7	S	7667	Dymally SH	Health Science and Medical Technology	Biotechnology	Health Care
7	S	7667	Dymally SH	Arts, Media, and Entertainment	Production and Managerial Arts	Technology/ Computer Science

Board District	Region	Loc Code	School Name	Industry	Pathway Name	Grant
7	S	8650	Fremont SH	Health Science and Medical Technology	Patient Care	Health Care
7	S	8650	Fremont SH	Business and Finance	Business Management	Technology/ Computer Science
7	S	8650	Fremont SH	Arts, Media, and Entertainment	Design, Visual, and Media Arts	Technology/ Computer Science
7	S	8650	Fremont SH	Information and Communication Technologies	Software and Systems Development	Technology/ Computer Science
7	S	8650	Fremont SH	Engineering and Architecture	Engineering Design	Climate/STEM
7	S	8650	Fremont SH	Agriculture and Natural Resources	Plant and Soil Science	Climate/STEM
7	S	8664	Gardena SH	Engineering and Architecture	Engineering Design	Climate/STEM
7	S	8664	Gardena SH	Health Science and Medical Technology	Patient Care	Health Care
7	S	8664	Gardena SH	Arts, Media, and Entertainment	Design, Visual, and Media Arts	Technology/ Computer Science
7	S	8664	Gardena SH	Arts, Media, and Entertainment	Production and Managerial Arts	Technology/ Computer Science
7	S	8721	Jordan SH	Health Science and Medical Technology	Patient Care	Planning
7	S	8727	King-Drew SH Md/S Mg	Health Science and Medical Technology	Biotechnology	Health Care
7	S	8727	King-Drew SH Md/S Mg	Health Science and Medical Technology	Patient Care	Health Care
7	S	8727	King-Drew SH Md/S Mg	Information and Communication Technologies	Software and Systems Development	Technology/ Computer Science
7	S	8779	Narbonne SH	Information and Communication Technologies	Software and Systems Development	Technology/ Computer Science
7	S	7718	Rivera LC Com & Tech	Arts, Media, and Entertainment	Design, Visual, and Media Arts	Technology/ Computer Science
7	S	7719	Rivera LC GD STEAM Ac	Arts, Media, and Entertainment	Production and Managerial Arts	Technology/ Computer Science
7	S	8867	Rivera LC Public Service	TBD (High Demand Sectors)	New pathway TBD (High Demand Sectors)	Planning
7	S	8850	San Pedro SH	Health Science and Medical Technology	Patient Care	Health Care
7	S	8850	San Pedro SH	Arts, Media, and Entertainment	Design, Visual, and Media Arts	Technology/ Computer Science
7	S	8850	San Pedro SH	Arts, Media, and Entertainment	Production and Managerial Arts	Technology/ Computer Science
7	S	8850	San Pedro SH	Transportation	Systems Diagnostics and Service	Technology/ Computer Science

Return to Order of Business

TAB 5



Board of Education Report

File #: Rep-259-24/25, **Version:** 1

Agenda Date: 4/8/2025

In Control: Special Education & Specialized Programs

We Can Work Contract with the California Department of Rehabilitation

Division of Special Education

Brief Description:

(We Can Work Contract with the California Department of Rehabilitation) Recommends approval to continue the We Can Work contract between LAUSD and the California Department of Rehabilitation (DOR) to provide work experience for over 200 adult transition (Career and Transition Center) students a year.

Action Proposed:

Approve the continuation of the We Can Work program contract to continue for the next three fiscal years from July 2025 through June 2028.

Background:

We Can Work is a California Department of Rehabilitation (DOR) program that provides DOR Student Services to students in school districts throughout California. Since 2017, the We Can Work program in LAUSD has provided over 200 students a year with paid Work-based Learning Experiences to prepare them for competitive integrated employment. Work experience is one of the DOR Student Services that students with disabilities are eligible to receive when they apply for supports through the agency. By entering into a contract with LAUSD, the DOR expands their ability to reach students and improve employment outcomes for Californians.

The DOR is a state-wide agency with four districts that serve the LAUSD community - Van Nuys Foothill District, Greater Los Angeles District, Los Angeles South Bay District, and Blind Field Services. Collaboration among DOR districts and LAUSD is the cornerstone of this contract with each student assigned a DOR counselor and an LAUSD district staff member to monitor progress toward student employment goals.

DOR Student Services Work-based Learning Experience consists of short-term placements either on or off campus and monitoring of the program participant's performance in the work environment. Work experience may include paid/unpaid internships, paid/unpaid placement, summer work experience, work exploration and job shadowing. The DOR applicant and/or recipient of DOR services may participate in more than one work experience situation. Work experiences are intended to be temporary placements to gain experience in the workplace. They may also result in the development of any of the following: vocational direction, appropriate work attitudes, ethics, interpersonal skills, speed, and accuracy, foundational employment skills. Work experiences will be individualized and can vary in duration as well as type of placement. Work experience hours are expected to average up to 300 hours per participant per year depending on individual need and interest.

This We Can Work case service contract will provide services for eligible participants with disabilities attending a Career and Transition Center (CTC), Center for Advanced Transition Skills (CATS), senior high school, learning center, or complex within the Los Angeles Unified School District, and their supporting

schools. The following is a partial list of the schools participating in this program and is subject to change based upon the opening and closing of school sites:

- Banneker Career and Transition Center
- Career and Transition Center West
- Leichman Career Preparatory and Transition Center
- Lowman Career and Transition Center
- Miller Career and Transition Center
- Perez Special Education Center
- Widney Career Preparatory and Transition Center
- Willenberg Career and Transition Center

During the current contract term (July 2022-June 2025), LAUSD has met and/or exceeded the goal of serving 206 students each year and continues to meet all other contract expectations.

Expected Outcomes:

The We Can Work Contract includes the following goals:

- For fiscal year 2025-2026, a total of 206 unduplicated participants DOR services will receive services through this contract.
- For fiscal year 2026-2027, a total of 206 unduplicated participants DOR services will receive services through this contract.
- For fiscal year 2027-2028, a total of 206 unduplicated participants DOR services will receive services through this contract.

Board Options and Consequences:

A “YES” vote will authorize LAUSD to continue to offer 206 students a paid work experience each year and will fund the coordination of this work through 1 FTE.

A “NO” vote will result in LAUSD not being able to offer students in adult transition/Career and Transition Center programs an opportunity for work experience that also familiarizes them with an agency that will continue to support employment as adults. Teacher Coordinator positions will not be funded without approval.

Policy Implications:

Not applicable.

Budget Impact:

The We Can Work contract covers the costs of the program and does not impact the budget otherwise. The annual funding of \$584,950 covers staff and student work experience costs.

Student Impact:

Across all age groups, persons with disabilities are much less likely to be employed than those with no disabilities (Bureau of Labor Statistics, U.S. Department of Labor, February 2024). The National Technical Assistance Center on Transition indicates that paid employment/work experience is a research-based practices correlated with future student employment success. This ongoing partnership between Los Angeles Unified School District and the Department of Rehabilitation provides services and paid work-based learning experiences for students with disabilities to prepare them for future employment.

File #: Rep-259-24/25, Version: 1

Agenda Date: 4/8/2025

In Control: Special Education & Specialized Programs

Equity Impact:

Component	Score	Score Rationale
Recognition	4	Persons with disabilities are much more likely to be unemployed or underemployed than those without disabilities. Contract focuses on supports for students with disabilities.
Resource Prioritization	4	Staffing resources are allocated to support the needs of students with disabilities across all LAUSD sites based upon student need to ensure equitable access for students.
Results	4	Contract services are likely to result in closing opportunity gaps for students with disabilities due to attainment of skills necessary for successful future employment.
TOTAL	12	

Issues and Analysis:

Not applicable.

Attachments:

Attachment A - Standard Agreement Subvention (Scope of Work)

Attachment B - Board Resolution

Attachment C - State of California Standard Agreement STD 213 - Signature Document


Submitted:

03/11/25

RESPECTFULLY SUBMITTED,


ALBERTO M. CARVALHO
Superintendent


APPROVED & PRESENTED BY:


ANTHONY AGUILAR
Chief
Division of Special Education and Specialized Programs

REVIEWED BY:


DEVORA NAVERA REED
General Counsel

APPROVED & PRESENTED BY:


JOSE SOTO
Executive Director of Special Education
Division of Special Education

Approved as to form.

REVIEWED BY:


NOLBERTO DELGADILLO
Deputy Chief Business Officer, Finance

APPROVED BY:


KARLA V. ESTRADA
Deputy Superintendent Instruction

Approved as to budget impact statement.

EXHIBIT A
(Standard Agreement - Subvention)
Scope of Work

1. PURPOSE

Case Service Agreement

2. AUTHORITY

Authority: California Welfare and Institutions Code sections 19008 and 19013 authorize the Department of Rehabilitation to enter into this Agreement to provide vocational rehabilitation services pursuant to the Rehabilitation Act of 1973, as amended (29 U.S.C. § 701 et seq.), federal implementing regulations (34 C.F.R. § 361 et seq.), California Welfare and Institutions Code section 19000 et seq., and California Code of Regulations, title 9, section 7000 et seq.

Assistance Listing Number: 84.126

3. CONTRACT ENTITIES

Department of Rehabilitation	Los Angeles Unified School District
Agavni Anneyan, DOR Contract Administrator	James Koontz, Program Contract Administrator
888 S. Figueroa St., Suite 900	333 S. Beaudry Avenue, 26th Floor
Los Angeles, California 90017	Los Angeles, California 90017
Phone: (213) 736-3989	Phone: (213) 241-3323
E-mail: agavni.anneyan@dor.ca.gov	E-mail: jck6411@lausd.net

4. DESCRIPTION OF SERVICES/DELIVERABLES

See attached program description – EXHIBIT A.

EXHIBIT A.1
 (Standard Agreement - Subvention)
 Case Service Contract
 Los Angeles Unified School District
 We Can Work
 Work Experience Contract

SCOPE OF WORK

I. INTRODUCTION

This contract is between Los Angeles Unified School District (henceforth known as “LAUSD” or “the Program”), and the California Department of Rehabilitation (DOR). This Case Service Contract (CSC) cooperative agreement is designed to serve DOR program participants. The contract is designed to jointly serve the mutual participants receiving services from the program and the Department of Rehabilitation (DOR), through the Van Nuys Foothill District, the Los Angeles South Bay District, and the Greater Los Angeles District. This contract is intended to provide work experience opportunities to DOR participants who are currently not participating in the LAUSD Transitional Partnership Program (TPP) contract. Students with disabilities will be referred to DOR by the program Job Developer during their secondary education with an expectation that Work-based Learning Experience work experience services will be provided to students who can obtain a work permit. The referral process will include screening of appropriate referrals, and collection and sharing of appropriate documentation. Services will also be made available to DOR program participants within the Blind Field Services (BFS) District as appropriate.

This We Can Work case service contract will provide services for eligible participants with disabilities attending a Career and Transition Center (CTC), Center for Advanced Transition Skills (CATS), senior high school, learning center, or complex within the Los Angeles Unified School District, and their supporting schools. The following is a partial list of the schools participating in this program and is subject to change based upon the opening and closing of school sites:

- Banneker Career and Transition Center
- Career and Transition Center West
- Leichman Career Preparatory and Transition Center
- Lowman Career and Transition Center
- Miller Career and Transition Center
- Perez Special Education Center
- Widney Career Preparatory and Transition Center
- Willenberg Career and Transition Center

The Federal Workforce Innovation and Opportunities Act (WIOA) requires that the Department of Rehabilitation provide DOR Student Services to high school students with all types of disabilities ages 16-21. DOR Student Services are an outcome oriented and coordinated set of activities that promotes movement from school to post school activities. DOR Student Services include the following core services:

- Job Exploration Counseling
- Workplace Readiness Training
- Work-based Learning Experiences

- Instruction in Self-Advocacy
- Counseling on Post-Secondary Education

DOR authorizes the following services to be provided under this agreement:

- This contract will focus specifically on the provision of Work-based Learning Experience services.

A We Can Work (WCW) may provide DOR Student Services to students who are not younger than 16 nor older than 21 years, unless the student is participating in a special education program and receiving services beyond the age of 21 (for students participating in secondary education programs such as adult transition programs), but not beyond the point at which a secondary school student exits their special education program.

The WCW contractor will provide information to the program participants with ID/DD ages 16-21 regarding Employment First, opportunities for employment, and supports to achieve Competitive Integrated Employment (CIE).

For fiscal year 2025-2026, a total of 206 unduplicated participants DOR services will receive services through this contract.

For fiscal year 2026-2027, a total of 206 unduplicated participants DOR services will receive services through this contract.

For fiscal year 2027-2028, a total of 206 unduplicated participants DOR services will receive services through this contract.

II. SERVICES TO BE PROVIDED

The following DOR Student Services will be provided by the Program in accordance with this agreement and individualized to each program participant's needs, preferences, and interests as well as their DOR Individualized Plan for Employment (IPE) goals and objectives.

1. DOR Student Services Work-based Learning Experience

a. Description

DOR Student Services Work-based Learning Experience consists of short-term placements either on or off campus and monitoring of the program participant's performance in the work environment. Work experience may include paid/unpaid internships, paid/unpaid placement, summer work experience, work exploration and job shadowing. The DOR applicant and/or recipient of DOR services may participate in more than one work experience situation. Work experiences are intended to be temporary placements to gain experience in the workplace. They may also result in the development of any of the following: vocational direction, appropriate work attitudes, ethics, interpersonal skills, speed, and accuracy, foundational employment skills.

Any paid or non-paid work experience activities will comply with the Department of Labor regulations. For DOR program participant participating in paid work experience, the contracting school will be the employer of record, and students will be paid minimum wage. Work experiences will be individualized and can vary in duration as well as type of placement. Work experience hours are expected to average up to 300 hours per participant per year depending on individual need and interest. The We Can Work Teacher Coordinator will evaluate participant's progress and submit written reports to

the DOR Counselor on a monthly basis as long as the participant is actively participating in contract services.

b. Service Goals/Number Served

- For fiscal year 2025-2026, a total of 206 unduplicated program participants will receive this service
- For fiscal year 2026-2027, a total of 206 unduplicated program participants will receive this service
- For fiscal year 2027-2028, a total of 206 unduplicated program participants will receive this service

As a result of services provided through this contract, contract goals for individual DOR districts are as follows:

FY 2025-2026

Greater Los Angeles

- For fiscal year 2025-2026, a total of 85 unduplicated program participants will receive this service

Van Nuys/Foothill

- For fiscal year 2025-2026, a total of 73 unduplicated program participants will receive this service

Los Angeles South Bay

- For fiscal year 2025-2026, a total of 48 unduplicated program participants will receive this service

FY 2026-2027

Greater Los Angeles

- For fiscal year 2026-2027, a total of 85 unduplicated program participants will receive this service

Van Nuys/Foothill

- For fiscal year 2026-2027, a total of 73 unduplicated program participants will receive this service

Los Angeles South Bay

- For fiscal year 2026-2027, a total of 48 unduplicated program participants will receive this service

FY 2027-2028

Greater Los Angeles

- For fiscal year 2027-2028, a total of 85 unduplicated program participants will receive this service

Van Nuys/Foothill

- For fiscal year 2027-2028, a total of 73 unduplicated program participants will receive this service

Los Angeles South Bay

- For fiscal year 2027-2028, a total of 48 unduplicated program participants will receive this service

III. DOR AND PROGRAM CONTACTS

Organization	Dept. of Rehabilitation	Los Angeles Unified School District
Contact Person	Agavni Anneyan	James Koontz
Title	DOR Contract Administrator	Program Contract Administrator
Telephone	(213) 736-3989	(213) 241-3323
Email Address	agavni.anneyan@dor.ca.gov	jck6411@lausd.net
Mailing Address	888 S. Figueroa St., Suite 900, Los Angeles, California 90017	333 S. Beaudry Avenue, 26th Floor Los Angeles, California 90017

EXHIBIT B
(Standard Agreement - Subvention)
Budget Detail and Payment Provisions

1. INVOICING AND PAYMENT

A. Service Budget Payment of Expenditure

1. This is a cost reimbursement Agreement for subvention services. For allowable services satisfactorily completed, and upon receipt and approval of the invoices, the Department of Rehabilitation (DOR) agrees to reimburse the Program for actual services provided and expenditures incurred subject to the DOR approved Scope of Work, Service Budget, Budget Narrative, and applicable regulations as attached or referenced hereto and made a part of this Agreement.
2. All services must be preauthorized by CDOR, and services provided and expenses reported shall be reviewed and approved by the DOR Contract Administrator before payment can be made to the Program.
3. The Service Budget must set forth in detail the reimbursable items, unit rates and extended total amounts for each line item. The Program's Service Budget shall include items directly related to this Agreement to include a Budget Narrative that fully explains why and how the costs are necessary to the Agreement.

B. Submission of Invoice(s)

1. Monthly invoices must be completed using the DR 801B Service Invoice form (DR801B) and shall provide an actual line-item detail of expenditure(s) that supports the approved Service Budget and Budget Narrative and identify services provided to each DOR applicant and/or recipient of DOR services, as delineated in the DOR Contract Handbook. The DR801B shall include the Agreement Number and be submitted in duplicate not more frequently than monthly in arrears to the DOR Contract Administrator or designee (listed in Exhibit A).
2. An original DR801B must be submitted and signed by authorized personnel as listed on the Signature Authorization (DR 325) form.
3. Supporting documentation must be available upon request at any time by DOR staff, or other State and Federal representatives.
4. Federal and State funds are time limited, therefore, invoices must be submitted as soon as possible, but no later than 60 days after the service month. Final submission of all fiscal year-end invoices is due no later than November 1st, to allow for payment and draw down prior to the close out of Federal/State funds.
5. If budgetary funds revert due to failure to submit timely invoices or failure to submit a properly prepared invoice, related Federal and State funds will no longer be available for use which will require the contractor to submit a claim through the California Department of General Services' Government Claims Program, where approval to pay is not guaranteed.
6. The DOR is committed to issue payments as quickly as possible following the receipt of an accurate and complete invoice of allowable costs as approved by the DOR Contract Administrator.

C. Appropriate Expenditures

Budgets must not contain line items that are or will be reimbursed/paid by another source of funding during the period covered by this Agreement. Budgeted amounts that have not been utilized during a fiscal year shall not be carried over to another fiscal year. Agreement expenditures reimbursed by DOR must be reported as federal funds in the contractor's accounting records and on the Schedule of Federal Awards under the CFDA # listed for this Agreement and prepared for the Title 2 Code of Federal Regulations, Part 200 (2 CFR 200) Single Audit.

D. Invoice Claim Adjustments

1. Budget amounts remaining from a given line item, within a fiscal year budget may be used for allowable costs under the approved budget line items contained within the same State fiscal year with prior approval from DOR. A claim adjustment is required on the Service Invoice (DOR 801B) with an attached brief narrative explaining each line item impacted and may not exceed up to a cumulative amount of ten percent (10%) of the total annual contract Service Budget for all budget years as long, as there is neither an increase nor decrease of the total annual contract Service Budget. A formal amendment is required if it does not meet the above criteria.
2. Staff line item salary ranges and percentage of time are projected estimates and are subject to change based on actual salary and chargeable time costs. Claim adjustments are allowable as long as the annualized total line item costs do not exceed what is allowed in Item 1 above.

E. Budget Contract Amendments

A contract amendment between both parties is required for any budget changes not covered in Section D above. This includes any major category or detailed line item description changes to the approved Service Budget and Budget Narrative as outlined below:

- Adding and deleting a major category budget or detailed line item.
- Line item adjustments that exceed a cumulative amount of 10%.
- Decrease/increase to the total annual budget award or the total Agreement award for all budget years.
- Any word for word changes to the written budget narrative or budget cost detail.
(*Note: ALL changes must be made in bold.*)

F. Travel Reimbursements

If travel is reimbursable, the Program agrees that all travel expenses and per diem rates paid to its employees under this Agreement shall be reimbursed at actual costs not to exceed the California Department of Human Resources (CalHR) designated rates for excluded employees. Go to CalHR website at <http://www.calhr.ca.gov/employees/pages/travel-reimbursements.aspx>. No travel outside the State of California except for bordering California states shall be reimbursed without prior documented written authorization from DOR.

Upon request from DOR, the Program will provide sufficient documentation to support travel expenditures such as travel claims, mileage logs, and receipts for lodging, transportation, and meal costs.

2. BUDGET CONTINGENCY CLAUSE

- A. It is mutually agreed that if the Budget Act of the current year and/or any subsequent years covered under this Agreement does not appropriate sufficient funds for the Program, this Agreement shall be of no further force and effect. In this event, the State shall have no liability to pay any funds whatsoever to the Program or to furnish any other considerations under this Agreement and the Program shall not be obligated to perform any provisions of this Agreement.
- B. If funding for any fiscal year is reduced or deleted by the Budget Act for purposes of this program, the State shall have the option to either cancel this Agreement with no liability occurring to the State or offer an Agreement amendment to the Program to reflect the reduced amount.

3. BUDGET CONTINGENCY CLAUSE FOR FEDERALLY FUNDED AGREEMENTS

- A. It is mutually understood between the parties that this Agreement may have been written for the mutual benefit of both parties before ascertaining the availability of congressional appropriation of funds to avoid program and fiscal delays that would occur if the Agreement were executed after that determination was made.
- B. This Agreement is valid and enforceable only if sufficient funds are made available to the State by the United States Government for the current year and/or any subsequent year for the purpose of this program. In addition, this Agreement is subject to any additional restrictions, limitations, or conditions enacted by Congress or to any statute enacted by Congress that may affect the provisions, terms, or funding of this Agreement in any manner.
- C. The parties mutually agree that if Congress does not appropriate sufficient funds for the program, this Agreement shall be amended to reflect any reduction in funds.

4. PROMPT PAYMENT CLAUSE

Payment will be made in accordance with, and within the time specified in, Government Code Chapter 4.5, commencing with section 927.

5. PRINCIPLES AND STANDARDS FOR DETERMINING ALLOWABLE COSTS, INCLUDING REQUIREMENTS FOR DOCUMENTING PERSONNEL ACTIVITY CHARGEABLE TO THE AGREEMENT

Agreements awarded by DOR shall be subject to actual costs for services rendered under this Agreement. Allowable costs under this Agreement must meet the following general criteria:

- Be generally recognized and necessary for the operation of the Program's organization.
- Be reasonable for the performance of the Agreement, including acceptable sound business practices.
- Be subject to the terms and conditions of the Agreement and approved DOR budgeted line items.
- Not be used for general expenses required to carry out other responsibilities of the Program.
- Be properly documented and supported.
- Be allocated in accordance with the proportional benefit provided.

Documenting and supporting the distribution of all costs, including the allocation of time chargeable to the Agreement, is required. The Program agrees to comply with the 2 CFR 200 cost principles regarding documentation for the support of personnel activity chargeable to the Agreement.

6. ACCOUNTING SYSTEM REQUIREMENTS

- A. The Program must maintain an appropriate fund accounting system that accurately accumulates and segregates reasonable, allocable, and allowable costs in compliance with state and federal regulations, and generally accepted accounting principles. The Program's financial management system shall provide:
- Accurate, current, and complete disclosure of the financial results
 - Records that identify adequately the source and application of funds for federally sponsored activities.
 - Written procedures for determining the reasonableness, allocability, and allowability of costs in accordance with the provisions of the applicable federal cost principles and the terms and conditions of the Agreement.
 - Accurate fund accounting records that track the revenues received from funders/sources and the expenditures paid to vendors for goods and services, and that are supported by adequate source documentation.
- B. The Program shall submit to State such reports, accounts, and records as deemed necessary by the State to discharge its obligation under State and Federal laws and regulations.

STATE OF CALIFORNIA SERVICE BUDGET		WE CAN WORK CASE SERVICE CONTRACT						DEPARTMENT OF REHABILITATION		
		<input checked="" type="checkbox"/> Original		<input type="checkbox"/> Amendment						
Contractor Name and Address		Contract Number			Federal ID Number			Page 1 of 1		
Los Angeles Unified School District 333 S. Beaudry Avenue, 26th floor Los Angeles, CA 90017-5141					95-6001908					
		Budget Period			Budget Period			Budget Period		
		July 1, 2025, or Upon Approval, Whichever is Later – June 30, 2026			July 1, 2026 – June 30, 2027			July 1, 2027 – June 30, 2028		
		Effective Date (Amendments Only)			Effective Date (Amendments Only)			Effective Date (Amendments Only)		
Line No.	PERSONNEL – Position Title & Time Base	Annual Salary Per FTE	Annual FTE	Amount Budgeted	Annual Salary Per FTE	Annual FTE	Amount Budgeted	Annual Salary Per FTE	Annual FTE	Amount Budgeted
1	We Can Work Teacher Coordinator 1 FTE= 40 hrs./wk., 10 mos./yr. + benefits	\$183,206.00	1.000	\$183,206.00	\$183,206.00	1.000	\$183,206.00	\$183,206.00	1.000	\$183,206.00
2										
3										
4										
5	Work-Based Learning Services	Estimate cost per student	Approx. Students to be served	Amount Budgeted	Estimate cost per student	Approx. Students to be served	Amount Budgeted	Estimate cost per student	Approx. Students to be served	Amount Budgeted
6	Student Wages @ 100 hours each	\$1,790.75	206	\$368,894.50	\$1,790.75	206	\$368,894.50	\$1,790.75	206	\$368,894.50
7										
8										
9										
10										
11	Subtotal			\$552,100.50			\$552,100.50			\$552,100.50
12	OPERATING EXPENSES									
13										
14										
15										
16	Operating Subtotal									
17	Personnel and Operating Subtotal			\$552,100.50			\$552,100.50			\$552,100.50
18	Indirect Rate Percentage			5.95%			5.95%			5.95%
19	Indirect Cost			\$32,849.98			\$32,849.98			\$32,849.98
20	TOTAL (rounded to nearest dollar)			\$584,950			\$584,950			\$584,950

Los Angeles Unified School District
SERVICE BUDGET NARRATIVE
 Work Experience Contract

BENEFITS

BENEFITS

Benefits received by Certificated staff: State Teacher's Retirement System (STRS) – 19.10%; Medicare - 1.45%; Workers' Compensation – 1.74%; State Unemployment Insurance (SUI) - .50%; Medical, Dental Care, Vision Care, and Life Insurance - \$18,400 (\$1,533.33 * 12 months); Benefits for Retirees - \$5,400 (\$450 * 12 months)

This Service Budget Narrative is to describe how services expenditures for the Los Angeles Unified School District (hereinafter referred to as "LAUSD" or 'Program') will be allocated for the provision of services to unduplicated individuals and/or participants in DOR Services (hereinafter referred to as "participants").

PERSONNEL

We Can Work Teacher Coordinator:

CSC Cooperative Program Duties

Specific Allowable Activities Pursuant to this Agreement Include:

- Maintains a job bank for program participants in Work Experiences.
- Supervises the placement of program participants in Work Experiences.
- Monitors and evaluates program participants in the Work Experience
- Supervises provision of monthly program participants' progress reports to referring DOR counselor.
- Provides guidance and direction to LAUSD DOTS staff assigned to local programs regarding contract services / activities.
- Participates in meetings and in-service activities with LAUSD staff and DOR Counselors as they relate to participant service provision.
- Collaboratively works with LAUSD DOTS staff and DOR Counselors regarding contract services / activities.

STUDENT WAGES

Cost of student wages, plus employer statutory burden, at minimum wage or the prevailing starting wage for the work experience position for up to 300 hours per authorization. Participants may engage in additional or multiple placements if it is deemed beneficial.

INDIRECT COST

Indirect Cost is in proportion to direct program costs. This includes primarily the salaries, benefits, and operating expenses of the Executive, Financial, IT and Personnel Management Staff. These costs have been allocated to the program based on current year overhead expenses and is limited by the program contract. Reflects expenditures of the Los Angeles Unified School District administrative unit's indirect costs. Indirect Cost Rate of 5.95% is approved by the California Department of Education for the 2024-2025 fiscal year.

EXHIBIT C
(Standard Agreement - Subvention)
General Terms and Conditions (GTC 4/2017)

PLEASE NOTE: The General Terms and Conditions will be included in the Agreement by reference, you can view them at the Department of General Services, Office of Legal Services website at: <https://www.dgs.ca.gov/OLS/Resources/Page-Content/Office-of-Legal-Services-Resources-List-Folder/Standard-Contract-Language>. Go to Resources, click on the Standard Contract Language section to expand, then click on GTC 4/2017.

EXHIBIT D
(Standard Agreement - Subvention)
Special Terms and Conditions

1. NOTIFICATION AND COMPLIANCE

All notices required by either party shall be in writing and sent by email, mail, or personally delivered to the appropriate address. Mailing addresses may be changed by written notice.

The Program agrees to comply with all laws, regulations, ordinances, and policies of any governmental unit having jurisdiction over the rehabilitation program with regards to construction, medicine, health, safety, wages, hours, working conditions, workers' compensation, licensing and all other activities requiring compliance. The Program shall accept financial responsibilities in the event of non-compliance.

2. DISPUTES

If the Program believes that there is a dispute or grievance between the Program and the State arising out of or relating to this Agreement, the Program shall first discuss and attempt to resolve the issue informally with the DOR Contract Administrator. If the issue cannot be resolved at this level, the Program shall follow the following procedures:

- A. If the issue cannot be resolved informally with the DOR Contract Administrator, the Program shall submit, in writing, a grievance report together with any evidence to the DOR Contract Administrator's Supervisor. The grievance report must state the issues in the dispute, the legal authority, or other basis for the Program's position and the remedy sought. Within ten (10) working days of receipt of the written grievance report from the Program, the DOR Supervisor shall make a determination on the problem and shall respond in writing to the Program indicating the decision and reasons, therefore. Should the Program disagree with the Supervisor's decision, the Program may appeal to the next level following the procedure in "Disputes", paragraph B listed below.
- B. The Program's letter of appeal must be submitted within ten (10) working days of the receipt of the DOR Contract Administrator's Supervisor's written decision. The Program must submit a letter of appeal to the DOR Contract Officer explaining the disagreement with the Contract Administrator's Supervisor's decision. The letter must include, as an attachment, copies of the Program's original grievance report, evidence originally submitted, and response from the Supervisor. The Contracting Officer shall, within twenty (20) working days of receipt of Program's letter of appeal, review the issues raised and shall render a written decision to the Program. The decision of the Director or designee shall be final.

3. RIGHT TO TERMINATE

- A. Either party reserves the right to terminate this Agreement subject to 30 days written notice.
- B. However, the Agreement can be immediately terminated for cause. The term "for cause" shall mean that the Program fails to meet the terms, conditions, and/or responsibilities of the Agreement. In this instance, the Agreement termination shall be effective as of the date indicated on the State's notification to the Program.

4. CORRECTIVE ACTION

If the Program is not able to meet the service goals outlined in the Scope of Work, DOR reserves the right to reduce the Service Budget in alignment with an amended Scope of Work to reflect

updated service goals that are achievable for the Program after review by the DOR Contract Administrator.

5. TRAINING SEMINARS, WORKSHOPS OR CONFERENCES

If the Program provides training seminars, workshops, or conferences, the Program must obtain prior DOR approval for the location, costs, dates, agenda, instructors, instructional materials, and attendees at any reimbursable training seminar, workshop, or conference pursuant to this Agreement and of any reimbursable publicity or educational materials to be made available for distribution. The Program shall acknowledge the support of the State whenever publicizing the work under this Agreement in any media. The provision does not apply to necessary staff meetings or training sessions held for the staff of the Program to conduct routine business matters.

6. INSURANCE REQUIREMENTS

General Provisions Applying to All Policies

- A. Coverage Term** – Coverage needs to be in force for the complete term of the contract. If insurance expires during the term of the contract, a new certificate must be received by the State within ten (10) days of the expiration of this insurance. Any new insurance must still comply with the original terms of the contract.
- B. Policy Cancellation or Termination & Notice of Non-Renewal** – The Program is responsible to notify the State within five business days before the effective date of any cancellation, non-renewal, or material change that affects required insurance coverage. In the event the Program fails to keep in effect the specified insurance coverage, the State may, in addition to any other remedies it may have, terminate this Contract upon the occurrence of such event, subject to the provisions of this Contract.
- C. Deductible** – The Program is responsible for any deductible or self-insured retention contained within their insurance program.
- D. Insurance Carrier Required Rating** – All insurance companies must carry a rating acceptable to the Office of Risk and Insurance Management. If the Program is self-insured for a portion or all of its insurance, review of financial information including a letter of credit may be required.
- E. Inadequate Insurance** – Inadequate or lack of insurance does not negate the Program obligations under the contract.
- F. Satisfying a Self-Insured Retention (SIR)** – All insurance required by this contract must allow the State to pay and/or act as the Program's agent in satisfying any SIR. The choice to pay and/or act as the Program's agent in satisfying any SIR is at the State's discretion.
- G. Available Coverages/Limits** – All coverage and limits available to the Program shall also be available and applicable to the State.
- H. Subcontractors** – In the case of the Program's utilization of subcontractors to complete the contracted scope of work, the Program shall include all subcontractors as insured under the Program's insurance or supply evidence of insurance to the State equal to policies, coverages and limits required of the Program.
- I. Hazardous Activity**
If applicable under this contract transportation is considered a hazardous activity. The Program agrees that the bodily injury liability insurance herein provided for shall be in effect at all times during the term of this contract. In the event said insurance coverage expires at any time or times during the time of this contract, the Program agrees to provide, at least 30 days before said expiration date, a new certificate of insurance evidencing insurance coverage as provided for herein for not less than the remainder of the term of the contract or for a period of not less than one year. New certificates of insurance are subject to the approval of DGS/ORIM, and the Program agrees that no work or services shall be performed prior to such approval.

The State may, in addition to any other remedies it may have, terminate this contract should Program fail to comply with these provisions.

- i. Commercial General Liability – The Program shall maintain general liability on an occurrence form with limits not less than \$1,000,000 per occurrence for bodily injury and property damage liability combined with a \$2,000,000 annual policy aggregate. The policy shall include coverage for liabilities arising out of premises, operations, independent Programs, products, completed operations, personal & advertising injury, and liability assumed under an insured Agreement. This insurance shall apply separately to each insured against whom claim is made or suit is brought subject to the Program’s limit of liability.

The following must be included as part of the policy and must be noted on the certificate of insurance: *The State of California, its officers, agents, and employees as additional insured, but only with respect to work performed under the Agreement.*

Endorsements must be provided to the DOR prior to release of the executed contract. The endorsement must be acceptable to the Department of Rehabilitation.

- ii. Automobile Liability (If Applicable) – For DOR consumers being provided transportation under said Agreement, the Program shall maintain motor vehicle liability with limits not less than \$1,000,000 combined single limit per accident. Such insurance shall cover liability arising out of a motor vehicle including owned, hired and non-owned motor vehicles to include the following additional insurance coverage below:
- For public schools and other State or local public agencies: Automobile Liability insurance must include Any-Auto, Hired-Autos, Non-Owned Autos, and any other auto used in performing services under the Agreement. For seating capacity up to 7 people (includes driver), the Program’s certificate of insurance shall State a limit of liability of not less than \$1,000,000 per occurrence for bodily injury and property damage liability combined. For seating capacity for 8 to 15 people (includes driver) the certificate of insurance shall State a limit of liability of not less than \$1,500,000 per occurrence for bodily injury and property damage liability combined. For seating capacity for 16 passengers or more the certificate of insurance shall State a limit of liability of not less than \$5,000,000 per occurrence for bodily injury and property damage liability combined.

The following must be included as part of the policy and must be noted on the certificate of insurance: *The State of California, its officers, agents, and employees as additional insured, but only with respect to work performed under the Agreement.*

Endorsements must be provided to the DOR prior to the release of the executed contract. The endorsement must be acceptable to the Department of Rehabilitation.

- iii. Workers’ Compensation and Employers Liability – The Program shall maintain statutory workers’ compensation and employer’s liability coverage for all its employees who will be engaged in the performance of the Agreement. Employer’s liability limits of \$1,000,000 are required.

The workers’ compensation policy shall contain a waiver of subrogation in favor of the State.

****The waiver of subrogation endorsement must be provided to the DOR prior to release of the executed contract. The waiver of subrogation endorsement must be acceptable to the Department of Rehabilitation.****

Self-insurance – The Program shall supply the consent letter of self-insurance or the Certificate of Consent to Self-Insure. The Waiver of Subrogation is not required.

7. CONTRACTOR STAFFING REQUIREMENT

The Program certifies that its employees meet the qualifications as outlined in the job posting for the position listed on the budget. The program further certifies that staff providing services under this agreement meet the specific requirements. The Program will provide a sample of key staff resumes or duty statements for the positions identified under this agreement at DOR's request at the time of program reviews as outlined in the DOR Contract Handbook.

8. CONFLICT OF INTEREST

- A. The Program certifies that its employees and the officers of its governing body shall avoid any actual or potential conflicts of interest and that no officer or employee who exercises any functions or responsibilities in connection with this Agreement shall have any personal financial interest or benefit which either directly or indirectly arises from this Agreement.
- B. The Program shall establish safeguards to prohibit its employees or its officers from using their positions for a purpose which could result in private gain or which gives the appearance of being motivated for private gain for themselves or others, particularly those with whom they have family, business, or other ties.

9. CONFIDENTIALITY

- A. The Program agrees to comply with the provisions applicable to applicants and/or recipients of DOR services information as set forth in 34 Code of Federal Regulations section 361.38 and Title 9, California Code of Regulations, section 7140 et seq., and personal information as set forth in the Information Practices Act of 1977 (California Civil Code section 1798 et seq.).
- B. The Program agrees that any personal information, as defined by the Information Practices Act of 1977 (California Civil Code section 1798 et seq.) and this Agreement, obtained in the performance of this Agreement is classified as confidential and shall not be subject to disclosure to any source except as required by this contract or otherwise authorized by DOR.
- C. The Program agrees to remove all confidential, sensitive, or personal information from any reports, publications, or other materials created during the performance of this contract prior to being released to the scientific and academic community, or other individuals or entities. The removal method(s) must be reasonable and appropriate to ensure that any confidential, sensitive, or personal information cannot be recovered, accessed, used or disclosed, which would result in a security breach or an information security incident.
- D. Subject to the applicable requirements of the regulations cited above, the Program agrees to report any security breach or information security incident involving confidential, sensitive, or personal information (e.g., applicants and/or recipients of DOR services information) obtained in the performance of this contract to the DOR's Contract Administrator and the DOR's Information Security Officer. The DOR's Information Security Officer can be contacted via e-mail at iso@dor.ca.gov.

- E. Security breaches or information security incidents that shall be reported include, but are not limited to:
1. Inappropriate use or unauthorized disclosure of confidential, sensitive, or personal information (e.g., applicants and/or recipients of DOR services information) obtained in the performance of this contract by the Program or the Program's assignees. Disclosure methods include, but are not limited to, electronic, paper, and verbal.
 2. Unauthorized access to confidential, sensitive, or personal information (e.g., applicants and/or recipients of DOR services information) obtained in the performance of this contract. Information can be held in medium that includes, but is not limited to, electronic and paper.
 3. Loss or theft of information technology (IT) equipment, electronic devices/media, paper media, or data containing confidential, sensitive, or personal information (e.g., applicants and/or recipients of DOR services information) obtained in the performance of this contract. IT equipment and electronic devices/media include, but are not limited to, computers (e.g., laptops, desktops, tablets), smartphones, cell phones, CDs, DVDs, USB flash drives, servers, printers, peripherals, assistive technology devices (e.g., notetakers, videophones), and copiers. Data can be held in medium that includes, but is not limited to, electronic and paper.
- F. The Program agrees to provide annual security and privacy training for all individuals who have access to confidential, sensitive, or personal information (e.g., applicants and/or recipients of DOR services information) obtained in the performance of this contract.
- G. The Program agrees to obtain and maintain acknowledgements from all individuals to evidence their understanding of the consequences of violating California privacy laws and the Program's information privacy and security policies.
- H. For Programs that do not have a security program that includes annual security and privacy training, a self-training manual is available on the DOR website in the "Requirements for Becoming a Service Provider" section under "Annual Security and Privacy Training for VR Service Providers." The self-training manual is named "Protecting Privacy in State Government" and can be downloaded at the following link:
<https://www.dor.ca.gov/Home/SecurityandPrivacy>.
- I. Additional training and awareness tools are available at the California Information Security Office (CISO) website and the California Department of Justice – Privacy Enforcement and Protection website. These state entities created the self-training manual, "Protecting Privacy in State Government" that DOR revised to meet its business needs.

10. AUDIT AND REVIEW REQUIREMENTS

A. General Audit and Review Requirements

1. The State shall have the right to conduct inspections, reviews, and/or audits of the Program to determine whether the services provided, and the expenditures invoiced by the Program were in compliance with this Agreement and other applicable federal or state statutes and regulations.
2. The Program agrees that DOR, State Controller's Office, Department of General Services, Bureau of State Audits, Federal Department of Education Auditors, or their designated representatives shall have the right to review and to copy any records and supporting documentation pertaining to the performance of the Agreement, including but not limited to,

accounting records, applicants and/or recipients of DOR services service records, records and evaluations of individuals referred to the program, and other supporting documentation that may be relevant to the audit or investigation.

3. The Program shall submit to the State such reports, accounts, and records deemed necessary by the State to discharge its obligation under State and Federal laws and regulations, including the applicable Federal Office of Management and Budget (OMB) cost principles and administrative requirements.
4. The Program agrees to allow the auditors access to such records during normal business hours and to allow interviews of any employees who might reasonably have information related to such records.
5. The Program agrees to maintain such records for possible audit for a minimum of seven (7) years after final payment or until resolution of all issues which may arise as a result of any litigation, claim, negotiation, audit, or any other action involving the records prior to expiration of the seven (7) year period, whichever is later.

B. Annual Federal Audit (For Agreements that received Federal Funds \$750,000 and above):

1. In addition to the General Audit and Review Requirements above, the Program agrees to provide an annual audit as required by the federal "Single Audit Act" of 1994, as amended. These annual audit documents shall be maintained by the Program and provided to the auditing agency when requested. This audit shall be made in accordance with 2 CFR 200.

11. COMPETITIVE BIDDING AND PROCUREMENTS

- A. The Program shall comply with applicable laws and regulations regarding securing competitive bids and undertaking negotiations in Program's agreements with other entities for acquisition of goods and services with funds provided by the State or Federal under this Agreement. A minimum of three competitive quotations is required for any purchase order or subcontract for services over \$2,500, and should be submitted to the DOR Contract Administrator or adequate justification provided for the absence of bidding.
- B. The Program must maintain a copy of the narrative description of the procurement systems guidelines, rules or regulations that will be used to make purchases under this Agreement. The State reserves the right to request a copy of these documents and to inspect the purchasing practices of the Program at any time.
- C. The Program should seek prior approval for any purchase or subcontract exceeding \$2,500 per unit or more for commodities, supplies, and services related to this Agreement. The Program must provide in its request for approval all particulars necessary, as specified by DOR, for evaluating the necessity or desirability of incurring such costs.
- D. For all purchases made, subject to this Agreement, the Program must maintain copies of all paid vendor invoices, documents, bids and other information used in vendor selection, for inspection or audit.

12. USE OF SUBCONTRACTOR(S)

If the Program desires to accomplish part of the services through the use of one (1) or more subcontracts, the following conditions must be met:

- A. The Program shall submit any subcontracts to the State for approval prior to starting any of the work;
- B. The Agreement between the primary Program and the subcontract must be in writing;

- C. The subcontract must include specific language which establishes the rights of the auditors of the State to examine the records of the subcontract relative to the services and materials provided under the Agreement; and
- D. Upon termination of any subcontract, the State shall be notified immediately, in writing.
- E. The Program shall assure that all subcontract administrative fees are reasonable considering the services being provided, and they may only pay overhead charges on the first \$25,000 for each subcontract.
- F. Further, any subcontract in excess of \$100,000 entered into as a result of this Agreement shall contain all applicable provisions stipulated in this Agreement.

13. POTENTIAL SUBCONTRACTS

Nothing contained in this Agreement or otherwise, shall create any contractual relation between the State and any subcontract, and no subcontract shall relieve the Program of his responsibilities and obligations hereunder. The Program agrees to be as fully responsible to the State for the acts and omissions of its subcontracts and of persons either directly or indirectly employed by any of them as it is for the acts and omissions of persons directly employed by the Program. The Program's obligation to pay its subcontract is an independent obligation from the State's obligation to make payments to the Program. As a result, the State shall have no obligation to pay or to enforce the payment of any moneys to any subcontracts. The Program shall not subcontract any services under this Agreement without prior approval of the State.

14. CONTRACT AMENDMENTS

In the event that additional program services must be performed which was wholly unanticipated and is not specified in the written Scope of Work, but is, in the opinion of both parties necessary to the successful accomplishment of the general scope of work outlined, an amendment to the Agreement is required.

15. SOFTWARE

The Program certifies that it has appropriate systems and controls in place to ensure that state funds will not be used in the performance of this contract for the acquisition, operation or maintenance of computer software in violation of copyright laws.

14. THEFT SENSITIVE ITEMS

The DOR is requiring nonexpendable electronic items purchased to be listed under a separate line item titled "Theft Sensitive Items". The Program shall maintain an inventory record for each nonexpendable item purchased or built with funds provided under the terms of the contract. The inventory record of each item shall include the date acquired, total cost, serial number, model identification and any other information or description necessary to identify said item. A copy of the inventory record must be submitted annually to the DOR Contract Administrator.

The following items, regardless of cost must be inventoried:

1. Computers/printers
2. Laptops/tablets
3. Copiers/fax
4. Smart phones/cell phones
5. Other electronic items required to provide contract services

Upon termination of the agreement, DOR may request equipment be returned to DOR or authorize the continued use of equipment for work to be performed under a different agreement.

The DOR reserves title to equipment purchased under this agreement that are not fully consumed during the life of the agreement.

15. ATTRIBUTION

The Program agrees to acknowledge the sponsorship of DOR with respect to any public statement, press release, news item, or publication related to a program funded all or in part with funds from DOR. The Program further agrees to identify the role of DOR with respect to any individual highlighted or publicized by or through Program, when such individual is a DOR applicant and/or recipient of DOR services

16. UNRUH CIVIL RIGHTS ACT AND THE FAIR EMPLOYMENT & HOUSING ACT

Pursuant to Public Contract Code section 2010, if a bidder or proposer executes or renews a contract over \$100,000 on or after January 1, 2017, the bidder or proposer hereby certifies compliance with the following:

The Program certifies compliance with the Unruh Civil Rights Act (Section 51 of the Civil Code) and the Fair Employment and Housing Act (Section 12960 of the Government Code); and

If the Program has an internal policy against a sovereign nation or peoples recognized by the United States government, the Program certifies that such policies are not used in violation of the Unruh Civil Rights Act (Section 51 of the Civil Code) or the Fair Employment and Housing Act (Section 12960 of the Government Code).

17. GENAI TECHNOLOGY USE AND REPORTING

During the term of the contract, Contractor must notify the State in writing if their services or any work under this contract includes, or makes available, any previously unreported GenAI technology, including GenAI from third parties or subcontractors. Contractor shall immediately complete the GenAI Reporting and Factsheet (STD 1000) to notify the State of any new or previously unreported GenAI technology. At the direction of the State, Contractor shall discontinue the use of any new or previously undisclosed GenAI technology that materially impacts functionality, risk or contract performance, until use of such GenAI technology has been approved by the State.

Failure to disclose GenAI use to the State and submit the GenAI Reporting and Factsheet (STD 1000) may be considered a breach of the contract by the State at its sole discretion and the State may consider such failure to disclose GenAI and/or failure to submit the GenAI Reporting and Factsheet (STD 1000) as grounds for the immediate termination of the contract. The State is entitled to seek any and all relief it may be entitled to as a result of such non-disclosure.

The State reserves the right to amend the contract, without additional cost, to incorporate GenAI Special Provisions into the contract at its sole discretion and/or terminate any contract that presents an unacceptable level of risk to the State.

EXHIBIT E
(Standard Agreement - Subvention)
Additional Provisions – Federally Funded Agreements

1. FEDERAL REQUIREMENTS

The Federal Office of Management and Budget (OMB) has established uniform administrative requirements and cost principles for determining allowable costs chargeable to Federal awards. The Contractor agrees to abide by the Title 2 Code of Federal Regulations, Part 200 (2 CFR 200), except where the Agreement is more restrictive. The federal regulations are available for review on the Internet at www.ecfr.gov under [Title 2-Grants and Agreements](#).

2. FEDERAL FUNDING INTELLECTUAL PROPERTY

A. In any Agreement funded in whole or in part by the federal government, DOR may acquire and maintain the Intellectual Property rights, title and ownership, which results directly and indirectly from the Agreement. However, the federal government shall have non-exclusive, non-transferable, irrevocable, paid-up license throughout the world to use, duplicate, or dispose of such Intellectual Property throughout the world in any manner for governmental purposes and to have and permit others to do so.

B. Evaluation of Discovery or Invention: If any discovery or invention arises as a result of funded work, the Program must refer the discovery or invention to DOR. The Rehabilitation Services Administration (RSA) and its representatives have the sole and exclusive power to determine whether or not and where a patent should be filed and the disposition of all rights, including title and license rights, which may result. The RSA's determination of these issues shall be considered final. In addition, DOR and RSA shall acquire at least an irrevocable, non-exclusive, and royalty-free license to utilize for government purposes of any of these inventions. By signing this Agreement, the Program agrees that determinations of rights to inventions made in the course of or under the Agreement shall be made by RSA or its authorized representative.

C. Copyrights and Patents: The Federal awarding agency and/or DOR reserves a royalty-free, nonexclusive, and irrevocable license to reproduce, publish or otherwise use, and to authorize others to use, for Federal Government purposes:

1. The copyright in any work developed under a grant, subgrant, or Agreement under a grant or subgrant; and
2. Any rights of copyright to which a grantee, subgrantee or a contractor purchases ownership with grant support.

3. DEBARMENT, SUSPENSION, INELIGIBILITY AND VOLUNTARY EXCLUSION

Federal and State agencies shall not award assistance to applicants that are debarred or suspended, or otherwise excluded from or ineligible for participation in Federal assistance programs under Executive Order 12549. By signing this Agreement, the Program certifies that neither it nor its principals or subcontractors are presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any Federal department of agency.

4. PROHIBITION ON TAX DELINQUENCY

Any Agreement that a state agency enters into after July 1, 2012, is void if the contract is between a state agency and a contractor, or subcontractor, whose name appears on either list of the 500 largest tax delinquencies pursuant to Section 7063 or 19195 of the Revenue and Taxation Code. In accordance with Public Contract Code section 10295.4, agencies are required to cancel Agreements with entities that appear on either list.

(Franchise Tax Board) <https://www.ftb.ca.gov/about-ftb/newsroom/top-500-past-due-balances/index.html>

(Department of Tax and Fee Administration) <https://www.cdtfa.ca.gov/taxes-and-fees/top500.htm>

5. THE FOLLOWING PROVISIONS ARE SUBJECT TO THIS AGREEMENT

- A. Equal Employment Opportunity--All Agreements require compliance with E.O. 11246--Equal Employment Opportunity, as amended by E.O. 1137--Amending Executive Order 11246 Relating to Equal Employment Opportunity, and as supplemented by regulations at 41 CFR Chapter 60 Office of Federal Contract Compliance Programs, Equal Employment Opportunity, Department of Labor, Part 60-1 Obligations of Contractors and Subcontractors, Subpart A. Preliminary Matters; Equal Opportunity Clause; Compliance Reports.
- B. Clean Air Act (42 U.S.C. 7401 et seq.) and the Federal Water Pollution Control Act (33 U.S.C. 1251 et seq.), as amended--Agreements of amounts in excess of \$100,000 shall require the Contractor to agree to comply with all applicable standards, orders, or regulations issued pursuant to the Clean Air Act (42 U.S.C. 7401 et seq.) and the Federal Water Pollution Control Act as amended (33 U.S.C. 1251 et seq.). Violations shall be reported to ED and the Regional Office of the Environmental Protection Agency (EPA).
- C. Byrd Anti-Lobbying Amendment (31 U.S.C. 1352)--By signing this Agreement, the Contractor who is awarded an Agreement of \$100,000 or more certifies that it will not and has not used Federal appropriated funds to pay any person or organization for influencing or attempting to influence an officer or employee of any agency, a member of Congress, officer or employee of Congress, or an employee of a member of Congress in connection with obtaining any Federal contract, grant, or any other award covered by 31 U.S.C. 1352. Contractor shall also disclose any lobbying with non-Federal funds that takes place in connection with obtaining any Federal award.
- D. All contractors shall comply with the following statutes and regulations:
1. Subject: Discrimination on the basis of race, color, or national origin.
Statute: Title VI of the Civil Rights Act of 1964 (45 U.S.C. 2000 through 2000d-4).
Regulation: 34 CFR part 100.
 2. Subject: Discrimination on the basis of sex
Statute: Title IX of the Education Amendments of 1972 (20 U.S.C. 1681-1683).
Regulations: 34 CFR part 106.
 3. Subject: Discrimination on the basis of handicap.
Statute: Section 504 of the Rehabilitation Act of 1973 (29U.S.C. 794).
Regulation: 34 CFR part 104handicap.
 4. Subject: Discrimination on the basis of age.
Statute: The Age Discrimination Act (42 U.S.C. 6101 et seq.).
Regulation: 34 CFR part 110

6. RETURN OF INAPPROPRIATE USE OF FUNDS

By signing this Agreement, the Program shall certify that in the event of funds used inappropriately, funds must be returned to DOR.

7. AMERICANS WITH DISABILITIES ACT (ADA)

By signing this Agreement, the Program agrees to comply with the Americans with Disabilities Act (ADA) of 1990, which prohibits discrimination on the basis of disability, as well as, all applicable regulations and guidelines issued pursuant to the ADA (42 U.S.C. 12101 et seq.). In compliance with the Rehabilitation Act of 1973, 29 U.S.C. §794 et seq. and Government Code, Section 11135 et seq.; Section 504 imposes affirmative disability-related responsibilities on recipients of federal financial assistance as well as federal programs and activities and prohibits disability-based discrimination; and Section 508, requires electronic and information technology be accessible to people with disabilities.

EXHIBIT F
(Standard Agreement -Subvention)
Additional Provisions- Case Services

1. INDIRECT COSTS

Indirect costs are allowable expenses incurred by an organization which support the activities of a program or contract but are not directly assigned to the specific program or contract and are allocated to the program or contract using a method in compliance with 2 CFR 200. The allocation method must be fully explained in the contract budget narrative and must be supported by actual costs incurred and paid by the organization. The allocation of indirect costs cannot be based on an arbitrary fixed rate and there is a 15% cap on the service budget.

2. DOR'S CONTRACT MONITORING

The DOR Contract Administrator will monitor and document the Program's performance to ensure compliance with all Agreement provisions. The DOR Contractor Administrator will:

- A. Maintain documentation on all Agreement activities, including the performance of the Agreement services, invoice reviews and approvals, monitoring activities, and other Agreement administration activities.
- B. Monitor the Agreement to ensure services were performed according to the quality, quantity, objectives, timeframes, and manner specified in the Agreement, and that the Program prepares and submits adequate documentation by the Program to support the services provided, and expenditures reimbursements. Appropriate documentation may include, but is not limited to the Program's goal outcomes, applicants and/or recipients of DOR services progress reports, a monthly client list of applicants and/or recipients of DOR services s provided services, and a corresponding monthly Service Invoice(s) (DR801B).
- C. Review and approve invoices for payment to substantiate expenditures for the work performed, including verification that costs invoiced for the provision of services to DOR applicants/applicants and/or recipients of DOR services s during the Agreement period are based on reasonable costs, and that the invoices are current, correct, and timely.
- D. Ensure that all Service Invoices (DR801B) are received no later than November 1st, to allow for payment prior to the close out of Federal/State funds.
- E. Verify that the Program has fulfilled all requirements of the Agreement before approving the final invoice.
- F. Ensure there are sufficient funds to pay for all services rendered as required by the Agreement.
- G. Identify low usage levels and consider partial disencumbrance of Agreement funds.
- H. Periodically review personnel activity reports for staff funded by the Agreement to ensure that the Program is preparing and maintaining personnel activity reports in compliance with the applicable OMB cost principles.
- I. Verify that all Agreement staff are providing services in accordance with their duties specified in the Agreement, including ensuring that:

- Personnel duty statements or a copy of the Agreement Budget Narrative/Agreement Duty Statement has been provided to each staff person to communicate the specific duties to be performed under the Agreement.
- Verify that job duties, as provided by the Agreement staff, match Agreement duty statements and service descriptions.
- Ensure that the Program has submitted to DOR appropriate documentation that supports the services provided to DOR applicants/applicants and/or recipients of DOR services s, including monthly (or otherwise specified) progress reports, applicants and/or recipients of DOR services listings, utilization/service reports, and/or other agreed-upon documentation.
- Verify that Contract staff provide services only to authorized DOR applicants and/or recipients of DOR services.

3. CONTRACT HANDBOOK

The Program acknowledges and agrees with the policies requirements and conditions of the DOR Contract Handbook and its additional policy requirements and conditions for Case Services Contract Agreements as applicable for the Fiscal Year(s) covered under this Agreement.

EXHIBIT G
(Standard Agreement - Subvention)
Additional Provisions

I.CONTRACT MONITORING AND REPORTING

The Program Contract Administrator shall monitor the contract by:

- Submitting Service Invoices (801B) on a monthly basis, with a list of DOR applicants and/or recipients of DOR services (henceforth referred to as participants) served that month.
- Ensuring Program Personnel Activity Reports or time reporting documents and a list of program participants served are prepared and maintained by the Program staff in accordance with 2 CFR 200 and reflect accurate reporting, on a monthly basis in accordance with invoicing requirements stipulated in Exhibit B. These documents can be reviewed and maintained electronically to allow for flexibility in either on-site or off-site monitoring, as needed.
- Submitting Program Personnel Activity Reports or time reporting documents, supporting documentation, and a list of program participants served as requested by the DOR Contract Administrator.
- Meeting with the DOR Contract Administrator and program staff to discuss contract progress at Quarterly Meetings.
- Reporting the current and cumulative achievement of contract service goals and outcomes as part of the Quarterly Meetings or, more often, as directed by the DOR Contract Administrator.
- Preparing and submitting to the assigned vocational rehabilitation counselor monthly progress reports for program participants receiving contract services. Progress reports should include the program participant's name and other necessary or required information to document the services provided and the individual participant's progress in those services.

II.TRANSPORTATION

The Program will not provide transportation to program participants.

STATE OF CALIFORNIA
BOARD RESOLUTION
 DR 324 (New 01/94) Computer Generated

DEPARTMENT OF REHABILITATION

Original
 Amendment # _____

FULL Name of Corporation or Public Agency
 Los Angeles Unified School District

WHEREAS, the Board of Directors or Board of Trustees of the above-named corporation or public agency has read the proposed agreement between State of California, Department of Rehabilitation, and above-named corporation or public agency and said Board of Directors or Board of Trustees acknowledges the benefits and responsibilities to be shared by both parties to said agreement,

NOW, THEREFORE, BE IT RESOLVED that said Board of Directors or Board of Trustees does hereby authorize the following person:

Name of Person Authorized to Sign Agreement	Title of Person Authorized to Sign Agreement


of the above-named corporation or public agency on behalf of the corporation or public agency to sign and execute said agreement and all amendments there to, except to increase the financial liability of said corporation or public agency.

CERTIFICATION

I, the Recording Secretary named below, hereby certify that the foregoing resolution was duly and regularly adopted by the Board of Directors or Board of Trustees of above-named corporation or public agency at a meeting of said Board regularly called and convened at which a quorum of said Board of Directors or Board of Trustees was present and voting, and that said resolution was adopted by a vote of the majority of all Directors or Trustees present at said meeting.

IN WITNESS WHEREOF, I have hereunto set my hand as Recording Secretary of said corporation or public agency.

Address Where Board Meeting Held
 333 S. Beaudry Ave, Los Angeles, CA 90017


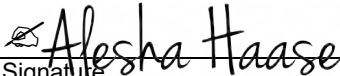
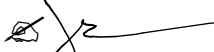
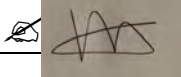
Date of Board Meeting	Signature of Recording Secretary	Date Signed
		

STATE OF CALIFORNIA
GRANT/CONTRACT SIGNATURE AUTHORIZATION
 DR 325 (Rev. 09/18)


DEPARTMENT OF REHABILITATION

GRANTEE/CONTRACTOR: STATE OF CALIFORNIA Department of Rehabilitation 721 Capitol Mall Sacramento, California 95814-4702	SUBGRANTEE/CONTRACTEE: (Legal Corporation/Public Agency Name & Address) Los Angeles Unified School District 333 S. Beaudry Ave Los Angeles, CA 90017
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The following persons are authorized to request reimbursement of expenses incurred as a result of the agreement between the Grantee/Contractor and Subgrantee/Contractee named above:

Signature 	Name (Please Type or Print) James Koontz	Title (Please Type or Print) Coordinator
Signature 	Name (Please Type or Print) Alesha Haase	Title (Please Type or Print) Administrator
Signature 	Name (Please Type or Print) Jose Soto	Title (Please Type or Print) Executive Director
Signature 	Name (Please Type or Print) Jaclyn Tolj	Title (Please Type or Print) Coordinator

I hereby delegate authority to request reimbursement of expenses as shown above.

Authorized Signature per Board Resolution 	Name (Please Type or Print)	Date Signed
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Pursuant to Public Contract Code section 2010, a person that submits a bid or proposal to, or otherwise proposes to enter into or renew a contract with, a state agency with respect to any contract in the amount of \$100,000 or above shall certify, under penalty of perjury, at the time the bid or proposal is submitted or the contract is renewed, all of the following:

1. CALIFORNIA CIVIL RIGHTS LAWS: For contracts executed or renewed after January 1, 2017, the contractor certifies compliance with the Unruh Civil Rights Act (Section 51 of the Civil Code) and the Fair Employment and Housing Act (Section 12960 of the Government Code); and
2. EMPLOYER DISCRIMINATORY POLICIES: For contracts executed or renewed after January 1, 2017, if a Contractor has an internal policy against a sovereign nation or peoples recognized by the United States government, the Contractor certifies that such policies are not used in violation of the Unruh Civil Rights Act (Section 51 of the Civil Code) or the Fair Employment and Housing Act (Section 12960 of the Government Code).

CERTIFICATION

I, the official named below, certify under penalty of perjury under the laws of the State of California that the foregoing is true and correct.

Proposer/Bidder Firm Name (Printed)	Federal ID Number
Los Angeles Unified School District	
By (Authorized Signature)	
Printed Name and Title of Person Signing	
Executed in the County of	Executed in the State of
Los Angeles	CA
Date Executed	

CCC 04/2017

CERTIFICATION

I, the official named below, CERTIFY UNDER PENALTY OF PERJURY that I am duly authorized to legally bind the prospective Contractor to the clause(s) listed below. This certification is made under the laws of the State of California.

<i>Contractor/Bidder Firm Name (Printed)</i> <i>Los Angeles Unified School District</i>		<i>Federal ID Number</i>
<i>By (Authorized Signature)</i>		
<i>Printed Name and Title of Person Signing</i>		
<i>Date Executed</i>	<i>Executed in the County of</i> <i>Los Angeles</i>	

CONTRACTOR CERTIFICATION CLAUSES

1. **STATEMENT OF COMPLIANCE:** Contractor has, unless exempted, complied with the nondiscrimination program requirements. (Gov. Code §12990 (a-f) and CCR, Title 2, Section 11102) (Not applicable to public entities.)

2. **DRUG-FREE WORKPLACE REQUIREMENTS:** Contractor will comply with the requirements of the Drug-Free Workplace Act of 1990 and will provide a drug-free workplace by taking the following actions:

a. Publish a statement notifying employees that unlawful manufacture, distribution, dispensation, possession or use of a controlled substance is prohibited and specifying actions to be taken against employees for violations.

b. Establish a Drug-Free Awareness Program to inform employees about:

- 1) the dangers of drug abuse in the workplace;
- 2) the person's or organization's policy of maintaining a drug-free workplace;
- 3) any available counseling, rehabilitation and employee assistance programs; and,
- 4) penalties that may be imposed upon employees for drug abuse violations.

c. Every employee who works on the proposed Agreement will:

- 1) receive a copy of the company's drug-free workplace policy statement; and,
- 2) agree to abide by the terms of the company's statement as a condition of employment on the Agreement.

Failure to comply with these requirements may result in suspension of payments under the Agreement or termination of the Agreement or both and Contractor may be ineligible for award of any future State agreements if the department determines that any of the following has occurred: the Contractor has made false certification, or violated the

certification by failing to carry out the requirements as noted above. (Gov. Code §8350 et seq.)

3. NATIONAL LABOR RELATIONS BOARD CERTIFICATION: Contractor certifies that no more than one (1) final unappealable finding of contempt of court by a Federal court has been issued against Contractor within the immediately preceding two-year period because of Contractor's failure to comply with an order of a Federal court, which orders Contractor to comply with an order of the National Labor Relations Board. (Pub. Contract Code §10296) (Not applicable to public entities.)

4. CONTRACTS FOR LEGAL SERVICES \$50,000 OR MORE- PRO BONO REQUIREMENT: Contractor hereby certifies that Contractor will comply with the requirements of Section 6072 of the Business and Professions Code, effective January 1, 2003.

Contractor agrees to make a good faith effort to provide a minimum number of hours of pro bono legal services during each year of the contract equal to the lessor of 30 multiplied by the number of full time attorneys in the firm's offices in the State, with the number of hours prorated on an actual day basis for any contract period of less than a full year or 10% of its contract with the State.

Failure to make a good faith effort may be cause for non-renewal of a state contract for legal services, and may be taken into account when determining the award of future contracts with the State for legal services.

5. EXPATRIATE CORPORATIONS: Contractor hereby declares that it is not an expatriate corporation or subsidiary of an expatriate corporation within the meaning of Public Contract Code Section 10286 and 10286.1, and is eligible to contract with the State of California.

6. SWEATFREE CODE OF CONDUCT:

a. All Contractors contracting for the procurement or laundering of apparel, garments or corresponding accessories, or the procurement of equipment, materials, or supplies, other than procurement related to a public works contract, declare under penalty of perjury that no apparel, garments or corresponding accessories, equipment, materials, or supplies furnished to the state pursuant to the contract have been laundered or produced in whole or in part by sweatshop labor, forced labor, convict labor, indentured labor under penal sanction, abusive forms of child labor or exploitation of children in sweatshop labor, or with the benefit of sweatshop labor, forced labor, convict labor, indentured labor under penal sanction, abusive forms of child labor or exploitation of children in sweatshop labor. The contractor further declares under penalty of perjury that they adhere to the Sweatfree Code of Conduct as set forth on the California Department of Industrial Relations website located at www.dir.ca.gov, and Public Contract Code Section 6108.

b. The contractor agrees to cooperate fully in providing reasonable access to the contractor's records, documents, agents or employees, or premises if reasonably required by authorized officials of the contracting agency, the Department of Industrial Relations,

or the Department of Justice to determine the contractor's compliance with the requirements under paragraph (a).

7. DOMESTIC PARTNERS: For contracts of \$100,000 or more, Contractor certifies that Contractor is in compliance with Public Contract Code section 10295.3.

8. GENDER IDENTITY: For contracts of \$100,000 or more, Contractor certifies that Contractor is in compliance with Public Contract Code section 10295.35.

DOING BUSINESS WITH THE STATE OF CALIFORNIA

The following laws apply to persons or entities doing business with the State of California.

1. CONFLICT OF INTEREST: Contractor needs to be aware of the following provisions regarding current or former state employees. If Contractor has any questions on the status of any person rendering services or involved with the Agreement, the awarding agency must be contacted immediately for clarification.

Current State Employees (Pub. Contract Code §10410):

- 1). No officer or employee shall engage in any employment, activity or enterprise from which the officer or employee receives compensation or has a financial interest and which is sponsored or funded by any state agency, unless the employment, activity or enterprise is required as a condition of regular state employment.
- 2). No officer or employee shall contract on his or her own behalf as an independent contractor with any state agency to provide goods or services.

Former State Employees (Pub. Contract Code §10411):

- 1). For the two-year period from the date he or she left state employment, no former state officer or employee may enter into a contract in which he or she engaged in any of the negotiations, transactions, planning, arrangements or any part of the decision-making process relevant to the contract while employed in any capacity by any state agency.
- 2). For the twelve-month period from the date he or she left state employment, no former state officer or employee may enter into a contract with any state agency if he or she was employed by that state agency in a policy-making position in the same general subject area as the proposed contract within the 12-month period prior to his or her leaving state service.

If Contractor violates any provisions of above paragraphs, such action by Contractor shall render this Agreement void. (Pub. Contract Code §10420)

Members of boards and commissions are exempt from this section if they do not receive payment other than payment of each meeting of the board or commission, payment for preparatory time and payment for per diem. (Pub. Contract Code §10430 (e))

2. LABOR CODE/WORKERS' COMPENSATION: Contractor needs to be aware of the provisions which require every employer to be insured against liability for Worker's Compensation or to undertake self-insurance in accordance with the provisions, and Contractor affirms to comply with such provisions before commencing the performance of the work of this Agreement. (Labor Code Section 3700)

3. AMERICANS WITH DISABILITIES ACT: Contractor assures the State that it complies with the Americans with Disabilities Act (ADA) of 1990, which prohibits discrimination on the basis of disability, as well as all applicable regulations and guidelines issued pursuant to the ADA. (42 U.S.C. 12101 et seq.)

4. CONTRACTOR NAME CHANGE: An amendment is required to change the Contractor's name as listed on this Agreement. Upon receipt of legal documentation of the name change the State will process the amendment. Payment of invoices presented with a new name cannot be paid prior to approval of said amendment.

5. CORPORATE QUALIFICATIONS TO DO BUSINESS IN CALIFORNIA:

a. When agreements are to be performed in the state by corporations, the contracting agencies will be verifying that the contractor is currently qualified to do business in California in order to ensure that all obligations due to the state are fulfilled.

b. "Doing business" is defined in R&TC Section 23101 as actively engaging in any transaction for the purpose of financial or pecuniary gain or profit. Although there are some statutory exceptions to taxation, rarely will a corporate contractor performing within the state not be subject to the franchise tax.

c. Both domestic and foreign corporations (those incorporated outside of California) must be in good standing in order to be qualified to do business in California. Agencies will determine whether a corporation is in good standing by calling the Office of the Secretary of State.

6. RESOLUTION: A county, city, district, or other local public body must provide the State with a copy of a resolution, order, motion, or ordinance of the local governing body which by law has authority to enter into an agreement, authorizing execution of the agreement.

7. AIR OR WATER POLLUTION VIOLATION: Under the State laws, the Contractor shall not be: (1) in violation of any order or resolution not subject to review promulgated by the State Air Resources Board or an air pollution control district; (2) subject to cease and desist order not subject to review issued pursuant to Section 13301 of the Water Code for violation of waste discharge requirements or discharge prohibitions; or (3) finally determined to be in violation of provisions of federal law relating to air or water pollution.

8. PAYEE DATA RECORD FORM STD. 204: This form must be completed by all contractors that are not another state agency or other governmental entity.

6. INSURANCE REQUIREMENTS

General Provisions Applying to All Policies

- A. Coverage Term** – Coverage needs to be in force for the complete term of the contract. If insurance expires during the term of the contract, a new certificate must be received by the State within ten (10) days of the expiration of this insurance. Any new insurance must still comply with the original terms of the contract.
- B. Policy Cancellation or Termination & Notice of Non-Renewal** – The Program is responsible to notify the State within five business days before the effective date of any cancellation, non-renewal, or material change that affects required insurance coverage. In the event the Program fails to keep in effect the specified insurance coverage, the State may, in addition to any other remedies it may have, terminate this Contract upon the occurrence of such event, subject to the provisions of this Contract.
- C. Deductible** – The Program is responsible for any deductible or self-insured retention contained within their insurance program.
- D. Insurance Carrier Required Rating** – All insurance companies must carry a rating acceptable to the Office of Risk and Insurance Management. If the Program is self-insured for a portion or all of its insurance, review of financial information including a letter of credit may be required.
- E. Inadequate Insurance** – Inadequate or lack of insurance does not negate the Program obligations under the contract.
- F. Satisfying a Self-Insured Retention (SIR)** – All insurance required by this contract must allow the State to pay and/or act as the Program’s agent in satisfying any SIR. The choice to pay and/or act as the Program’s agent in satisfying any SIR is at the State’s discretion.
- G. Available Coverages/Limits** – All coverage and limits available to the Program shall also be available and applicable to the State.
- H. Subcontractors** – In the case of the Program’s utilization of subcontractors to complete the contracted scope of work, the Program shall include all subcontractors as insured under the Program’s insurance or supply evidence of insurance to the State equal to policies, coverages and limits required of the Program.
- I. Hazardous Activity**

If applicable under this contract transportation is considered a hazardous activity. The Program agrees that the bodily injury liability insurance herein provided for shall be in effect at all times during the term of this contract. In the event said insurance coverage expires at any time or times during the time of this contract, the Program agrees to provide, at least 30 days before said expiration date, a new certificate of insurance evidencing insurance coverage as provided for herein for not less than the remainder of the term of the contract or for a period of not less than one year. New certificates of insurance are subject to the approval of DGS/ORIM, and the Program agrees that no work or services shall be performed prior to such approval. The State may, in addition to any other remedies it may have, terminate this contract should Program fail to comply with these provisions.

- i. Commercial General Liability – The Program shall maintain general liability on an occurrence form with limits not less than \$1,000,000 per occurrence for bodily injury and property damage liability combined with a \$2,000,000 annual policy aggregate. The policy shall include coverage for liabilities arising out of premises, operations, independent Programs, products, completed operations, personal & advertising injury, and liability assumed under an insured Agreement. This insurance shall apply separately to each insured against whom claim is made or suit is brought subject to the Program’s limit of liability.

The following must be included as part of the policy and must be noted on the certificate of insurance: *The State of California, its officers, agents, and employees as additional insured, but only with respect to work performed under the Agreement.*

****Endorsements must be provided to the DOR prior to release of the executed contract. The endorsement must be acceptable to the Department of Rehabilitation.****

- ii. **Automobile Liability (If Applicable)** – For DOR consumers being provided transportation under said Agreement, the Program shall maintain motor vehicle liability with limits not less than \$1,000,000 combined single limit per accident. Such insurance shall cover liability arising out of a motor vehicle including owned, hired and non-owned motor vehicles to include the following additional insurance coverage below:
- **For public schools and other State or local public agencies:** Automobile Liability insurance must include Any-Auto, Hired-Autos, Non-Owned Autos, and any other auto used in performing services under the Agreement. For **seating capacity up to 7 people** (includes driver), the Program's certificate of insurance shall State a limit of liability of not less than **\$1,000,000** per occurrence for bodily injury and property damage liability combined. For **seating capacity for 8 to 15 people** (includes driver) the certificate of insurance shall State a limit of liability of not less than **\$1,500,000** per occurrence for bodily injury and property damage liability combined. For **seating capacity for 16 passengers** or more the certificate of insurance shall State a limit of liability of not less than **\$5,000,000** per occurrence for bodily injury and property damage liability combined.

The following must be included as part of the policy and must be noted on the certificate of insurance: *The State of California, its officers, agents, and employees as additional insured, but only with respect to work performed under the Agreement.*

****Endorsements must be provided to the DOR prior to the release of the executed contract. The endorsement must be acceptable to the Department of Rehabilitation.****

- iii. **Workers' Compensation and Employers Liability** – The Program shall maintain statutory workers' compensation and employer's liability coverage for all its employees who will be engaged in the performance of the Agreement. Employer's liability limits of \$1,000,000 are required.

The workers' compensation policy shall contain a waiver of subrogation in favor of the State.

****The waiver of subrogation endorsement must be provided to the DOR prior to release of the executed contract. The waiver of subrogation endorsement must be acceptable to the Department of Rehabilitation.****

Self-insurance – The Program shall supply the consent letter of self-insurance or the Certificate of Consent to Self-Insure. The Waiver of Subrogation is not required.

POLICY NUMBER: GL12345678

COMMERCIAL GENERAL LIABILITY
CG 20 26 07 04

THIS ENDORSEMENT CHANGES THE POLICY. PLEASE READ IT CAREFULLY.

ADDITIONAL INSURED – DESIGNATED PERSON OR ORGANIZATION

This endorsement modifies insurance provided under the following:

COMMERCIAL GENERAL LIABILITY COVERAGE PART

SCHEDULE

Name Of Additional Insured Person(s) Or Organization(s)
<p>State of California, its officers, agents, and employees</p>
<p>Information required to complete this Schedule, if not shown above, will be shown in the Declarations.</p>

Section II – Who Is An Insured is amended to include as an additional insured the person(s) or organization(s) shown in the Schedule, but only with respect to liability for "bodily injury", "property damage" or "personal and advertising injury" caused, in whole or in part, by your acts or omissions or the acts or omissions of those acting on your behalf:

- A. In the performance of your ongoing operations; or
- B. In connection with your premises owned by or rented to you.

POLICY NUMBER: BA12345678

COMMERCIAL AUTO
CA 20 48-02 99

THIS ENDORSEMENT CHANGES THE POLICY. PLEASE READ IT CAREFULLY.

DESIGNATED INSURED


This endorsement modifies insurance provided under the following:

- BUSINESS AUTO COVERAGE FORM
- GARAGE COVERAGE FORM
- MOTOR CARRIER COVERAGE FORM
- TRUCKERS COVERAGE FORM

With respect to coverage provided by this endorsement, the provisions of the Coverage Form apply unless modified by this endorsement.

This endorsement identifies person(s) or organization(s) who are "insureds" under the Who Is An Insured Provision of the Coverage Form. This endorsement does not alter coverage provided in the Coverage Form.

This endorsement changes the policy effective on the inception date of the policy unless another date is indicated below.

Endorsement Effective: 10/1/2016	Countersigned By:  (Authorized Representative)
Named Insured: ACME Contractors	

SCHEDULE

Name of Person(s) or Organization(s): State of California, its officers, agents, and employees

(If no entry appears above, information required to complete this endorsement will be shown in the Declarations as applicable to the endorsement.)

Each person or organization shown in the Schedule is an "insured" for Liability Coverage, but only to the extent that person or organization qualifies as an "insured" under the Who Is An Insured Provision contained in Section II of the Coverage Form.

WAIVER OF OUR RIGHT TO RECOVER FROM OTHERS ENDORSEMENT

We have the right to recover our payments from anyone liable for an injury covered by this policy. We will not enforce our right against the person or organization named in the Schedule. (This agreement applies only to the extent that you perform work under a written contract that requires you to obtain this agreement from us.)

This agreement shall not operate directly or indirectly to benefit anyone not named in the Schedule.

Schedule

State of California

Department of Rehabilitation

This endorsement changes the policy to which it is attached and is effective on the date issued unless otherwise stated.

(The information below is required only when this endorsement is issued subsequent to preparation of the policy.)

Endorsement
 Insured
 ACME Contractors
 Insurance Company
 Grand Old Insurance Company

Effective Policy No.
 WC12345678

Endorsement No.
 Premium

Countersigned by



STATE OF CALIFORNIA - DEPARTMENT OF GENERAL SERVICES

STANDARD AGREEMENT

STD 213 (Rev. 04/2020)

AGREEMENT NUMBER 32943	PURCHASING AUTHORITY NUMBER (If Applicable)
----------------------------------	---

1. This Agreement is entered into between the Contracting Agency and the Contractor named below:

CONTRACTING AGENCY NAME

Department of Rehabilitation

CONTRACTOR NAME

Los Angeles Unified School District

2. The term of this Agreement is:

START DATE

July 1, 2025 or Upon Approval Whichever Date is Later

THROUGH END DATE

June 30, 2028

3. The maximum amount of this Agreement is:

\$1,754,850.00 (One Million Seven Hundred Fifty Four Thousand Eight Hundred Fifty Dollars and Zero Cents)

4. The parties agree to comply with the terms and conditions of the following exhibits, which are by this reference made a part of the Agreement.

Exhibits	Title	Pages
Exhibit A	Scope of Work	1
Exhibit A.1	Contractor's Description of Services/Deliverables	4
Exhibit B	Budget Detail and Payment Provisions	4
+ - Exhibit B.1	Contractor's Program Budget(s) and Narrative(s)	2
+ - Exhibit C	General Terms and Conditions (GTC 4/2017)	1
+ - Exhibit D	Special Terms and Conditions	8
+ - Exhibit E	Additional Provisions - Federally Funded Agreements	3
+ - Exhibit F	Additional Provisions - Case Services	2
+ - Exhibit G	Additional Provisions	1

Items shown with an asterisk (*), are hereby incorporated by reference and made part of this agreement as if attached hereto.

These documents can be viewed at <https://www.dgs.ca.gov/OLS/Resources>

IN WITNESS WHEREOF, THIS AGREEMENT HAS BEEN EXECUTED BY THE PARTIES HERETO.

CONTRACTOR

CONTRACTOR NAME (if other than an individual, state whether a corporation, partnership, etc.)

Los Angeles Unified School District

CONTRACTOR BUSINESS ADDRESS

333 S. Beaudry Avenue, 26th Floor

CITY

Los Angeles

STATE

CA

ZIP

90017

PRINTED NAME OF PERSON SIGNING

TITLE

CONTRACTOR AUTHORIZED SIGNATURE

DATE SIGNED

STATE OF CALIFORNIA - DEPARTMENT OF GENERAL SERVICES

STANDARD AGREEMENT

STD 213 (Rev. 04/2020)

AGREEMENT NUMBER 32943	PURCHASING AUTHORITY NUMBER (If Applicable)
----------------------------------	---

STATE OF CALIFORNIA

CONTRACTING AGENCY NAME

Department of Rehabilitation

CONTRACTING AGENCY ADDRESS

721 Capitol Mall, 6th Floor

CITY

Sacramento

STATE

CA

ZIP

95814

PRINTED NAME OF PERSON SIGNING

TITLE

CONTRACTING AGENCY AUTHORIZED SIGNATURE

DATE SIGNED

CALIFORNIA DEPARTMENT OF GENERAL SERVICES APPROVAL

EXEMPTION (If Applicable)

TAB 6



Board of Education Report

File #: Rep-284-24/25, **Version:** 1

Agenda Date: 4/8/2025

In Control: Multilingual and Multicultural Department

Official LAUSD Land Acknowledgement

Multilingual Multicultural Education Department

Brief Description:

(Official LAUSD Land Acknowledgement) Recommends adoption of the proposed Land Acknowledgement developed in consultation with local tribes.

Action Proposed:

Adopt a Los Angeles Unified School District spoken and written land acknowledgment statement (Attachment A).

Background:

The Los Angeles Unified School District (Los Angeles Unified, LAUSD, or District) is committed to honoring the cultures, histories, and perspectives of local tribes and fostering an inclusive environment that recognizes and celebrates the contributions and experiences of Indigenous peoples in the Greater Los Angeles Basin.

The Los Angeles Unified School District (District) occupies land originally inhabited and still cared for by the Gabrieleño and Fernandeno Tataviam tribes. The region of Tovangar, now known as the Greater Los Angeles Basin, is the distinct homeland of the present-day Gabrieleño/Tongva, whose origins trace back to the cultures preceding the establishment of the San Gabriel Mission, from which the name "Gabrieleño" was derived. The Fernandeno Tataviam People inhabited the northern region of Los Angeles County and eastern Ventura County, including areas such as San Fernando, Simi Valley, Santa Clarita, and Antelope Valleys, and their culture predates the establishment of Mission San Fernando, from which the name "Fernandeno" originated. The District has a large American Indian/Alaska Native and Indigenous student population, and continues efforts to support families with the self-identification process.

On November 19, 2024, the Board of Education (Board) adopted the *Reckoning with Our Past, Honoring our Present: Developing a Los Angeles Unified Land Acknowledgement* Resolution (Res-017-24/25), which called for the District to collaborate with local recognized tribes to develop a public land acknowledgement statement, among other things. The proposed land acknowledgment statement (Attachment A) was developed in consultation with representatives from the San Gabriel Band of Mission Indians and the Fernandeno Tataviam Band of Mission Indians. Tribal consultations, held on February 13 and 26, 2025, fostered open dialogue, and the collaboration enabled the development of a respectful and authentic land acknowledgment statement. Tribal leaders from the following tribes were also invited to participate and provide consultation:

- Gabrieleno/Tongva San Gabriel Band of Mission Indians
- Gabrielino/Tongva Nation of the Greater Los Angeles Basin
- Gabrielino Tongva Indians of California Tribal Council
- Gabrielino-Tongva Tribe
- Gabrieleno Kizh Nation

To support educators, the Multilingual and Multicultural Education Department (MMED) compiled educational resources to raise awareness about the history of the land and its Indigenous peoples (Attachment B). Through these and other efforts, LAUSD aims to integrate Native and Indigenous perspectives into its educational framework. The commitment includes developing resources for Ethnic Studies and ensuring the curriculum reflects Indigenous histories and cultures.

Expected Outcomes:

The Board will adopt the proposed spoken and written land acknowledgment statement (Attachment A), which staff will subsequently post on the District website with the referenced educational resources (Attachment B). The statement will serve as both recognition and an educational tool, integrating Indigenous perspectives into curricula and promoting inclusivity for Native students and families.

Beyond symbolism, the acknowledgment affirms LAUSD's commitment to equity and social justice, strengthening relationships with Indigenous communities and encouraging ongoing dialogue about reconciliation. By implementing a land acknowledgment, LAUSD takes a meaningful step toward fostering respect, inclusion, and accountability while creating a more informed and equitable school community.

Board Options and Consequences:

A "YES" vote will authorize the adoption of the land acknowledgment statement, which will be published on the District's website with accompanying educational resources and tools for students and school communities to utilize.

If the Board votes "NO", a formal land acknowledgment statement will not be adopted.

Policy Implications:

Not applicable.

Budget Impact:

The land acknowledgement statement will be posted on various District webpages and does not impact the budget otherwise.

Student Impact:

A land acknowledgment statement can have a profound impact on students by fostering cultural awareness and education. It provides an opportunity for students to learn about the history, culture, and contributions of Indigenous communities, encouraging a deeper understanding and respect for the original inhabitants of the land. This kind of recognition not only raises awareness but also helps create a more inclusive environment by affirming the cultural heritage of Indigenous students, promoting a sense of belonging and respect for all cultures within the school community.

In addition, it encourages critical thinking by prompting students to reflect on history, colonization, and the ongoing challenges faced by Native American and Indigenous communities. Such discussions can open the door to important conversations about social justice, equity, and reconciliation. For Native American and Indigenous students, seeing their heritage acknowledged can be empowering, offering a sense of validation and connection within the school environment.

A land acknowledgment statement also fosters a connection to the land itself, encouraging students to recognize the importance of environmental stewardship and their place in the broader community. In this way, a land acknowledgment statement not only educates but also nurtures empathy, respect, and a deeper understanding of the world around them.

Equity Impact:

Component	Score	Score Rationale
Recognition	4	The land acknowledgement statement addresses historical inequities by recognizing the Gabrieleno and Fernandeano Tataviam tribes, acknowledging colonization's lasting impacts, and countering Indigenous erasure. Beyond symbolism, it promotes reconciliation through education, fostering awareness, and institutional accountability to support Indigenous communities.
Resource Prioritization	4	By committing to learn about Native American Indigenous histories, cultures, and fostering relationships with these communities, it ensures that Native American and Indigenous students are recognized and their needs are addressed through culturally relevant resources, educational support, and programs aimed at healing and unity.
Results	4	This will help close achievement gaps by fostering cultural awareness, empowering Indigenous students, and encouraging policies that support their unique needs. When paired with meaningful actions, it creates a more inclusive, supportive environment that promotes academic success and community engagement.
TOTAL	12	

Issues and Analysis:

The District is taking significant strides toward honoring Indigenous communities by developing a thoughtful land acknowledgment statement. This initiative is rooted in collaboration with local Indigenous groups, particularly the San Gabriel Band of Mission Indians - Gabrielino Tongva and the Fernandeano Tataviam Band of Mission Indians, whose insights have shaped a respectful and authentic acknowledgment of the land's history. By engaging with tribal leaders and integrating Indigenous perspectives into its educational framework, LAUSD is committed to fostering an inclusive environment that recognizes and celebrates the contributions and experiences of Indigenous peoples in the Greater Los Angeles Basin.

Next Steps:

- **Implementation of Educational Resources:** Launch the compiled resources for educators, making them accessible through the LAUSD website and providing guidelines on how to effectively incorporate Indigenous perspectives into classroom discussions.

- Professional Development Workshops: Schedule ongoing professional development sessions for educators, focusing on Indigenous histories, cultures, and current issues, and ensuring these sessions are well-attended and impactful.
- Community Engagement: Continue engaging with Indigenous communities through regular meetings and feedback sessions, fostering a relationship of trust and collaboration.
- Promotion and Awareness Campaign: Create a campaign to promote awareness of land acknowledgment statement and educational initiatives among students, parents, and the wider community, highlighting the importance of Indigenous histories and cultures.
- Support for Indigenous Students: Develop additional initiatives aimed at supporting Indigenous students.
- Feedback Mechanism: Establish a system for gathering feedback from educators, students, and community members regarding the effectiveness of the initiatives and areas for improvement.
- Long-term Partnerships: Build lasting partnerships with the San Gabriel Band of Mission Indians, the Fernandeño Tataviam Band of Mission Indians, and other Indigenous groups to ensure ongoing collaboration and support for Indigenous education within LAUSD.

Pursuant to the *Reckoning with Our Past, Honoring our Present: Developing a Los Angeles Unified Land Acknowledgement* Resolution, the District explored the feasibility and options for honoring the history of the land occupied by the District and atoning for past injustices. The report of findings are attached (Attachment C).

Attachments:

Attachment A - LAUSD Land Acknowledgement

Attachment B - Land Acknowledgment Educational Resources

Attachment C - Report of Findings


Submitted:

03/28/25

RESPECTFULLY SUBMITTED,


ALBERTO M. CARVALHO
Superintendent


APPROVED & PRESENTED BY:


LYDIA ACOSTA STEPHENS
Executive Director
Multilingual Multicultural Education
Department

REVIEWED BY:


DEVORA NAVERA REED
General Counsel

APPROVED & PRESENTED BY:


ANTHONY AGUILAR
Chief of Special Education and
Specialized Programs

Approved as to form.

REVIEWED BY:


NOLBERTO DELGADILLO
Deputy Chief Business Officer, Finance

APPROVED BY:


KARLA V. ESTRADA
Deputy Superintendent of Instruction

Approved as to budget impact statement.

ATTACHMENT A
LAUSD Land Acknowledgment Statement

Spoken Version:

We acknowledge that the Los Angeles Unified School District is located on lands traditionally stewarded by the Gabrieleño and Fernandeño Tataviam peoples. We recognize the Gabrieleño as the original caretakers of the Los Angeles Basin and the Fernandeño Tataviam as guardians of the northern valleys.

As we learn and grow, we commit to understanding Indigenous histories and cultures, fostering relationships with these communities, and contributing to healing and unity.

Written Version:

We acknowledge that the Los Angeles Unified School District operates on land originally and still inhabited and cared for by the Gabrieleño and Fernandeño Tataviam peoples, who have stewarded this land for generations.

We recognize these Indigenous communities' ongoing presence and contributions and honor their connection to this region.

We recognize Gabrieleño people as the original stewards of the Los Angeles Basin, and the nearby coastal lands, and the Fernandeño Tataviam as protectors of the northern valleys. These lands have and continue to hold deep cultural and spiritual significance to their people and have shaped the community we live in today.

We pay our respects to the Honuukvetam (Ancestors), ‘Ahihirom (Elders), and ‘Eyoohiinkem (our relatives/relations) past, present, and emerging and commit to supporting Indigenous communities through education ensuring their voices are heard and their legacies are respected.

We commit to deepening our understanding of the histories and cultures of the Native peoples of this land. This acknowledgment demonstrates our ongoing efforts to build and sustain relationships with Indigenous communities and contribute to healing and reconciliation.

Land Acknowledgement Educational Resources

A formal land acknowledgment is a statement that recognizes an area’s original inhabitants, those who have been forcibly dispossessed of their homelands, and is a step toward recognizing the negative impacts these communities have endured and continue to endure as a result. It makes clear that the First Peoples are still here, and they have not left their ancestral lands.

The National Museum of the American Indian (2023) emphasizes the importance of land acknowledgments as a means of honoring the original stewards of the lands that schools and communities reside on. This initiative is best accomplished through meaningful consultation with local Indigenous communities and Native Nations, promoting respectful and continuous relationships.

Visit the following websites to learn more about land acknowledgements, including the ancestral lands LAUSD schools and communities currently reside in. These resources are provided for the reader's information and may be updated from time to time by the District. Inclusion does not imply official endorsement by LA Unified; omissions are not intended to be exclusionary in nature.

RESOURCES	
<u>Why a land acknowledgment?</u>	The Multilingual Multicultural Education Department (MMED) created a webpage that provides educational resources and additional information about the San Gabriel Band of Mission Indians and the Fernandeño Tataviam Band of Mission Indians.
<u>https://native-land.ca/</u>	This website provides an interactive map that can be used to learn about the lands schools and communities reside in.
<u>Tovaangar: Interactive and Self-Guided Exploration of Tongva Villages in Los Angeles</u>	Finding Tovaangar inspires readers to engage with interactive maps that unveil the rich heritage of Tongva villages in what is now known as Los Angeles County.
<u>Fernandeño Tataviam Band of Mission Indians: Villages in Los Angeles</u>	Information about the citizens of the Fernandeño Tataviam Band of Mission Indians who are the people of northern Los Angeles County.
<u>National Museum of the American Indian Smithsonian Native Knowledge 360</u>	The National Museum of the American Indian provides numerous resources for educators looking to learn more about land acknowledgments.
<u>Countywide Land Acknowledgement Implementation Guide</u>	In October 2021, LA County gathered input from the region’s First Peoples on historical harms with the goal to create a formal land acknowledgment for the County. Find tips for other organizations looking to develop their own land acknowledgments.
<u>Native Governance Center</u>	Beyond Land Acknowledgement: A Guide. The guide is based on the content of the Native Governance Center held the "Moving Beyond Land Acknowledgment" event held on August 25, 2021.
<u>MMED Title VI American Indian/Alaskan Native & Indigenous Education Program</u>	District compiled resources to support awareness of the land’s history and its Indigenous peoples.

ATTACHMENT C

Report of Findings
Board Resolution 017-24/25: Reckoning with Our Past, Honoring Our Present: Developing a Los Angeles Unified Land Acknowledgement

The District explored the feasibility and options for honoring the history of the land occupied by the District and atoning for past injustices, below is the report of findings.

Providing professional development to all educators on native histories and the impact of colonization.

The Title VI American Indian and Indigenous Education Program provides professional development focused on Native history and student support, promoting critical thinking, challenging traditional narratives, and fostering an appreciation for Native and Indigenous cultural strengths.

LAUSD integrates Native and Indigenous communities into its Ethnic Studies curriculum, emphasizing their history, resilience, and ongoing struggles for sovereignty. To support educators, the Ethnic Studies Leadership Team provides resources and lessons on Indigenous histories and cultures. The Ethnic Studies Best Practices Video highlights an American Indian Studies class, using critical questioning to challenge dominant narratives and promote counter-narratives.

Moreover, to further exemplify the District's commitment to uplifting and validating Native and Indigenous identities, the Title VI American Indian and Indigenous program partnered with local tribes to provide professional learning sessions to educators across LAUSD. Educators learned about the context and connections between the co-developed land acknowledgement statement and historical accounts of tribal lineages from across Southern California.

Providing an update on and promoting the Indigenous student identification campaign, and the goal of better capturing the number of American Indian/Alaskan Native and Indigenous students served by the District.

In August 2024, the Multilingual Multicultural Education Department (MMED) launched the American Indian/Alaska Native and Indigenous Family Questionnaire, now part of the enrollment packet. This initiative has already received 254 eligible applications. The questionnaire aims to collect essential information to better tailor educational resources and services for Indigenous students and families.

Campaign Efforts:

- *By March 2025, campaign posters had been distributed to all school sites.*
- *Ongoing School Office Staff Support sessions to enhance staff's ability to assist families with the Title VI ED 506 form and new enrollment processes.*
- *Parent Engagement presentations during the Fall Family Academy and February 2025 DELAC meeting.*

ATTACHMENT C

Inclusion of stories, literature, and instruction that centers native voice and native tribes throughout the curricula (especially in grades TK-8), and update on the implementation of AB1703 and AB1821.

To enrich the curriculum, several resources provided by the Ethnic Studies department focus on native voices and tribes:

- *American Indian Studies Textbook: Offers foundational knowledge supporting the core curriculum*
- *Optional Course Reader: Provides articles and perspectives from the Native American community for deeper insights*
- *Books/Texts for Teacher Growth: A curated list includes works by Native American authors to enhance understanding of colonization and marginalization impacts*

In May 2024, LAUSD libraries received kits with books by Native American and Indigenous authors. By Fall 2024, classroom kits with various titles were distributed to every elementary grade level and secondary ELA classroom. In late Spring 2024, the American Indian and Indigenous Teacher Cadre was established to develop responsive lesson plans using these books.

Review school names and mascots to ensure compliance with existing policies around cultural sensitivities and affirmations, in alignment with AB 3074.

Results of the evaluation determined that no mascots violate District policies or cultural sensitivity standards, confirming that our practices align with our commitment to respecting diverse communities. The District remains dedicated to working with school communities to ensure a respectful educational environment.

Ensure the continued provision of a dedicated position to work with the San Gabriel Band of Mission Indians, the Fernandeño Tataviam Band of Mission Indians and other tribes in alignment with the current efforts of the Multilingual and Multicultural Education Department.

In the 2023–24 school year, the District introduced two roles to enhance support for American Indian and Indigenous students: the Title VI American Indian and Indigenous Education Coordinator and the Teacher Expert. These positions focus on addressing unique educational needs, advancing Title VI program goals, and reinforcing the District’s commitment to equitable, culturally relevant education. Continued funding for these roles is included in the proposed 2025–26 budget, pending Board adoption.

ATTACHMENT C

- Prioritizing the inclusion of native plants in the District’s design plans for outdoor improvements and greening projects.
- Increasing the representation of native artists in the painting of murals on school campuses.
- Including names of original tribal villages and places on sites that schools now occupy through plaques or other physical commemorations.

To promote increased campus greening, the Facilities Services Division (Facilities) has design specifications that prioritize the use of native plants wherever possible. If the Approved Plant List does not include certain native plants, they may be requested for evaluation whereby each plant species will undergo a safety assessment. Plants that are poisonous, have injurious thorns, or are invasive cannot be approved.

To celebrate cultural diversity and enrich our educational environments, Facilities will encourage the incorporation of native artist representation in campus modernization projects (e.g. seismic modernizations, major modernizations, and classroom replacements) that include murals. Additionally, Maintenance and Operations staff are available to support schools that embark on their own mural projects. These projects must adhere to Policy Bulletin No. 5761.0 ([link](#)). School Administrators should consult with their Complex Project Managers for further guidance and information.

Facilities supports efforts to recognize the history of original tribal villages. While Facilities staff does not install plaques directly, we collaborate with school sites to identify appropriate locations for commemorative markers. Schools interested in installing plaques can work with the appropriate District departments to explore funding and implementation options.

Providing resources to educators in recognition of Indigenous People’s Day, National Day of Remembrance, California Native American Day, Native American Heritage Month, and, where appropriate, National Awareness Day for Missing or Murdered Indigenous Women and Girls.

Lessons on Native communities, their histories, and the impacts of colonization are incorporated into:

- *Equity Action Network's Ethnic Studies presentation for new teachers*
- *Summer 2024 Cultural Heritage Enrichment course*
- *Ethnic Studies and History Social Science Parent Webinar*
- *Resources in the Ethnic Studies Schoology Group, highlighting Native/Indigenous experiences and voices*

MMED created interactive slide decks on Indigenous education and awareness:

- *Land Acknowledgments*
- [Native American Heritage Month](#)
- [National Day of Remembrance](#)
- [Indigenous Peoples’ Day](#)

ATTACHMENT C

Options for formally observing Indigenous People's Day as part of the District's instructional calendar.

The Division of School Operations reviewed instructional calendars from the 1980s and 1990s, finding no record of Columbus Day/Indigenous Peoples' Day being observed, even during the year-round school period. To designate the second Monday in October as Indigenous Peoples' Day and make it an unassigned day, an extra day must be added to the first semester to meet P.E. requirements for 4X4 schools. This change would also require negotiations with labor partners due to its impact on employees' work schedules. Indigenous People's Day is included in the LAUSD Calendar of Commemorative Dates.

Investing financial resources in the preservation of tribal cultural education and land resources to lift the San Gabriel Band of Mission Indians and the Fernandeño Tataviam Band of Mission Indians, including but not limited to, restoring and preserving Gabrielino Tongva Springs and supporting tribal stewardship opportunities.

The Multilingual Multicultural Education Department is collaborating with local tribes to improve cultural competence among LAUSD educators. This initiative focuses on enhancing understanding of tribal histories and contemporary issues, integrating authentic tribal education into the curriculum. Aligned with the American Indian and Indigenous Student Comprehensive Plan, it promotes culturally relevant teaching. Educators will participate in workshops and training to learn about Indigenous contributions and challenges, ensuring educational equity by incorporating Indigenous perspectives within LAUSD.

Facilities has engaged in discussions with tribal representatives regarding extension agreements for sacred springs preservation, and while no specific funding has been identified for such initiatives, staff will continue to collaborate with MMED to pursue alternative funding opportunities for these important cultural preservation efforts.

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TAB 7



Board of Education Report

File #: Rep-250-24/25, Version: 1
In Control: Human Resources

Agenda Date: 4/8/2025

Resolution of Declaration of Need for Fully Qualified Educators
Human Resources Division

Brief Description:

(Resolution of Declaration of Need for Fully Qualified Educators) Recommends authorizing the use of emergency permits as add on authorizations for credentialed teachers in order to increase instructional options for students, minimize misassignments, and increase the subject areas in which our certificated staff is legally authorized to provide instruction.

Action Proposed:

Declare the potential number, type, and subject of emergency permits that may be needed for the ensuing school year and to specify the target languages for emergency bilingual authorizations needed to serve the dual language programs in the District (Attachment B). Below is a list of the estimated number of permits being requested under this Declaration of Need:

Document Type	Number Requested
Emergency CLAD Permit	400
Emergency Bilingual Authorization Permit	60
Emergency Resource Permit	5
Emergency Teacher Librarian Services Permit	40
Emergency Transitional Kindergarten Permit	10
Multiple Subject Limited Assignment Permit	15
Single Subject Limited Assignment Permit	190
Special Education Limited Assignment Permit	160

It is requested that the Declaration of Need be approved at the April 8, 2025, meeting of the Board of Education declaring a need for fully qualified teachers and the continued use of emergency permits in the situations described herein.

Background:

Senate Bill 435 (Watson), enacted in January 1988 requires school districts that utilize emergency permits to seek the approval of the governing board annually at a public meeting. In November 1993, Senate Bill 148 (Bergeson) and the resulting Title 5 regulations established an additional requirement to this process. School districts are required to annually submit to the Commission on Teacher Credentialing (CTC) a Declaration of Need for Fully Qualified Educators that has been adopted by the local Board of Education. It is important to note that the emergency permits covered by this Declaration of Need are requested as add on authorizations for fully credentialed teachers. The only exception to this is the Emergency Transitional Kindergarten Permit,

which would only be used if there is no available teacher in the District to cover a TK assignment at a particular site. This Declaration does not support the hiring of non-credentialed teachers.

For approximately the past 19 years, a major emphasis has been placed on ensuring that all teachers are appropriately certified to teach English learners (ELs). The progress of this endeavor is exemplified by the drastic reduction in teachers with no EL authorization from over 7,000 in 2005 to approximately 26 K-12 teachers as of March 2025. There are currently 437 teachers with emergency Cross-cultural, Language and Academic Development (CLAD) certificates or emergency Bilingual Cross-cultural, Language and Academic Development (BCLAD) certificates. These teachers are enrolled in classes or taking the appropriate examinations to earn the full EL authorization. The District continues to dismiss teachers who do not take the necessary steps to obtain the EL authorization. Meanwhile, the District continues to support teachers who are in the process of completing coursework or preparing for the exam. The Emergency CLAD and BCLAD permits are the means provided to temporarily certify teachers who are progressing toward full certification.

Additionally, a limited number of emergency permits are used to certify credentialed special education teachers as resource specialists, and credentialed general education teachers as teacher librarians, while they complete the necessary coursework toward additional certification. To date, we have 3 resource specialist permit and 46 teacher librarian emergency permits issued by LAUSD. The Emergency Transitional Kindergarten (ETK) permit is a new permit that the District will be utilizing in emergency situations when a school site is unable to secure an elementary authorized candidate (provisional, intern, or credentialed) to cover their ETK class.

Limited Assignment Permits are requested by school site administrators to authorize credentialed teachers to teach subjects outside of their certification area. Examples of such practice can occur at schools where teachers with practical experience and expertise often teach electives that are related to the school's theme or in elementary and secondary dual language programs. In addition, these permits are also utilized to assist in meeting our special education teacher need. A teacher who is currently credentialed to teach students with Mild/Moderate eligibilities can, through the use of such a permit, earn a legally authorizing document to also serve students with Moderate/Severe (Extensive Support) eligibilities. The teacher shortage in high need general education academic areas has also resulted in the need to utilize these permits, as credentialed teachers pursue coursework or passage of exams to add subject areas to their existing credential(s). Such permits are closely monitored and are only issued at the request of the school principal and with the consent of the teacher. To date, 250 Limited Assignment Permits have been issued. The Limited Assignment Permit requires that the teacher pursue coursework or pass exams in the subject area of the permit in order to qualify for a renewal. The end result is that the teacher will pass the needed coursework and/or exams to add the authorization to their credential.

Expected Outcomes:

Certificated staff serving under one of the legal authorizations referenced in this Declaration of Need will be provided with guidance on how to earn the full authorization so that it can be added to their credential document. This will result in a stronger teaching force and a richer instructional program for our students.

Board Options and Consequences:

Education Code 44300(a)(3) sets forth the requirements for the Declaration of Need and requires the annual justification to be made in the form of a motion adopted by the governing board of the district at a regularly scheduled meeting of the governing board. The motion may not be part of the consent agenda and shall be entered in the minutes of the meeting.

File #: Rep-250-24/25, **Version:** 1

Agenda Date: 4/8/2025

In Control: Human Resources

If the Declaration of Need is not approved, we will not be able to legally authorize teachers in the various areas referenced. This will potentially result in increased misassignments and less instructional options for our students.

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 the Human Resources Division is to ensure that there is an appropriately authorized teacher in every classroom. The Declaration of Needs affords the District the ability to legally authorize certificated staff in additional subject areas while they pass the coursework and/or exams necessary to add additional authorizations to their credential.

Equity Impact:

Not applicable

Issues and Analysis:

Not applicable

Attachments:

Attachment A - Declaration of Need for Fully Qualified Educators

Attachment B - Target Languages for Bilingual Authorization Permits

Attachment C - LAUSD/University Intern Programs

Attachment D - Authorizations for Single Subject World Language Limited Assignment Permits

Submitted:

03/07/25

File #: Rep-250-24/25, Version: 1
In Control: Human Resources

Agenda Date: 4/8/2025

RESPECTFULLY SUBMITTED:



ALBERTO M. CARVALHO
Superintendent

APPROVED & PRESENTED BY:



FRANCISCO J. SERRATO
Chief Human Resources Officer
Human Resources Division

REVIEWED BY:



DEVORA NAVERA REED
General Counsel

APPROVED BY:



KRISTEN K. MURPHY
Associate Superintendent
Talent & Labor Relations

Approved as to form.

REVIEWED BY:



NOLBERTO DELGADILLO
Deputy Chief Business Officer, Finance

Approved as to budget impact statement.



State of California
Commission on Teacher Credentialing
Certification Division
651 Bannon Street, Suite 601
Sacramento, CA 95811

DECLARATION OF NEED FOR FULLY QUALIFIED EDUCATORS

Original Declaration of Need for year: 2025-2026

Revised Declaration of Need for year: _____

FOR SERVICE IN A SCHOOL DISTRICT OR DISTRICT/COUNTY AUTHORIZED CHARTER SCHOOL

Name of District or Charter: Los Angeles Unified School District District CDS Code: 59

Name of County: Los Angeles County CDS Code: 64733

By submitting this annual declaration, the district is certifying the following:

- A diligent search, as defined below, to recruit a fully prepared teacher for the assignment(s) was made
- If a suitable fully prepared teacher is not available to the school district, the district will make a reasonable effort to recruit based on the priority stated below

The governing board/body of the school district or charter school specified above adopted a declaration at a regularly scheduled public meeting held on 4/8/2025 certifying that there is an insufficient number of certificated persons who meet the district's specified employment criteria for the position(s) listed on the attached form. The attached form was part of the agenda, and the declaration did NOT appear as part of a consent calendar.

► **Enclose a copy of the board agenda item**

With my signature below, I verify that the item was acted upon favorably by the board. The declaration shall remain in force until June 30, 2026.

Submitted by (Superintendent, Board Secretary, or Designee):

Alberto M. Carvalho Superintendent
Name *Signature* *Title*

213-241-8442 213-241-7000 _____
Fax Number *Telephone Number* *Date*

Office of the Superintendent, 333 S. Beaudry Ave., 24th Floor, Los Angeles, CA 90017
Mailing Address

alberto.carvalho@lausd.net
EMail Address

FOR SERVICE IN A COUNTY OFFICE OF EDUCATION, STATE AGENCY OR NONPUBLIC SCHOOL AGENCY

Name of County _____ County CDS Code _____

Name of State Agency _____

Name of NPS/NPA _____ County of Location _____

The Superintendent of the County Office of Education or the Director of the State Agency or the Director of the NPS/NPA specified above adopted a declaration on ___/___/___, at least 72 hours following his or her public announcement that such a declaration would be made, certifying that there is an insufficient number of certificated persons who meet the county's, agency's or school's specified employment criteria for the position(s) listed on the attached form.

The declaration shall remain in force until June 30, _____.

► **Enclose a copy of the public announcement**

Submitted by Superintendent, Director, or Designee:

<i>Name</i>	<i>Signature</i>	<i>Title</i>
<i>Fax Number</i>	<i>Telephone Number</i>	<i>Date</i>
<i>Mailing Address</i>		
<i>E-Mail Address</i>		

► *This declaration must be on file with the Commission on Teacher Credentialing before any emergency permits will be issued for service with the employing agency*

AREAS OF ANTICIPATED NEED FOR FULLY QUALIFIED EDUCATORS

Based on the previous year's actual needs and projections of enrollment, please indicate the number of emergency permits the employing agency estimates it will need in each of the identified areas during the valid period of this Declaration of Need for Fully Qualified Educators. This declaration shall be valid only for the type(s) and subject(s) identified below.

This declaration must be revised by the employing agency when the total number of emergency permits applied for exceeds the estimate by ten percent. Board approval is required for a revision.

Type of Emergency Permit	Estimated Number Needed
CLAD/English Learner Authorization (applicant already holds teaching credential)	400 _____
Bilingual Authorization (applicant already holds teaching credential)	60 _____
List target language(s) for bilingual authorization: <u>See Attachment B</u>	
Resource Specialist	5 _____
Teacher Librarian Services	40 _____
Emergency Transitional Kindergarten (ETK)	10 _____

LIMITED ASSIGNMENT PERMITS

Limited Assignment Permits may only be issued to applicants holding a valid California teaching credential based on a baccalaureate degree and a professional preparation program including student teaching.

Based on the previous year’s actual needs and projections of enrollment, please indicate the number of Limited Assignment Permits the employing agency estimates it will need in the following areas. Additionally, for the Single Subject Limited Assignment Permits estimated, please include the authorization(s) which will be requested:

TYPE OF LIMITED ASSIGNMENT PERMIT	ESTIMATED NUMBER NEEDED
Multiple Subject	15
Single Subject	190
Special Education	160
TOTAL	365

Authorizations for Single Subject Limited Assignment Permits

SUBJECT	ESTIMATED NUMBER NEEDED	SUBJECT	ESTIMATED NUMBER NEEDED
Agriculture	0	Mathematics	25
Art	7	Music	7
Business	0	Physical Education	2
Dance	11	Science: Biological Sciences	8
English	40	Science: Chemistry	5
Foundational-Level Math	5	Science: Geoscience	2
Foundational-Level Science	1	Science: Physics	6
Health	40	Social Science	4
Home Economics	2	Theater	5
Industrial & Technology Education	7	World Languages (specify)	13 (See Attachment D)

EFFORTS TO RECRUIT CERTIFIED PERSONNEL

The employing agency declares that it has implemented in policy and practices a process for conducting a diligent search that includes, but is not limited to, distributing job announcements, contacting college and university placement centers, advertising in local newspapers, exploring incentives included in the Teaching as a Priority Block Grant (refer to www.cde.ca.gov for details), participating in state and regional recruitment centers and participating in job fairs in California.

If a suitable fully prepared teacher is not available to the school district, the district made reasonable efforts to recruit an individual for the assignment, in the following order:

- A candidate who qualifies and agrees to participate in an approved internship program in the region of the school district
- An individual who is scheduled to complete initial preparation requirements within six months

EFFORTS TO CERTIFY, ASSIGN, AND DEVELOP FULLY QUALIFIED PERSONNEL

Has your agency established a District Intern program? Yes No

If no, explain. _____

Does your agency participate in a Commission-approved college or university internship program? Yes No

If yes, how many interns do you expect to have this year? Approx 525 (400 DIs and 125 UIs)

If yes, list each college or university with which you participate in an internship program.

See Attachment C

If no, explain why you do not participate in an internship program.

Target Languages for Bilingual Authorization Permits*:

1. Arabic
2. Armenian
3. Cantonese
4. French
5. Korean
6. Filipino (Tagalog)
7. Japanese
8. Mandarin
9. Portuguese
10. Russian
11. Spanish
12. Vietnamese
13. Cambodian, Chiu Chow, Thai, Farsi, Hebrew, German and Persian may also be needed on a limited basis.

*Additional languages may be added based on District need.

LAUSD/University Intern Programs

Institute of Higher Education	Multiple Subject	Single Subject	Special Education	School Counseling	School Psychology
Academy of Art	X	X	X		
Alliant International University	X	X	X	X	X
Azusa Pacific University	X	X	X	X	X
Biola University	X	X	X		
California Lutheran University	X	X	X		
Cal State Poly University, Pomona	X				
Cal State University, Dominguez Hills	X	X	X		
Cal State University, East Bay	X	X	X		
Cal State University, Fullerton	X	X	X		
Cal State University, Long Beach	X	X	X		
Cal State University, Los Angeles	X	X	X		X
Cal State University, Northridge	X	X	X		X
CalState TEACH	X	X	X		
Capella University				X	
Claremont Graduate University	X	X	X		
Chapman University, Orange		X	X		X
Loyola Marymount University	X	X	X	X	X
Mount Saint Mary's University	X	X	X		
National University	X	X	X	X	X
Northern Arizona University	X				
Pacific Oaks College	X	X	X		
Pepperdine University	X	X			
San Diego State University					X
Umass Global, Antelope Valley	X	X	X		
United States University	X	X	X		
University of LaVerne	X	X	X	X	X
University of Merced	X	X	X		
University of Phoenix	X	X			
University of Redlands	X	X	X		
University of San Francisco				X	
*Additional partnerships can be established					

AUTHORIZATION(S) FOR SINGLE SUBJECT WORLD LANGUAGE LIMITED ASSIGNMENT PERMITS	ESTIMATED NUMBER
--	-------------------------

World Language: French	2
World Language: Russian	1
World Language: Spanish	5
World Language: ELD	3
World Language: Korean	1
World Language: Mandarin	1

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TAB 8



Board of Education Report

File #: Rep-273-24/25, **Version:** 1
In Control: Business & Finance Division

Agenda Date: 4/8/2025

Donations of Money to the District
Business & Finance Division

Brief Description:

(Donations of Money to the District) Recommends approval to accept the donation of money to the District totaling \$2,163,546.81 and authorized Controller to manage donation as indicated.

Action Proposed:

Approve to accept the donation of money to the District. It is recommended that the donations be accepted; that appreciation is expressed to the donors for their contribution by way of this report; the funds totaling \$2,163,546.81 be deposited; and the Controller be authorized to draw checks for the purposes indicated on the donation:

Date: 2/6/25
Donor: Friends of Castle Heights
Donation: \$280,000.00
For use at: Castle Heights Elementary
Purpose: To provide funding for Teaching Assistants, Instructional Aides, and Yard Supervision.

Date: 2/14/25
Donor: Dixie Canyon Elementary PTA
Donation: \$157,934.00
For use at: Dixie Canyon Community Charter
Purpose: To provide funding for Professional Expert, Physical Education instruction, Performing Arts Instruction, and Science Instruction, and 2 3-hours Instructional Aides for Fiscal Year (FY) 2025-26.

Date: 2/19/25
Donor: Castlebay Parents & Teachers Helping (PATH)
Donation: \$154,807.00
For use at: Castlebay Lane Charter
Purpose: To provide funding for 2025-26 Campus Aides, Supervision Aides, Instructional Aides, 30% Office Technician, 4 hours Additional Building & Grounds Worker, Instructional Materials, and General Supplies.

Date: 2/24/25
Donor: Friends of Porter Ranch Community School
Donation: \$120,000.00
For use at: Porter Ranch Community School
Purpose: To provide funding for School Supervision Aide positions for 2025-26 school year.

File #: Rep-273-24/25, **Version:** 1
In Control: Business & Finance Division

Agenda Date: 4/8/2025

Date: 2/24/25
Donor: O'Melveny
Donation: \$46,280.87
For use at: O'Melveny Elementary School
Purpose: To provide funding for Instructional materials, general supplies, non-capital equipment, library books, catering and refreshments, playground equipment, technology, mural and non-instructional items, building improvements of building, field trip fees, student and staff incentives, professional service contracts, and Lego robotics.

Date: 2/24/25
Donor: Elysian Heights Parent Association
Donation: \$66,472.00
For use at: Elysian Heights Arts Magnet
Purpose: To provide funding for an Educational Aide position.

Date: 2/24/25
Donor: Friends of Overland School
Donation: \$415,501.00
For use at: Overland Ele
Purpose: To provide funding for Teaching Assistant (TA), Supervision Aide, Campus Aide, 50% Coordinator position, 1.5 days of School Psychologist, and 1 semester of Art (Music/Theater).

Date: 2/24/25
Donor: Friends of Coeur D'Alene Elementary
Donation: \$208,949.00
For use at: Coeur D'Alene Ave. Elementary
Purpose: To provide funding for Psychiatric Social Worker (PSW), Supervision Aide, Contractual Services, and Teacher X-time.

Date: 2/24/25
Donor: Mt. Washington Elementary PTA
Donation: \$177,425.00
For use at: Mt. Washington Elementary School
Purpose: To provide funding for Intervention Coordinator, PSW, Instructional Aide, and School Supervision Aide.

Date: 2/24/25
Donor: Friends of Short Avenue/Short Avenue School Booster Club
Donation: \$132,750.00
For use at: Short Avenue Elementary School
Purpose: To provide funding for Supervision Aides and Instructional Aides.

Date: 2/24/25
Donor: Castlebay Parents & Teacher Helping (PATH)
Donation: \$54,982.94
For use at: Castlebay Lane Elementary School
Purpose: To provide funding for Smartboards for classroom.

File #: Rep-273-24/25, **Version:** 1
In Control: Business & Finance Division

Agenda Date: 4/8/2025

Date: 2/24/25
Donor: Mar Vista School Enrichment Group
Donation: \$348,445.00
For use at: Mar Vista Elementary School
Purpose: To provide funding for Instructional Coach position and differential, 2 Classified Aide positions.

Background:

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

Expected Outcomes:

The Board shall be approving donations received.

Board Options and Consequences:

A “Yes” vote approves the donations of money made to the District.

A “No” vote would cause the non-acceptance of cash donations made to the District.

Policy Implications:

This Board report does not change any school policy.

Budget Impact:

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

Student Impact:

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

Equity Impact:

Not applicable. A routine transaction.

Issues and Analysis:

The Board shall be approving routine District financial transactions.

Attachments:

Independent Analysis Unit (IAU) Donation Tracker for major donations (greater than or equal to 25,000) maybe view at [this link <https://lausd.sharepoint.com/:x:/s/lausd_boe/bsec/iau/EdZocT-9FLpAqkC8nFnup6gBzb5Jq01TA3DvgsMxH0UMGA?e=51qwyM>](https://lausd.sharepoint.com/:x:/s/lausd_boe/bsec/iau/EdZocT-9FLpAqkC8nFnup6gBzb5Jq01TA3DvgsMxH0UMGA?e=51qwyM).


Submitted:

03/11/25

RESPECTFULLY SUBMITTED,


ALBERTO M. CARVALHO
Superintendent

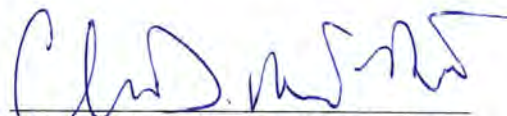
APPROVED & PRESENTED BY:


PEDRO SALCIDO
Deputy Superintendent
Office of the Deputy Superintendent

REVIEWED BY:


DEVORA NAVERA REED
General Counsel

APPROVED & PRESENTED BY:


CHRISTOPHER MOUNT-BENITES
Chief Financial Officer
Business and Finance Division

✓ Approved as to form.

REVIEWED BY:


NOLBERTO DELGADILLO
Deputy Chief Financial Officer

✓ Approved as to budget impact statement.

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TAB 9



Board of Education Report

File #: Rep-261-24/25, **Version:** 1

Agenda Date: 4/8/2025

In Control: Facilities

Define and Approve Four Projects to Provide Critical Replacements and Upgrades of School Building/Site Systems and Components and Amend the Facilities Services Division Strategic Execution Plan to Incorporate Therein

Facilities Services Division

Brief Description:

(Define and Approve Four Projects to Provide Critical Replacements and Upgrades of School Building/Site Systems and Components and Amend the Facilities Services Division Strategic Execution Plan to Incorporate Therein) Recommends definition and approval of four projects essential for replacing and upgrading critical systems and components of school buildings, as detailed in Exhibit A, and the amendment of the Facilities Services Division Strategic Execution Plan to incorporate therein, for a combined budget of \$25,320,917.

Action Proposed:

Define and approve four projects to provide critical replacements and upgrades of school building/site systems and components, as listed on Exhibit A, and amend the Facilities Services Division (Facilities) Strategic Execution Plan (SEP) to incorporate therein. The total combined budget for these proposed projects is \$25,320,917.

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

Background:

Priorities for the expenditure of capital funding are evaluated to ensure the District's most pressing priorities are being addressed. More than 60 percent of Los Angeles Unified School District (Los Angeles Unified or District) school buildings were built more than 50 years ago, with more than \$80 billion of unfunded school facilities needs identified Districtwide, and these needs grow every year. As the District's capital needs far exceed available funding, the most pressing unfunded critical needs will continue to be addressed based on an evaluation of known facilities conditions and needs at schools. Projects developed under this School Upgrade Program category of need, Critical Replacements and Upgrades of School Building/Site Systems and Components, will replace failing building systems that create safety concerns and are disruptive to school operations. Systems in the worst condition, especially those that pose a safety hazard and/or will negatively impact school operations and other building systems if not addressed, will be addressed first.

The project proposals contained in this Board Report align with these priorities. Exhibit A includes a project to replace arcades and paving at Hillcrest Elementary School, a project to replace gym bleachers at Hollywood High School, a project to provide a new accessible play structure and greening improvements at Halldale Elementary School, and a project to upgrade the synthetic track, scoreboard, and tennis courts at Nathaniel Narbonne High School.

In Control: Facilities

The project at Halldale Elementary School was awarded a grant from the Community Project Funding (CPF) program administered by the U.S. Department of Housing and Urban Development. Under the CPF program, Members of Congress select specific projects in their communities for funding which is approved as part of the annual appropriations process. Representative Nanette Barragán, an alumna of Halldale Elementary School representing California's 44th Congressional District, designated CPF funding in the fiscal year 2024 appropriations bill for the new accessible play structure and greening improvements project. This CPF grant is a cost-reimbursement award which requires initial funding to be provided and then allows documented costs to be fully reimbursed up to the project budget of \$2,500,000.

Bond Oversight Committee Recommendations:

This item was considered by the School Construction Bond Citizens' Oversight Committee (BOC) at its meeting on March 27, 2025, as referenced in Exhibit B. The presentation that was provided is included as Exhibit C. Staff has concluded that this proposed Facilities SEP amendment is in alignment with BOC recommendations and will facilitate Los Angeles Unified's ability to successfully implement the Facilities SEP.

Expected Outcomes:

Staff anticipates that the Board of Education will adopt the proposed amendment to the Facilities SEP to define and approve four projects that address critical replacement and upgrade needs. Approval will authorize staff to proceed with the implementation of the proposed projects to improve student health, safety, and educational quality.

Board Options and Consequences:

Adoption of the proposed action will authorize staff to proceed with the expenditure of Bond Program funds to undertake the proposed projects in accordance with the provisions set forth in Los Angeles Unified local bond measures K, R, Y, Q, RR, and US. If the proposed action is not approved, Bond Program funds will not be expended, and critical replacement and upgrade needs will remain unaddressed.

Policy Implications:

The proposal is consistent with Los Angeles Unified's long-term goal to address unmet school facilities needs and significantly improve the conditions of aging and deteriorating school facilities as described in Los Angeles Unified local bond measures. The proposed action advances Los Angeles Unified's 2022-2026 Strategic Plan, Pillar 4 Operational Effectiveness, Modernizing Infrastructure by providing critical replacements and upgrades at schools.

Budget Impact:

The total combined budget for the four proposed projects is \$25,320,917 and will be funded with Bond Program funds earmarked specifically for critical replacements and upgrades of school building/site systems and components. Staff anticipates reimbursement of up to \$2,500,000 in CPF grant funds for the proposed project at Halldale Elementary School.

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

Student Impact:

Approval of the proposed projects enables the District to continue ongoing efforts to undertake facilities

improvements that help ensure the approximately 3,800 current and future students attending these four schools are provided with a safe school environment that promotes teaching and learning.

Equity Impact:

Building components/systems in the worst condition, especially those that pose a safety hazard and/or negatively impact school operations and other building systems if not addressed, will be addressed first.

Issues and Analysis:

It may be necessary to undertake feasibility studies, site analysis, scoping, and/or due diligence activities on the proposed projects. As necessary, the Office of Environmental Health and Safety (OEHS) will evaluate the proposed projects in accordance with the California Environmental Quality Act (CEQA) to ensure compliance. If it is determined the proposed project scopes will not sufficiently address the critical needs identified, the project scope, schedule, and budget will be revised accordingly.

Attachments:

Exhibit A - Projects to Replace Failing Building/Site Systems and Components

Exhibit B - BOC Resolution

Exhibit C - BOC Presentation

Submitted:

03/11/25

RESPECTFULLY SUBMITTED,



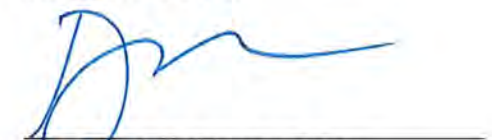
ALBERTO M. CARVALHO
Superintendent

APPROVED BY:



PEDRO SALCIDO
Deputy Superintendent,
Business Services and Operations

REVIEWED BY:



DEVORA NAVERA REED
General Counsel

Approved as to form.

APPROVED BY:



KRISZTINA TOKES
Chief Facilities Executive
Facilities Services Division

REVIEWED BY:



NOLBERTO DELGADILLO
Deputy Chief Financial Officer

Approved as to budget impact statement.

PRESENTED BY:



MARK CHO
Deputy Director of Facilities
Maintenance and Operations
Facilities Services Division

LOS ANGELES UNIFIED SCHOOL DISTRICT
Board of Education Report

Exhibit A
Projects to Replace Failing Building/Site Systems and Components

1. **Hillcrest Elementary School Arcades and Paving Replacement Project**
 - *Region South, Board District 1*
 - *Project Scope:* This project addresses soil subsidence issues as well as deteriorated arcades on the campus. The project replaces sections of the arcade structures and provides new roofing of approximately 9,500 square feet for the arcades. The project also replaces approximately 20,200 square feet of uneven concrete paving, replaces or repairs approximately 10,700 square feet of asphalt paving including solar reflective coating at the kindergarten play yard and area adjacent to the lunch shelter, and provides accessibility upgrades for path of travel.
 - *Project Budget:* \$7,267,509
 - *Construction Schedule:* Construction is anticipated to begin in Q2-2027 and be completed by Q4-2028.

2. **Hollywood High School Bleachers Replacement Project**
 - *Region West, Board District 4*
 - *Project Scope:* This project replaces the existing manually operated, deteriorated bleachers in the main gymnasium of the Physical Education Building with new motorized telescoping bleachers. The project also provides accessibility upgrades to the Physical Education Building including path of travel, restrooms, a new drinking water station, and a new wheelchair lift.
 - *Project Budget:* \$1,809,499
 - *Construction Schedule:* Construction is anticipated to begin in Q2-2027 and be completed by Q4-2028.

3. **Halldale Elementary School New Play Structure and Greening Project**
 - *Region South, Board District 7*
 - *Project Scope:* This project replaces the play structure and matting with a new accessible play structure with integrated shade and new matting of approximately 4,100 square feet. The project also provides greening improvements of approximately 8,300 square feet including planter areas with trees, shade shrubs, irrigation, log benches, and an outdoor learning environment.
 - *Project Budget:* \$2,500,000
 - *Construction Schedule:* Construction is anticipated to begin in Q2-2027 and be completed by Q4-2027.

LOS ANGELES UNIFIED SCHOOL DISTRICT
Board of Education Report

Exhibit A
Projects to Replace Failing Building/Site Systems and Components

4. **Nathaniel Narbonne High School Synthetic Track, Scoreboard, and Tennis Court Upgrades Project**
- *Region South, Board District 7*
 - *Project Scope:* This project replaces approximately 28,000 square feet of deteriorated tennis courts and approximately 78,700 square feet of deteriorated synthetic track and infield areas for track and field events including long jump, triple jump, and pole vault. The project also replaces a scoreboard and provides accessibility upgrades including parking, path of travel, restrooms, and a drinking fountain.
 - *Project Budget:* \$13,743,909
 - *Construction Schedule:* Construction is anticipated to begin in Q2-2027 and be completed by Q1-2029.

SCHOOL CONSTRUCTION BOND CITIZENS' OVERSIGHT COMMITTEE**D. Michael Hamner, FAIA, Chair**

American Institute of Architects

Robert Campbell, Vice-Chair

L.A. Co. Auditor-Controller's Office

Dr. Samantha Rowles, Secretary

LAUSD Student Parent

Patrick MacFarlane, Executive Committee

Early Education Coalition

Scott Pansky, Executive Committee

L.A. Area Chamber of Commerce

Joseph P. Buchman – Legal Counsel

Burke, Williams & Sorensen, LLP

Lori Raineri and Keith Weaver – Oversight**Consultants**

Government Financial Services Joint

Powers Authority

Neelura Bell

CA Charter School Association

Sandra Betts

CA Tax Reform Assn.

Chad Boggio

L.A. Co. Federation of Labor AFL-CIO

Aleigh Lewis

L.A. City Controller's Office

Jennifer McDowell

L.A. City Mayor's Office

Brian Mello

Assoc. General Contractors of CA

Santa Ramirez

Tenth District PTSA

William O. Ross IV31st District PTSA**Dr. Bevin Ashenmiller (Alternate)**

Tenth District PTSA

Ashley Kaiser (Alternate)

Assoc. General Contractors of CA

Connie Yee (Alternate)

L.A. Co. Auditor-Controller's Office

Vacant

Assoc. CA School Administrators – Ret.

Vacant

LAUSD Student Parent

Timothy Popejoy

Bond Oversight Administrator

Perla Zitle

Bond Oversight Coordinator

RESOLUTION 2025-09**BOARD REPORT NO. 261-24/25****RECOMMENDING BOARD APPROVAL TO DEFINE AND APPROVE FOUR PROJECTS TO PROVIDE CRITICAL REPLACEMENTS AND UPGRADES OF SCHOOL BUILDING/SITE SYSTEMS AND COMPONENTS AND AMEND THE FACILITIES SERVICES DIVISION STRATEGIC EXECUTION PLAN TO INCORPORATE THEREIN**

WHEREAS, District Staff proposes that the Board of Education (Board) define and approve four projects that provide critical replacements and upgrades (Projects) with a combined budget of \$25,320,917 as described in Board Report 261-24/25 attached hereto, and amend the Facilities Services Division (Facilities) Strategic Execution Plan (SEP) to incorporate therein, and

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

WHEREAS, Projects developed under the School Upgrade Program category of need, Critical Replacements and Upgrades of School Building/Site Systems and Components, will replace failing building systems that create safety concerns and are disruptive to school operations. Systems in the worst condition, especially those that pose a safety hazard and/or will negatively impact school operations and other building systems if not addressed, will be addressed first; and

WHEREAS, The proposed Projects provide arcades and paving replacement at Hillcrest Elementary School, gym bleachers replacement at Hollywood High School, a new accessible play structure and greening improvements at Halldale Elementary School, and upgrades to the synthetic track, scoreboard, and tennis courts at Nathaniel Narbonne High School; and

WHEREAS, The project at Halldale Elementary School was awarded a grant from the Community Project Funding (CPF) program administered by the U.S. Department of Housing and Urban

RESOLUTION 2025-09**RECOMMENDING THE BOARD DEFINE AND APPROVE FOUR PROJECTS TO PROVIDE CRITICAL REPLACEMENTS AND UPGRADES OF SCHOOL BUILDING/SITE SYSTEMS AND COMPONENTS AND AMEND THE FACILITIES SERVICES DIVISION STRATEGIC EXECUTION PLAN TO INCORPORATE THEREIN**

Development. Under the CPF program, Members of Congress select specific projects in their communities for funding which is approved as part of the annual appropriations process. Representative Nanette Barragán, an alumna of Halldale Elementary School representing California's 44th Congressional District, designated CPF funding in the fiscal year 2024 appropriations bill for the new accessible play structure and greening improvements project. This CPF grant is a cost-reimbursement award which requires initial funding to be provided and then allows documented costs to be fully reimbursed up to the project budget of \$2,500,000; and

WHEREAS, The proposed Projects are consistent with the Los Angeles Unified School District (Los Angeles Unified or District)'s long-term goal to address unmet school facilities needs and significantly improve the conditions of aging and deteriorating school facilities as described in Los Angeles Unified local bond measures; and

WHEREAS, District Staff has determined that the proposed Projects are necessary to improve student health, safety, and educational quality; and

WHEREAS, the Board of Education's approval of the proposed Projects will authorize District Staff to proceed with the expenditure of bond funds to undertake the Projects in accordance with the provisions set forth in Los Angeles Unified local bond measures K, R, Y, Q, RR, and US; and

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

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

NOW, THEREFORE, BE IT RESOLVED THAT:

1. The BOC recommends that the Board of Education define and approve four projects that provide critical replacements and upgrades with a combined budget of \$25,320,917 and amend the Facilities SEP to incorporate therein, as described in Board Report 261-24/25, a copy of which is attached hereto in the form it was presented to the BOC and is incorporated herein by reference.
2. This resolution shall be transmitted to the Los Angeles Unified School District Board of Education and posted on the BOC's website.
3. The District is directed to track the above recommendation and to report on the adoption, rejection, or pending status of the recommendations as provided in section 6.2 of the Charter and Memorandum of Understanding between the BOC and the District.

**RESOLUTION 2025-09
RECOMMENDING THE BOARD DEFINE AND APPROVE FOUR PROJECTS TO PROVIDE
CRITICAL REPLACEMENTS AND UPGRADES OF SCHOOL BUILDING/SITE SYSTEMS AND
COMPONENTS AND AMEND THE FACILITIES SERVICES DIVISION STRATEGIC
EXECUTION PLAN TO INCORPORATE THEREIN**

ADOPTED on March 27, 2025, by the following vote:

AYES: 12

ABSTENTIONS: 0

NAYS: 0

ABSENCES: 1

/Michael Hamner/

/Samantha Rowles/

D. Michael Hamner
Chair

Dr. Samantha Rowles
Secretary



Critical Replacements and Upgrades of School Building/Site Systems and Components

Bond Oversight Committee Meeting
March 27, 2025

Critical Replacements and Upgrades

Item	Board District	Region	School	Description	Anticipated Construction Start	Anticipated Construction Completion	Project Budget
1	1	South	Hillcrest Elementary School	Arcades and Paving Replacement	Q2-2027	Q4-2028	\$7,267,509
2	4	West	Hollywood High School	Bleachers Replacement	Q2-2027	Q4-2028	\$1,809,499
3	7	South	Halldale Elementary School	New Play Structure and Greening	Q2-2027	Q4-2027	\$2,500,000
4	7	South	Narbonne High School	Synthetic Track, Scoreboard, and Tennis Court Upgrades	Q2-2027	Q1-2029	\$13,743,909
Total:							\$25,320,917

Hillcrest Elementary School

Arcades and Paving Replacement

Project Scope:

- Replace sections of the arcade structures
- Provide approx. 9,500 sq. ft. of new roofing for the arcades
- Replace approx. 20,200 sq. ft. of uneven concrete paving
- Replace or repair approx. 10,700 sq. ft. of asphalt paving including solar reflective coating at the kindergarten play yard and area adjacent to the lunch shelter
- Provide accessibility upgrades for path of travel

Enrollment: 485

Construction Schedule: Q2-2027 to Q4-2028

Project Budget: \$7,267,509

Project Budget Breakdown:

Site & Environmental	Plans	Construction	Management	Other/Reserve
1.0%	11.4%	75.3%	5.5%	6.8%



Hollywood High School

Bleachers Replacement

Project Scope:

- Replace the existing manually operated, deteriorated bleachers in the main gymnasium of the Physical Education Building with new motorized telescoping bleachers
- Provide accessibility upgrades to the Physical Education Building including path of travel, restrooms, a new drinking water station, and a new wheelchair lift

Enrollment: 1,031

Construction Schedule: Q2-2027 to Q4-2028

Project Budget: \$1,809,499

Project Budget Breakdown:

Site & Environmental	Plans	Construction	Management	Other/Reserve
3.6%	10.9%	74.0%	5.3%	6.2%



Halldale Elementary School

New Play Structure and Greening

Project Scope:

- Replace the play structure and matting with a new accessible play structure with integrated shade and new matting of approx. 4,100 sq. ft.
- Provide greening improvements of approx. 8,300 sq. ft. including planter areas with trees, shade shrubs, irrigation, log benches, and an outdoor learning environment

Enrollment: 421

Construction Schedule: Q2-2027 to Q4-2027

Project Budget: \$2,500,000

(Anticipated reimbursement from Community Project Funding grant administered by U.S. Dept. of Housing & Urban Development)

Project Budget Breakdown:

Site & Environmental	Plans	Construction	Management	Other/Reserve
3.1%	13.1%	74.3%	2.3%	7.2%



Structure Location



Playground Area

Narbonne High School

Synthetic Track, Scoreboard, and Tennis Court Upgrades

Project Scope:

- Replace approx. 28,000 sq. ft. of deteriorated tennis courts
- Replace approx. 78,700 sq. ft. of deteriorated synthetic track and infield areas including long jump, triple jump, and pole vault
- Replace deteriorated scoreboard
- Provide accessibility upgrades including parking, path of travel, restrooms, and a drinking fountain

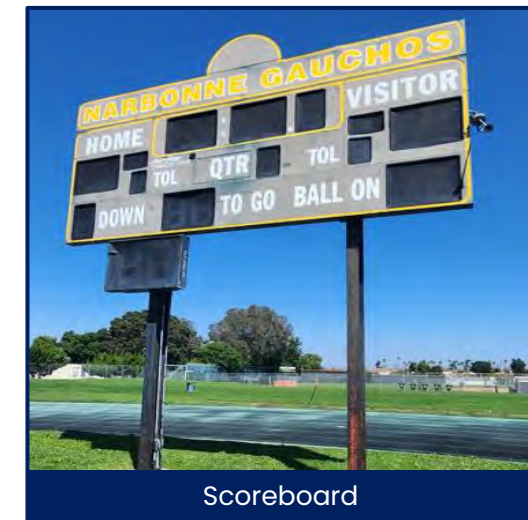
Enrollment: 1,875

Construction Schedule: Q2-2027 to Q1-2029

Project Budget: \$13,743,909

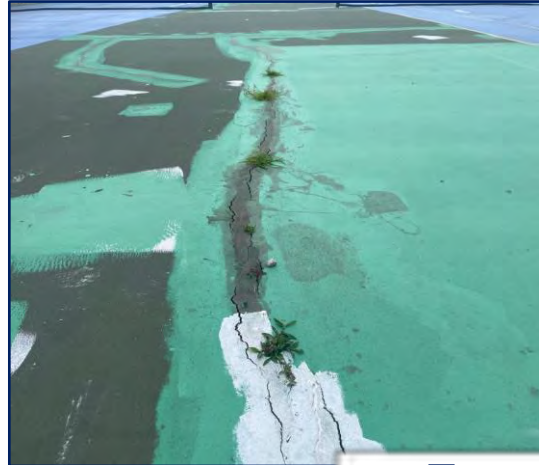
Project Budget Breakdown:

Site & Environmental	Plans	Construction	Management	Other/Reserve
0.5%	11.4%	75.8%	5.5%	6.8%



Narbonne High School

Synthetic Track, Scoreboard, and Tennis Court Upgrades

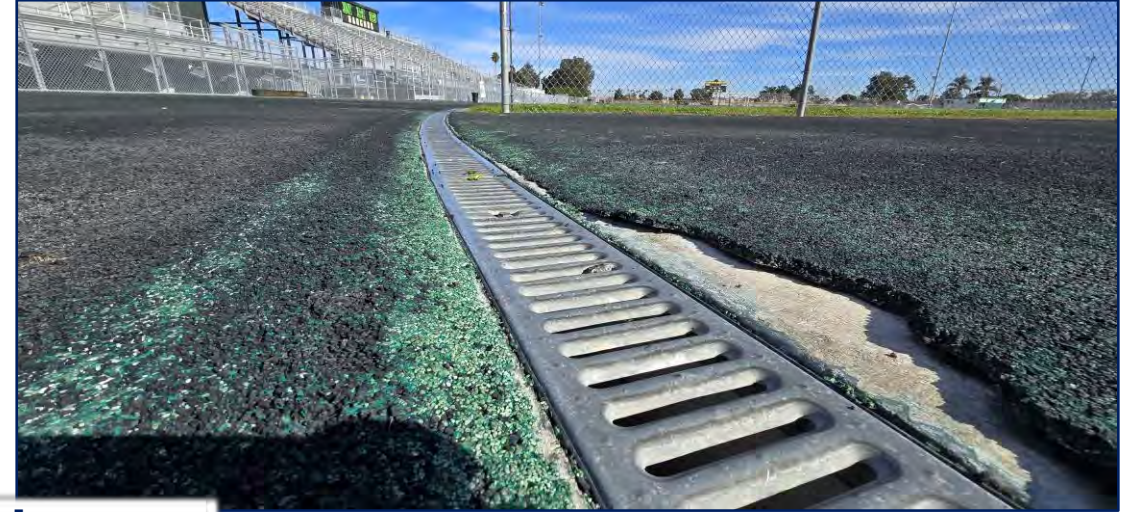


Tennis Court



Narbonne High School

Synthetic Track, Scoreboard, and Tennis Court Upgrades



Track



Questions?

Return to Order of Business

TAB 10



Board of Education Report

File #: Rep-262-24/25, **Version:** 1

Agenda Date: 4/8/2025

In Control: Facilities

Define and Approve the Lemay Street Early Education Center Outdoor Classroom and Campus Upgrade Project and Amend the Facilities Services Division Strategic Execution Plan to Incorporate Therein

Facilities Services Division and Early Childhood Education Division

Brief Description:

(Define and Approve the Lemay Street Early Education Center Outdoor Classroom and Campus Upgrade Project and Amend the Facilities Services Division Strategic Execution Plan to Incorporate Therein)
Recommends definition and approval of a project to provide an outdoor classroom and campus upgrades at Lemay Street Early Education Center (BD 3 Region N), and the amendment of the Facilities Services Division Strategic Execution Plan to incorporate therein, for a budget of \$8,544,763.

Action Proposed:

Define and approve the Lemay Street Early Education Center (BD 3 Region N) Outdoor Classroom and Campus Upgrade Project (Project) and amend the Facilities Services Division (Facilities) Strategic Execution Plan (SEP) to incorporate therein. The budget for the proposed project is \$8,544,763.

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

Background:

The Los Angeles Unified School District (Los Angeles Unified or District) School Upgrade Program includes a spending target entitled "Early Childhood Education Facilities Upgrades and Expansions." Projects developed under this category of need are included in the Facilities SEP.

The proposed Project will create dynamic, nature-based outdoor learning spaces to enable the District's youngest learners to acquire a deep, intuitive understanding of the natural world through hands-on experiences. The outdoor classroom may include learning stations with the following components:

- Music and movement
- Climbing and balance
- Messy materials
- Nature art
- Water play
- Sand play
- Garden
- Dirt digging
- Building materials

The proposed Project will provide an outdoor classroom by dividing the existing playground areas into distinct activity areas with paving, new playground matting, and landscaping. Campus upgrades include new heating, ventilation, and air conditioning units, roofing, irrigation system, exterior painting of the Children's Center Building, necessary upgrades to the fire alarm system and utilities, and interim facilities to support school programs during construction. Americans with Disabilities Act accessibility upgrades include accessible path of travel, parking area, doors and signage, and a children's restroom. The scope of work also includes any other required improvements or mitigations to ensure compliance with local, state, and/or federal facilities requirements. Construction is anticipated to begin in the first quarter of 2027 and be completed in the third quarter of 2028.

Bond Oversight Committee Recommendations:

This item was considered by the School Construction Bond Citizens' Oversight Committee (BOC) at its meeting on March 27, 2025, as referenced in Exhibit A. The presentation that was provided is included as Exhibit B. Staff has concluded that this proposed Facilities SEP amendment is in alignment with BOC recommendations and will facilitate Los Angeles Unified's ability to successfully implement the Facilities SEP.

Expected Outcomes:

Staff anticipates that the Board of Education will adopt the proposed amendment to the Facilities SEP to define and approve the proposed Project. Approval will authorize staff to proceed with the implementation of the proposed Project to improve student health, safety, and educational quality.

Board Options and Consequences:

Adoption of the proposed action will authorize staff to proceed with the expenditure of Bond Program funds to implement the proposed Project. If the proposal is not approved, Bond Program funds will not be expended, access to nature-based green space will remain limited, and early education facilities needs will remain unaddressed.

Policy Implications:

This action is consistent with the District's commitment to address unmet school facilities needs and provide students with a safe and healthy learning environment. The proposed action advances Los Angeles Unified's 2022-2026 Strategic Plan Pillar 4 Operational Effectiveness Modernizing Infrastructure by providing capital improvements at schools.

Budget Impact:

The total budget for the Project is \$8,544,763 and will be funded with Bond Program funds earmarked specifically for Early Childhood Education facilities upgrades and expansions.

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

Student Impact:

The proposed Project will establish nurturing, nature-based outdoor spaces that support whole-child development and learning, as well as address early education facilities needs that are necessary to improve student health, safety, and educational quality to benefit approximately 115 students at Lemay Street Early

Education Center (Board District 3, Region North).

Expected developmental outcomes include enhanced imaginative play, increased physical and mental well-being, and environmental stewardship. These outdoor spaces will encourage and support community, student, and parent engagement through the creation of partnerships that help establish and maintain the newly developed garden spaces. These spaces can also reduce stress for staff, families, and children. Children and their parents will be able to connect with the natural world as a regular part of their healthy growth and development in the areas that lack parks and green environments.

Equity Impact:

The proposed Project was identified by the Early Childhood Education Division (ECED) in consultation with the Region and school site administrator. The site was selected based upon the center's proximity and access to existing community green space, and evidence of parent, administrator, and staff commitment to the success of the program. Other factors considered included income level, center enrollment, community interest, and demographics.

Issues and Analysis:

Staff's proposal supports ECED's commitment to providing a quality early education experience that will prepare students for success in school and life, while valuing and respecting the needs, languages, and cultures of all students, families, staff, and respective communities.

The Office of Environmental Health and Safety will evaluate the Project's proposal in accordance with the California Environmental Quality Act to ensure compliance. If through the planning and design process, it is determined that the proposed Project's scope will not sufficiently address the facilities needs identified, the Project's scope, schedule, and budget will be revised accordingly.

Attachments:


Exhibit A - BOC Resolution

Exhibit B - BOC Presentation

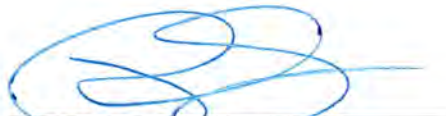
Submitted:

03/11/25

RESPECTFULLY SUBMITTED,


ALBERTO M. CARVALHO
Superintendent
Business Services and Operations

APPROVED BY:

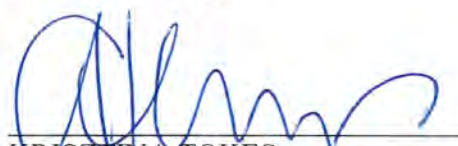

PEDRO SALCIDO
Deputy Superintendent,

REVIEWED BY:


DEVORA NAVERA REED
General Counsel

✓ Approved as to form.

APPROVED BY:

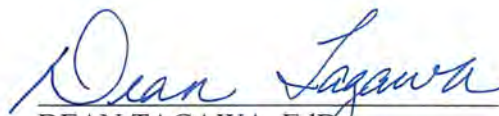

KRISZTINA TOKES
Chief Facilities Executive
Facilities Services Division

REVIEWED BY:


NOLBERTO DELGADILLO
Deputy Chief Financial Officer

✓ Approved as to budget impact statement.

APPROVED BY:


DEAN TAGAWA, EdD
Executive Director
Early Childhood Education Division

PRESENTED BY:


MARK CHO
Deputy Director of Facilities
Maintenance and Operations
Facilities Services Division

SCHOOL CONSTRUCTION BOND CITIZENS' OVERSIGHT COMMITTEE

D. Michael Hamner, FAIA, Chair
American Institute of Architects
Robert Campbell, Vice-Chair
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Dr. Samantha Rowles, Secretary
LAUSD Student Parent
Patrick MacFarlane, Executive Committee
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Scott Pansky, Executive Committee
L.A. Area Chamber of Commerce

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

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Vacant
LAUSD Student Parent

Timothy Popejoy
Bond Oversight Administrator
Perla Zitle
Bond Oversight Coordinator

RESOLUTION 2025-10

BOARD REPORT NO. 262-24/25

RECOMMENDING BOARD APPROVAL TO DEFINE AND APPROVE THE LEMAY STREET EARLY EDUCATION CENTER OUTDOOR CLASSROOM AND CAMPUS UPGRADE PROJECT AND AMEND THE FACILITIES SERVICES DIVISION STRATEGIC EXECUTION PLAN TO INCORPORATE THEREIN

WHEREAS, District Staff proposes that the Board of Education (Board) define and approve the Lemay Street Early Education Center Outdoor Classroom and Campus Upgrade Project (Project), as described in Board Report 262-24/25, and amend the Facilities Services Division (Facilities) Strategic Execution Plan (SEP) to incorporate therein, and

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

WHEREAS, The School Upgrade Program includes a spending target entitled "Early Childhood Education Facilities Upgrades and Expansions." Projects developed under this category of need are included in the Facilities SEP; and

WHEREAS, The proposed Project will provide an outdoor classroom by dividing the existing playground areas into distinct activity areas with paving, new playground matting, and landscaping. Campus upgrades include new heating, ventilation, and air conditioning units, roofing, irrigation system, exterior painting of the Children's Center Building, necessary upgrades to the fire alarm system and utilities, and interim facilities to support school programs during construction. The scope of work includes Americans with Disabilities Act accessibility upgrades, and any other required improvements or mitigations to ensure compliance with local, state, and/or federal facilities requirements; and

RESOLUTION 2025-10

RECOMMENDING BOARD APPROVAL TO DEFINE AND APPROVE THE LEMAY STREET EARLY EDUCATION CENTER OUTDOOR CLASSROOM AND CAMPUS UPGRADE PROJECT AND AMEND THE FACILITIES SERVICES DIVISION STRATEGIC EXECUTION PLAN TO INCORPORATE THEREIN

WHEREAS, The proposed Project was identified by the Early Childhood Education Division in consultation with the Region and school site administrator. The site was selected based upon the center's proximity and access to existing community green space, and evidence of parent, administrator, and staff commitment to the success of the program. Other factors considered included income level, center enrollment, community interest, and demographics; and

WHEREAS, the total budget for the proposed Project is \$8,544,763 and will be funded with Bond Program funds earmarked specifically for Early Childhood Education facilities upgrades and expansions; and

WHEREAS, the District’s Office of the General Counsel has reviewed the proposed Project and determined that it may proceed to the School Construction Citizens’ Bond Oversight Committee (BOC) for its consideration for recommendation to the Board of Education; and

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

NOW, THEREFORE, BE IT RESOLVED THAT:

1. The BOC recommends that the Board of Education define and approve the Lemay Street Early Education Center Outdoor Classroom and Campus Upgrade Project with a budget of \$8,544,763 and amend the Facilities SEP to incorporate therein, as described in Board Report 262-24/25, a copy of which is attached hereto in the form it was presented to the BOC and is incorporated herein by reference.
2. This resolution shall be transmitted to the Los Angeles Unified School District Board of Education and posted on the BOC’s website.
3. The District is directed to track the above recommendation and to report on the adoption, rejection, or pending status of the recommendations as provided in section 6.2 of the Charter and Memorandum of Understanding between the BOC and the District.

ADOPTED on March 27, 2025, by the following vote:

AYES: 12

ABSTENTIONS: 0

NAYS: 0

ABSENCES: 1

/Michael Hamner/

D. Michael Hamner
Chair

/Samantha Rowles/

Dr. Samantha Rowles
Secretary



**Lemay Early Education Center
Outdoor Classroom and Campus Upgrade Project**

Bond Oversight Committee Meeting
March 27, 2025

Lemay Early Education Center Outdoor Classroom and Campus Upgrade

Project Scope:

- Outdoor classroom activity areas
- Paving
- Landscaping
- Playground matting
- Heating, ventilation, and air conditioning (HVAC) units
- Roofing
- Irrigation system
- Exterior painting of the Children’s Center Building
- Accessibility upgrades
- Fire alarm system upgrades
- Utilities upgrades

Board District: 3 **Region:** North

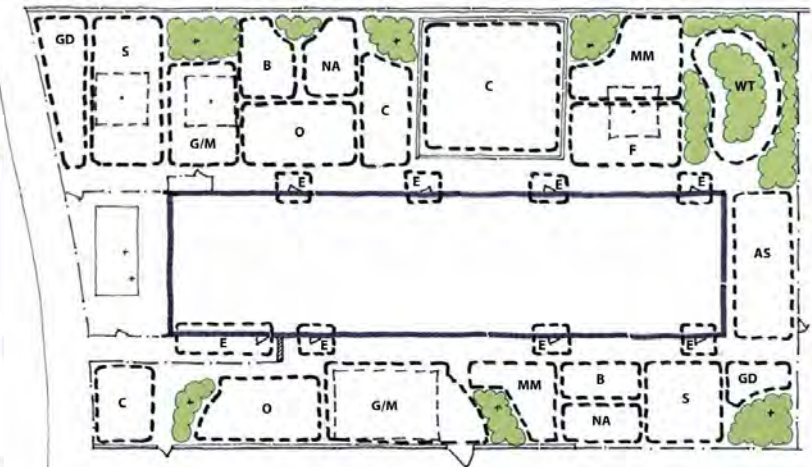
Enrollment: 100

Construction Schedule: Q1-2027 to Q3-2028

Project Budget: \$8,544,763

Project Budget Breakdown:

Site & Environmental	Plans	Construction	Management	Other/Reserve
1.2%	11.8%	74.9%	5.4%	6.7%



LEGEND

- E: ENTRY
- G: GATHERING AREA
- M: MUSIC & MOVEMENT AREA
- O: OPEN AREA
- NA: NATURE ART AREA
- B: BUILDING AREA
- GD: GARDEN AREA
- MM: MESSY MATERIALS AREA
- C: CLIMBING AREA
- S: SENSORY (WATER/SAND DIRT DIGGING)
- WT: WHEELED TOY AREA
- AS: ADULT SPACE
- F: FLEX SPACE
- +: EXISTING TREE

Concept – Subject to Change

Lemay Street Early Education Center Outdoor Classroom and Campus Upgrade



Examples of Completed Projects



Questions?

TAB 11



Board of Education Report

File #: Rep-268-24/25, **Version:** 1

Agenda Date: 4/8/2025

In Control: Facilities

Approve the Redefinition of the Bell High School Classroom Replacement Project and Amend the Facilities Services Division Strategic Execution Plan to Incorporate Therein

Facilities Services Division

Brief Description:

(Approve an Amendment to the Facilities Services Division Strategic Execution Plan to Redefine the Bell High School Classroom Replacement Project) Recommends approval of an amendment to the Facilities Services Division Strategic Execution Plan to redefine the Bell High School (BD5, Region East) Classroom Replacement Project with a revised budget of \$197,435,000.

Action Proposed:

Approve an amendment to the Facilities Services Division (Facilities) Strategic Execution Plan (SEP) to redefine the Bell High School (BD5, Region East) Classroom Replacement Project as described in Exhibit A. The budget for the redefined project is \$197,435,000, an increase of \$73,450,000.

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

Background:

The Main Building as well as the Locker & Shower and Sanitary Buildings adjacent to the playfields at Bell High School have an inefficient and unreliable HVAC system that is well beyond its useful life and needs to be replaced and upgraded with a new system. Staff initially considered proposing a new standalone critical replacement project to address the deteriorated HVAC system in these buildings. However, in an effort to maximize efficiencies and expedite the HVAC replacement, Staff recommends that the Bell High School Classroom Replacement Project be redefined to include the replacement and upgrade of the existing HVAC systems. Coordinating and performing the proposed replacement and upgrade of the HVAC system in the Main Building, Locker & Shower Building, and Sanitary Buildings concurrently with the planned work of the Classroom Replacement project will streamline design and construction efforts and eliminate any potential duplicative work that may occur with two separate projects and general contractors.

The proposed redefinition of the Bell High School Classroom Replacement Project includes the following added scope:

- Replacement of heating, ventilation, and air conditioning (HVAC) units, exhaust fans, and miscellaneous ductwork at the Main Building as well as the Locker & Shower and Sanitary Buildings adjacent to the playfields.
- Installation of a new Energy Management System (EMS) for all permanent and relocatable buildings that will remain after completion of this project.

- Installation and removal of interim facilities including approximately 30 classrooms, 2 administrative spaces, and 2 restrooms necessary to support school programs during construction.
- Construction of new tennis courts and a new softball field as well as restoration of parking and landscaping where interim facilities and existing relocatable buildings are to be removed.

The prior scope approved in the Bell High School Classroom Replacement Project included the removal of 10 existing relocatable buildings and 3 permanent buildings assuming that a standalone HVAC project would remove an additional 5 existing relocatable buildings and 1 permanent building. The redefined project includes the removal of all 15 existing relocatable buildings and 4 permanent buildings. The prior definition also included some interim facilities; however, this has been expanded in the redefined project to expedite the replacement of classrooms and HVAC together. The complete scope, budget, and schedule for the redefined project is provided in Exhibit A.

Staff anticipates that construction activities will begin in the 3rd quarter of 2027. The activities for site/utilities/interim facilities may begin in advance of this work in an earlier phase. Construction is anticipated to be completed by the 4th quarter of 2031.

Bell High School is located in Region East and Board District 5 (Karla Griego).

Bond Oversight Committee Recommendations:

This item was considered by the School Construction Bond Citizens' Oversight Committee (BOC) at its meeting on March 27, 2025, as referenced in Exhibit B. The presentation that was provided is included herein as Exhibit C. Staff has concluded that this proposed Facilities SEP amendment is in alignment with BOC recommendations and will facilitate Los Angeles Unified School District's ability to successfully complete the Facilities SEP.

Expected Outcomes:

Staff anticipates that the Board of Education will adopt the proposed amendment to the Facilities SEP to redefine the Bell High School Classroom Replacement Project. Approval will authorize staff to proceed with the design and construction of the redefined project.

The new facilities, once completed, will provide facilities that support education programs and student achievement. The redefined project will also decrease demand for repair and maintenance, alleviate the burden on custodial staff, and benefit the local economy by creating tax revenue and new jobs.

Board Options and Consequences:

Adoption of the proposed action will authorize staff to proceed with the expenditure of Bond Program funds for environmental reviews and clearances, design, procurement, construction, and other activities necessary to implement the redefined project.

If the proposal is not approved, the project will not be redefined, and the school will not benefit from the additional critical replacements and associated campus upgrades being proposed.

Policy Implications:

The proposal does not impact Los Angeles Unified policy. The proposal is consistent with the District's long-term goal to address unmet school facilities needs and significantly improve the conditions of aging and deteriorating school facilities as described in the District's local bond measures K, R, Y, Q, RR, and US. The proposed action advances Los Angeles Unified's 2022-2026 Strategic Plan Pillar 4 Operational Effectiveness Modernizing Infrastructure by replacing existing relocatable buildings with new permanent buildings and providing critical replacements and upgrades.

Budget Impact:

The redefinition of the Bell High School Classroom Replacement Project increases the project budget by \$73,450,000, which results in an updated project budget of \$197,435,000. This budget reflects current information known, and assumptions about the project scope, site conditions, and market conditions. The project budget will be reviewed throughout the planning, design, and construction phases as new information becomes known or unforeseen conditions arise and will be adjusted accordingly to enable the successful completion of the project.

The redefined project, including the new HVAC scope, is funded by Bond Program funds targeted in the School Upgrade Program (SUP) for major modernizations, upgrades, and reconfigurations to school campuses. This action will require the transfer of \$73,450,000 from the SUP category of need for critical replacements and upgrades of school building/site systems and components to the SUP category of need for major modernizations, upgrades, and reconfigurations to school campuses.

Student Impact:

The redefined Bell High School Classroom Replacement project, once completed, will help ensure approximately 2,100 students attending this school are provided with safe, welcoming, and state-of-the-art learning environments that support student-centered and engaged learning. The redefined project will also ensure the students attending Bell High School are provided with updated facilities that are well-ventilated with efficient heating and air conditioning systems that support learning.

Equity Impact:

Bell High School was prioritized for a classroom replacement project based on 1) the number of relocatable buildings that are not certified by the Division of the State Architect and 2) the number of students served. The new HVAC scope was prioritized according to the critical replacement criteria of first addressing the building components/systems in the worst condition, especially those that pose a safety hazard and/or negatively impact school operations and other building systems if not addressed.

Issues and Analysis:

The Main Building as well as the Locker & Shower and Sanitary Buildings adjacent to the playfields at Bell High School have an inefficient and unreliable HVAC system that is well beyond its useful life and needs to be replaced and upgraded with a new system. Redefining the Classroom Replacement project instead of proposing a new standalone critical replacement project to address the deteriorated HVAC system in these buildings will enable staff to better coordinate design and construction efforts, maximize budget efficiencies, and minimize impacts on the learning environment.

File #: Rep-268-24/25, **Version:** 1

Agenda Date: 4/8/2025

In Control: Facilities

Attachments:

Exhibit A - Scope, Budget, and Schedule for Redefined Project

Exhibit B - BOC Resolution

Exhibit C - BOC Presentation


Submitted:

03/11/25

RESPECTFULLY SUBMITTED,


ALBERTO M. CARVALHO
Superintendent

APPROVED BY:


PEDRO SALCIDO
Deputy Superintendent
Business Services and Operations

REVIEWED BY:


DEVORA NAVERA REED
General Counsel

APPROVED BY:



KRISZTINA TOKES
Chief Facilities Executive
Facilities Services Division

✓ Approved as to form.

REVIEWED BY:


NOLBERTO DELGADILLO
Deputy Chief Financial Officer

PRESENTED BY:


ISSAM DAHDUL
Director of Facilities
Planning and Development
Facilities Services Division

✓ Approved as to budget impact statement.

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

**Exhibit A
Scope, Budget, and Schedule for Redefined Project**

1. Bell High School – Classroom Replacement and HVAC Project

Region East, Board District 5 (Karla Griego)

Project Background and Scope:

Bell High School spans 19.03 acres and serves students in grades 9-12. The campus is comprised of the following schools: Bell High School and the Gifted Science/Technology/Engineering/Math Magnet. As of the 2024-2025 Electronic Capacity Assessment Review (E-CAR), the school served approximately 2,102 students and the projected enrollment for planning purposes is approximately 2,200 students. The school has 15 existing relocatable buildings, all of which are not certified by the Division of the State Architect (DSA), containing 24 classrooms.

The proposed project includes, but is not limited to:

- Construction of approximately 25 classrooms, multipurpose room, and support and administrative spaces.
- Replacement of heating, ventilation, and air conditioning (HVAC) units, exhaust fans, and miscellaneous ductwork at the Main Building as well as the Locker & Shower and Sanitary Buildings adjacent to the playfields.
- Installation of a new Energy Management System (EMS) for all permanent and relocatable buildings that will remain after completion of this project.
- Installation and removal of interim facilities including approximately 30 classrooms, 2 administrative spaces, and 2 restrooms necessary to support school programs during construction.
- Greening improvements in alignment with the District’s Green Schoolyards for All Plan.
- Site improvements such as utility upgrades, landscaping, hardscaping, fencing and gates, security enhancements, and accessibility upgrades.
- Painting the exterior of existing buildings and structures.
- Demolition and/or removal of 15 existing relocatable buildings containing 24 classrooms and associated support spaces and 4 permanent buildings containing 2 music classrooms, 1 art classroom, practice gym, support and administrative spaces, and storage.
- Construction of new tennis courts and a new softball field as well as restoration of parking and landscaping where interim facilities and existing relocatable buildings are to be removed.
- Requirements from the Americans with Disabilities Act (ADA), Division of the State Architect (DSA), California Environmental Quality Act (CEQA), Department of Toxic Substances Control (DTSC), or other improvements to ensure compliance with local, state, and federal requirements.

Project Budget: \$197,435,000

Project Schedule: Construction activities are anticipated to begin in Q3-2027 and be completed in Q4-2031.

SCHOOL CONSTRUCTION BOND CITIZENS' OVERSIGHT COMMITTEE

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

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

Neelura Bell
CA Charter School Association
Sandra Betts
CA Tax Reform Assn.
Chad Boggio
L.A. Co. Federation of Labor AFL-CIO
Aleigh Lewis
L.A. City Controller's Office
Jennifer McDowell
L.A. City Mayor's Office
Brian Mello
Assoc. General Contractors of CA
Santa Ramirez
Tenth District PTSA

William O. Ross IV
31st District PTSA
Dr. Bevin Ashenmiller (Alternate)
Tenth District PTSA
Ashley Kaiser (Alternate)
Assoc. General Contractors of CA
Connie Yee (Alternate)
L.A. Co. Auditor-Controller's Office
Vacant
Assoc. CA School Administrators – Ret.
Vacant
LAUSD Student Parent

Timothy Popejoy
Bond Oversight Administrator
Perla Zittle
Bond Oversight Coordinator

RESOLUTION 2025-12**BOARD REPORT 268-24/25****RECOMMENDING BOARD APPROVAL TO APPROVE THE REDEFINITION OF THE BELL HIGH SCHOOL CLASSROOM REPLACEMENT PROJECT AND AMEND THE FACILITIES SERVICES DIVISION STRATEGIC EXECUTION PLAN TO INCORPORATE THEREIN**

WHEREAS, District Staff proposes that the Board of Education (Board) approve an amendment to the Facilities Services Division (Facilities) Strategic Execution Plan (SEP) to redefine the Bell High School Classroom Replacement Project with a revised budget of \$197,435,000, as described in Board Report No. 268-24/25 attached hereto, and authorize the Chief Procurement Officer and/or the Chief Facilities Executive, and/or their designee(s), to execute all instruments necessary, as legally permissible, to implement the redefined project including budget modifications and the purchase of equipment and materials; and

WHEREAS, The Main Building as well as the Locker & Shower and Sanitary Buildings adjacent to the playfields at Bell High School have an inefficient and unreliable HVAC system that is well beyond its useful life and needs to be replaced and upgraded with a new system; and

WHEREAS, The proposed redefinition of the Bell High School Classroom Replacement Project includes the following added scope:

- Replacement of heating, ventilation, and air conditioning (HVAC) units, exhaust fans, and miscellaneous ductwork at the Main Building as well as the Locker & Shower and Sanitary Buildings adjacent to the playfields; and
- Installation of a new Energy Management System (EMS) for all permanent and relocatable buildings that will remain after completion of this project; and
- Installation and removal of interim facilities including approximately 30 classrooms, 2 administrative spaces, and 2 restrooms necessary to support school programs during construction; and
- Construction of new tennis courts and a new softball field as well as restoration of parking and landscaping where interim facilities and existing relocatable buildings are to be removed; and

RESOLUTION 2025-12**RECOMMENDING BOARD APPROVAL TO APPROVE THE REDEFINITION OF THE BELL HIGH SCHOOL CLASSROOM REPLACEMENT PROJECT AND AMEND THE FACILITIES SERVICES DIVISION STRATEGIC EXECUTION PLAN TO INCORPORATE THEREIN**

WHEREAS, The prior scope approved in the Bell High School Classroom Replacement Project included the removal of 10 existing relocatable buildings and 3 permanent buildings assuming that a standalone HVAC project would remove an additional 5 existing relocatable buildings and 1 permanent building. The redefined project includes the removal of all 15 existing relocatable buildings and 4 permanent buildings. The prior definition also included some interim facilities; however, this has been expanded in the redefined project to expedite the replacement of classrooms and HVAC together. The complete scope, budget, and schedule for the redefined project is provided in Exhibit A; and

WHEREAS, District Staff anticipates that construction activities will begin in the 3rd quarter of 2027 and be completed by the 4th quarter of 2031; and

WHEREAS, The redefinition of the Bell High School Classroom Replacement Project increases the project budget by \$73,450,000, which results in an updated project budget of \$197,435,000; and

WHEREAS, This action will require the transfer of \$73,450,000 from the SUP category of need for critical replacements and upgrades of school building/site systems and components to the SUP category of need for major modernizations, upgrades, and reconfigurations to school campuses; and

WHEREAS, Redefining the Classroom Replacement project instead of proposing a new standalone critical replacement project to address the deteriorated HVAC system in these buildings will enable staff to better coordinate design and construction efforts, maximize budget efficiencies, and minimize impacts on the learning environment; and

WHEREAS, Redefining the Classroom Replacement Project to include the upgrade of HVAC systems help ensure the students attending Bell High School are provided with updated facilities that are well-ventilated with efficient heating and air conditioning systems that support learning; and

WHEREAS, The Board of Education's approval of the redefined project will authorize District Staff to proceed with the expenditure of Bond Program funds to undertake the Projects in accordance with the provisions set forth in Los Angeles Unified local bond measures K, R, Y, Q, RR, and US; and

WHEREAS, The District Office of General Counsel has reviewed the proposed Project and determined that it may proceed to the School Construction Bond Citizens' Oversight Committee (BOC) for its consideration for recommendation to the Board of Education; and

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

NOW, THEREFORE, BE IT RESOLVED THAT:

1. The School Construction Citizens' Bond Oversight Committee recommends that the Board of Education approve an amendment to the Facilities SEP to redefine the Bell High School Classroom Replacement Project with a revised budget of \$197,435,000, as described in Board Report No. 268-24/25, a copy of which is attached hereto in the form it was presented to the BOC and is incorporated herein by reference.

RESOLUTION 2025-12**RECOMMENDING BOARD APPROVAL TO APPROVE THE REDEFINITION OF THE BELL HIGH SCHOOL CLASSROOM REPLACEMENT PROJECT AND AMEND THE FACILITIES SERVICES DIVISION STRATEGIC EXECUTION PLAN TO INCORPORATE THEREIN**

2. This resolution shall be transmitted to the Los Angeles Unified Board and posted on the BOC's website.
3. Los Angeles Unified is directed to track the above recommendation and to report on the adoption, rejection, or pending status of the recommendations as provided in section 6.2 of the Charter and Memorandum of Understanding between the BOC and Los Angeles Unified.

ADOPTED on March 27, 2025, by the following vote:

AYES: 11

ABSTENTIONS: 0

NAYS: 0

ABSENCES: 2

/Michael Hamner/

D. Michael Hamner
Chair

/Samantha Rowles/

Dr. Samantha Rowles
Secretary



Bell HS Classroom Replacement Project Redefinition

Bond Oversight Committee Meeting
March 27, 2025

Bell HS Classroom Replacement Project

- Project definition approved by the Board of Education on June 4, 2024
 - Planning was underway for HVAC replacement as a standalone critical replacement project to address deteriorated HVAC systems in the Main Building, Locker & Shower Building, and Sanitary Buildings adjacent to the playfields
- Proposed redefinition of the Classroom Replacement Project to include the replacement and upgrade of the existing HVAC systems
 - Expedite the HVAC replacement and maximize budget efficiencies
 - Enable better coordination of design and construction efforts
 - Minimize impacts on the learning environment
- Budget
 - Original Classroom Replacement Project = \$123,985,000
 - Redefined Classroom Replacement and HVAC Project = \$197,435,000
 - Increase of \$73,450,000 will be transferred from the SUP category of need for critical replacements to the SUP category of need for major modernizations, upgrades, and reconfigurations

Bell HS

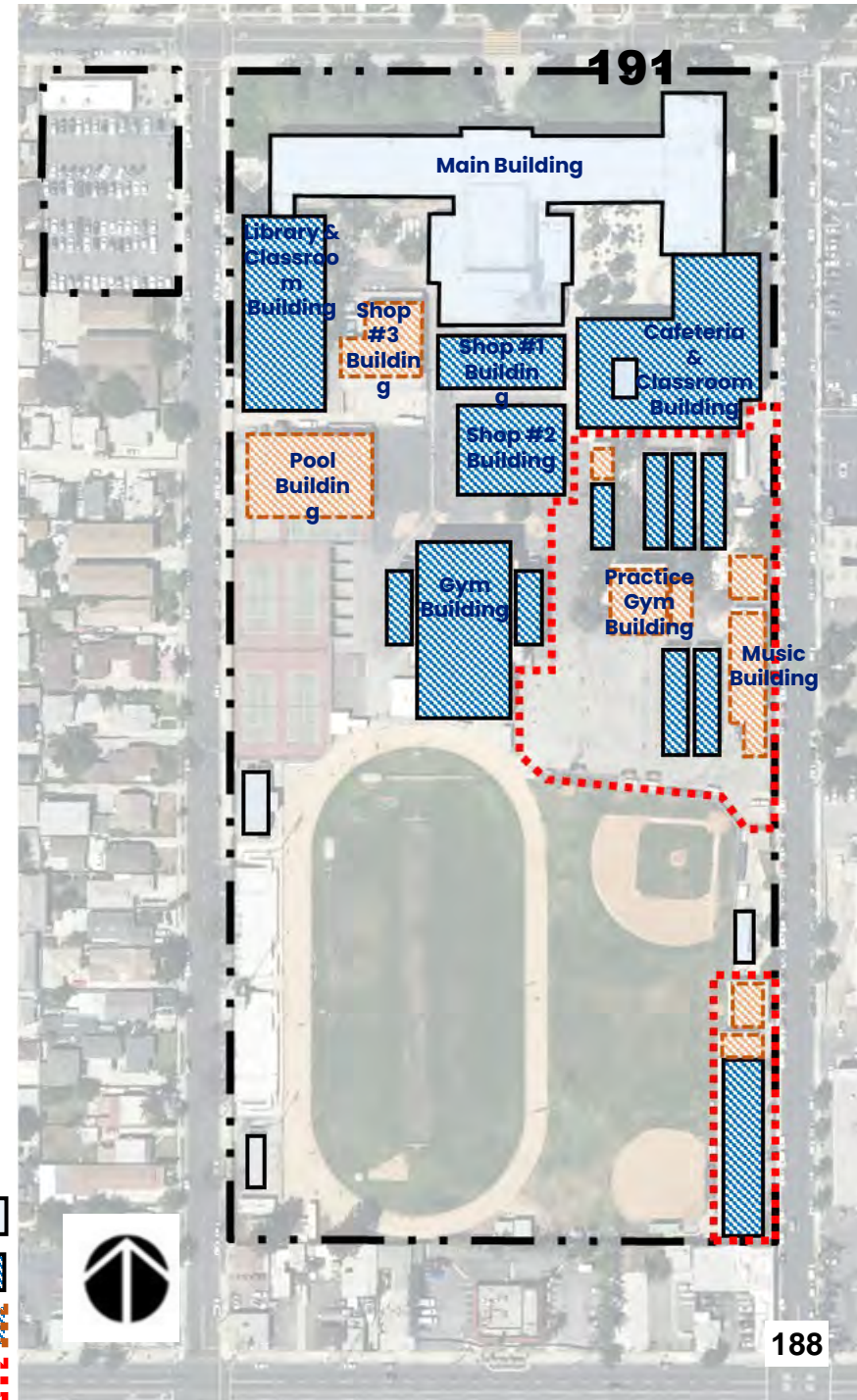
Redefinition to Add HVAC Replacement

Added Project Scope

- Replace existing heating, ventilation, and air conditioning (HVAC) units, exhaust fans, and miscellaneous ductwork at the Main Building as well as the Locker & Shower and Sanitary Buildings adjacent to the playfields
- Install a new Energy Management System (EMS) for all permanent buildings and relocatable buildings that will remain after completion of this project
- Install and remove interim facilities including approximately 30 classrooms, 2 administrative spaces, and 2 restrooms necessary to support school programs during construction
- Construct new tennis courts and a new softball field as well as restore parking and landscaping where interim facilities and existing relocatable buildings are to be removed

Revised Project Scope

- Removal of 10 existing relocatable buildings and 3 permanent buildings has been increased to removal of 15 existing relocatable buildings and 4 permanent buildings
- Plan for interim facilities has been expanded to expedite the replacement of classrooms and HVAC together

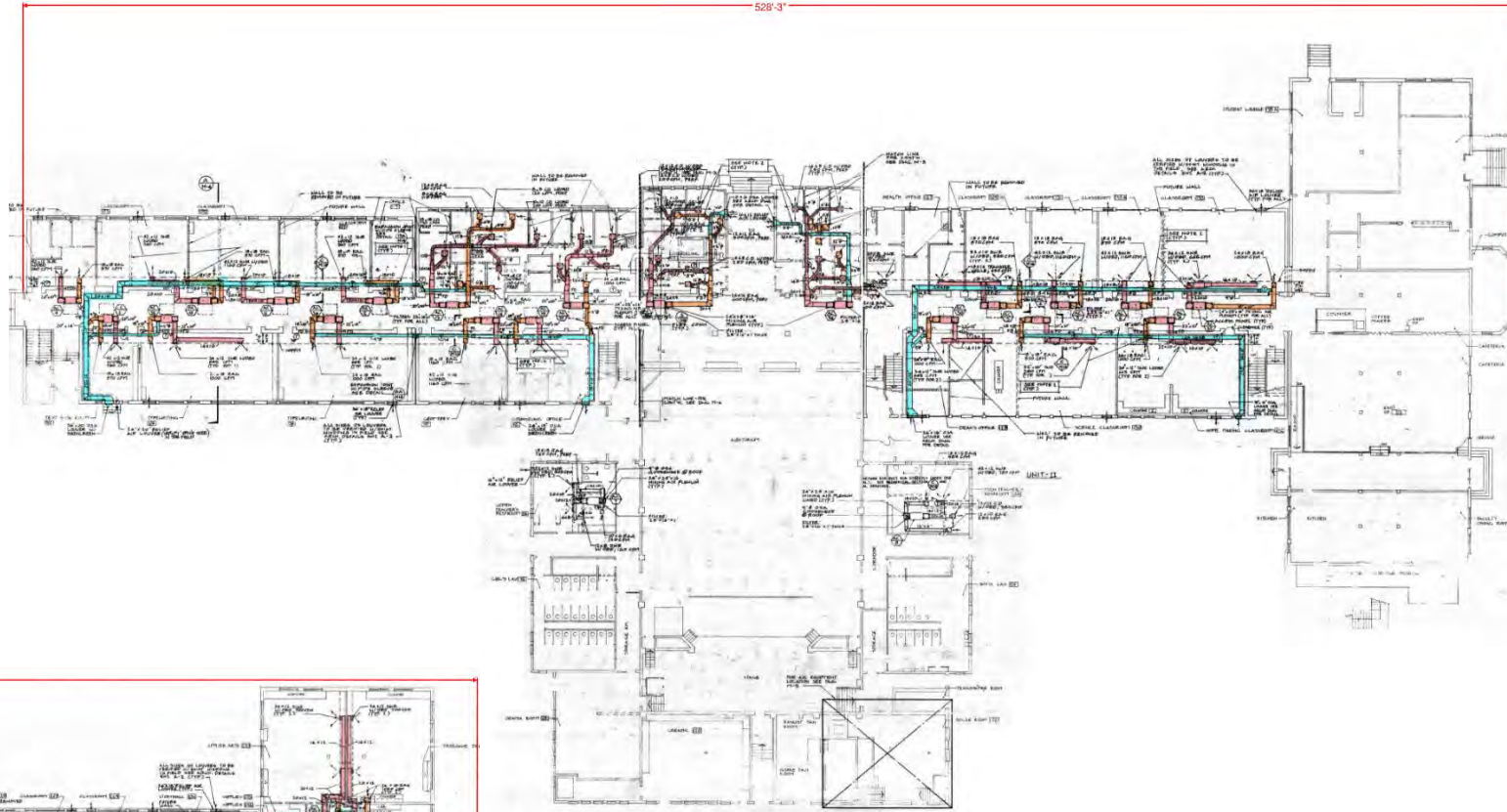


Bell HS

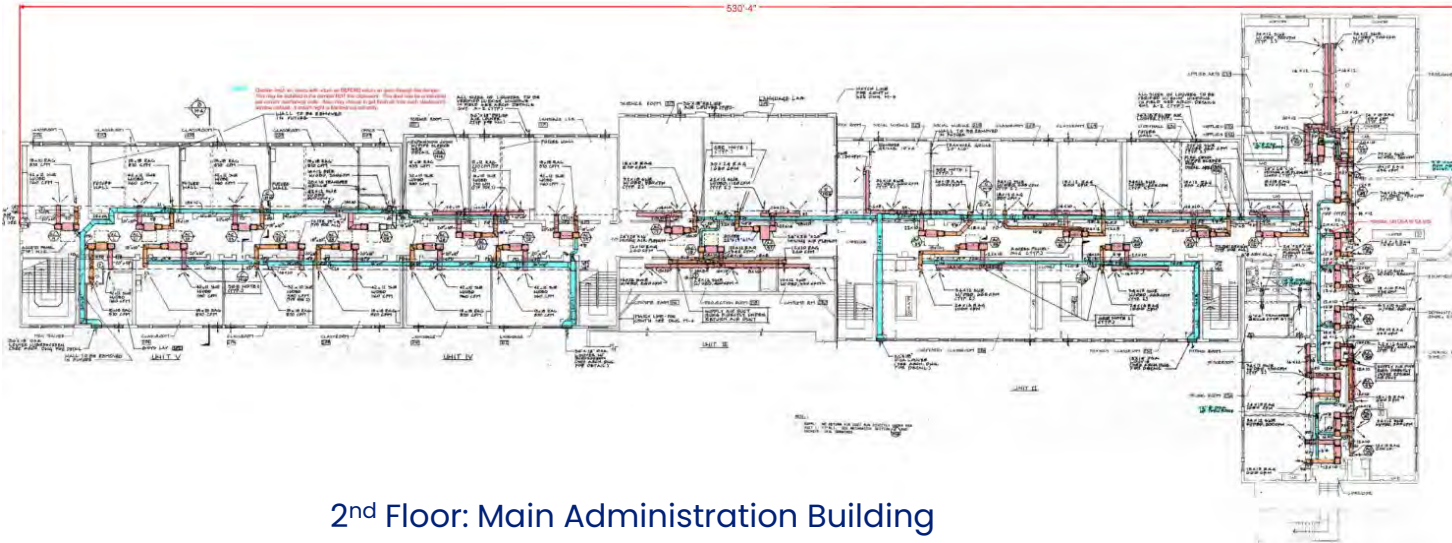
Redefinition to Add HVAC Replacement

One of LAUSD's largest buildings with a single HVAC piping system serving 50 classrooms and administrative space

Total Main Building SF - Approx. 101,000



1st Floor: Main Administration Building with Auditorium



2nd Floor: Main Administration Building

Bell HS

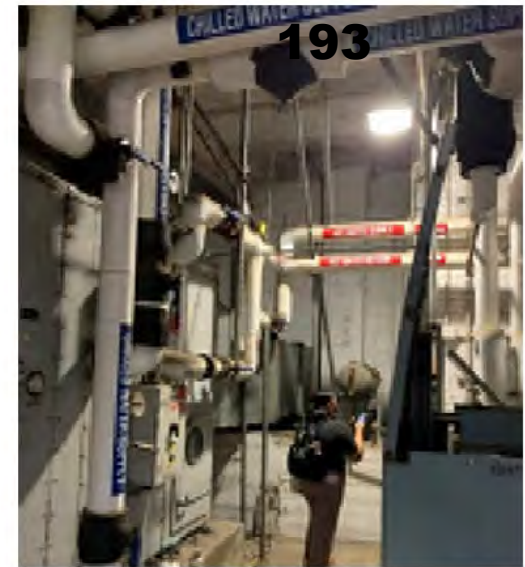
Redefinition to Add HVAC Replacement



Typical Corridor



Photo 5: Existing boiler room



Auditorium Fan Room



Cooling Tower

Bell HS Classroom Replacement and HVAC

Proposed Redefinition

Project Scope

- Construction of approximately 25 classrooms, multipurpose room, and support and administrative spaces.
- Replacement of heating, ventilation, and air conditioning (HVAC) units, exhaust fans, and miscellaneous ductwork at the Main Building as well as the Locker & Shower and Sanitary Buildings adjacent to the playfields.
- Installation of a new Energy Management System (EMS) for all permanent and relocatable buildings that will remain after completion of this project.
- Installation and removal of interim facilities including approximately 30 classrooms, 2 administrative spaces, and 2 restrooms necessary to support school programs during construction.
- Greening improvements in alignment with the District’s Green Schoolyards for All Plan.
- Site improvements such as utility upgrades, landscaping, hardscaping, fencing and gates, security enhancements, and accessibility upgrades.
- Painting the exterior of existing buildings and structures.
- Demolition and/or removal of 15 existing relocatable buildings containing 24 classrooms and associated support spaces and 4 permanent buildings containing 2 music classrooms, 1 art classroom, practice gym, support and administrative spaces, and storage.
- Construction of new tennis courts and a new softball field as well as restoration of parking and landscaping where interim facilities and existing relocatable buildings are to be removed.
- Requirements from the ADA, DSA, CEQA, DTSC, or other improvements to ensure compliance with local, state, and federal requirements.

<i>Enrollment (2024-25)</i>	2,102
<i>Construction Schedule</i>	Q3-2027 to Q4-2031
<i>Project Budget</i>	\$197,435,000

Original CRR Project Budget Breakdown

Site & Environmental	Plans	Construction	Management	Reserve
0.5%	11.6%	75.8%	5.3%	6.8%

Redefinition Project Budget Breakdown

Site & Environmental	Plans	Construction	Management	Reserve
0.3%	7.7%	78.6%	6.4%	7.0%

Questions?

[Return to Order of Business](#)

TAB 12



Board of Education Report

File #: Rep-267-24/25, **Version:** 1

Agenda Date: 4/8/2025

In Control: Facilities

Define and Approve the Verdugo Hills High School New Baseball Scoreboard Project and Amend the Facilities Services Division Strategic Execution Plan to Incorporate Therein

Facilities Services Division

Brief Description:

(Define and Approve the Verdugo Hills High School New Baseball Scoreboard Project and Amend the Facilities Services Division Strategic Execution Plan to Incorporate Therein) Recommends definition and approval of a project to provide a new baseball scoreboard at Verdugo Hills High School (BD 6, Region North), and the amendment of the Facilities Services Division Strategic Execution Plan to incorporate therein, for a budget of \$556,683.

Action Proposed:

Define and approve the Verdugo Hills High School (BD 6, Region North) New Baseball Scoreboard Project (Project) and amend the Facilities Services Division (Facilities) Strategic Execution Plan (SEP) to incorporate therein. The budget of the proposed Project is \$556,683.

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

Background:

On August 24, 2021, the Board of Education (Board) adopted an update to the School Upgrade Program (SUP) to integrate Measure RR funding and priorities into its operational framework. The updated SUP framework and the Measure RR Implementation Plan help guide the identification of sites and development of project proposals.

Pursuant to the Board Resolution, Modernization, Upgrade and Development of High School Athletic Facilities, adopted on June 22, 2021, funding has been prioritized within the SUP to modernize, upgrade, or develop new high school athletic facilities within each Board District. Projects to upgrade high school athletic facilities within each Board District fall under the SUP category of need for School Upgrades and Reconfigurations to Support Wellness, Health, Athletics, Learning, and Efficiency. Funds are allocated for each Board District based on each Board District's proportionate share of high school enrollment and number of sports teams. Proposed Project is identified by Board offices in consultation with stakeholders and developed by Facilities staff.

The Project includes, but is not limited to:

- The design and construction of a new baseball field scoreboard with connection to existing electrical panel.

In Control: Facilities

- Requirements from the Division of the State Architect (DSA), California Environmental Quality Act (CEQA), Department of Toxic Substances Control (DTSC), or other improvements to ensure compliance with local, state, and federal regulations.

Construction is anticipated to begin in Q4-2025 and be completed in Q2-2026. The proposed Project will support the school's physical education and athletic programs and allow the school to practice for and/or host athletic events which contribute to student athletic achievement, school pride, and a positive school culture.

The proposed Project is in Board District 6 (Kelly Gonez) and Region North.

Bond Oversight Committee Recommendations:

This item was considered by the School Construction Bond Citizens' Oversight Committee (BOC) at its meeting on March 27, 2025. The presentation that was provided is included as Exhibit B. Staff has concluded that this proposed Facilities SEP amendment is in alignment with BOC recommendations and will facilitate Los Angeles Unified's ability to successfully implement the Facilities SEP.

Expected Outcomes:

Define and approve the proposed Project and amend the Facilities SEP to incorporate therein. Approval will authorize staff to proceed with the implementation of the proposed Project and expenditure of Bond Program funds.

The proposed Project, once completed, will support physical education programs, student athletic achievement, and athletic programs. The proposed Project will also decrease demand for repair and maintenance, alleviate the burden on custodial staff, and benefit the local economy by creating tax revenue and new jobs.

Board Options and Consequences:

Adoption of the proposed action will authorize staff to proceed with the expenditure of Bond Program funds to undertake the proposed Project in accordance with the provisions set forth in Los Angeles Unified local bond measures K, R, Y, Q, RR, and US.

If the proposed action is not approved, Bond Program funds will not be expended and the school will continue to operate without a new baseball scoreboard.

Policy Implications:

The proposal does not impact Los Angeles Unified policy. The proposal supports the implementation of the Modernization, Upgrade and Development of High School Athletic Facilities Board Resolution. The proposal is consistent with Los Angeles Unified's long-term goal to address unmet school facilities needs and significantly improve the conditions of aging and deteriorating school facilities as described in Los Angeles Unified local bond measures. The proposed action advances Los Angeles Unified's 2022-2026 Strategic Plan Pillar 4 Operational Effectiveness Modernizing Infrastructure by upgrading athletic facilities at school.

Budget Impact:

The proposed Project budget is \$556,683 and will be funded with Bond Program funds earmarked specifically for school upgrades and reconfigurations to support wellness, health, athletics, learning, and efficiency, and more specifically from the amount allocated for upgrades to athletic facilities in Board District 6.

The Project budget was prepared based on the current information known, and assumptions about the scope,

In Control: Facilities

site conditions, and market conditions. The Project budget will be reviewed throughout the planning, design, and construction phases as new information becomes known or unforeseen conditions arise and will be adjusted accordingly to enable the successful completion of the proposed Project.

Student Impact:

The proposed Project, once completed, will provide a new baseball scoreboard that supports physical education programs, student athletic achievement, and athletic programs to benefit approximately 1,200 students. The new baseball scoreboard will also allow the school to practice for and/or host games and other school community events, which builds school pride and enhances opportunities to create a positive school culture.

Equity Impact:

Funds are allocated for the Board District based on a proportionate share of high school enrollment and number of sports teams.

Issues and Analysis:

Staff will implement all opportunities to minimize construction impacts on school operations and existing athletic programs. As necessary, the temporary use of local parks, neighboring school athletic facilities, and other opportunities will be utilized to reduce impacts to the existing athletic programs at each school.

The Office of Environmental Health and Safety (OEHS) will evaluate the proposed Project in accordance with the California Environmental Quality Act (CEQA).

Attachments:


Exhibit A - BOC Resolution

Exhibit B - BOC Presentation


Submitted:

03/11/25


RESPECTFULLY SUBMITTED,


ALBERTO M. CARVALHO
Superintendent

APPROVED BY:


PEDRO SALCIDO
Deputy Superintendent
Business Services and Operations

REVIEWED BY:


DEVORA NAVERA REED
General Counsel

Approved as to form.

APPROVED BY:


KRISZTINA TOKES
Chief Facilities Executive
Facilities Services Division

REVIEWED BY:


NOLBERTO DELGADILLO
Deputy Chief Financial Officer

Approved as to budget impact statement.

PRESENTED BY:


ISSAM DAHDUL
Director of Facilities
Planning and Development
Facilities Services Division

SCHOOL CONSTRUCTION BOND CITIZENS' OVERSIGHT COMMITTEE

D. Michael Hamner, FAIA, Chair
American Institute of Architects
Robert Campbell, Vice-Chair
L.A. Co. Auditor-Controller's Office
Dr. Samantha Rowles, Secretary
LAUSD Student Parent
Patrick MacFarlane, Executive Committee
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Joseph P. Buchman – Legal Counsel
Burke, Williams & Sorensen, LLP
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Aleigh Lewis
L.A. City Controller's Office
Jennifer McDowell
L.A. City Mayor's Office
Brian Mello
Assoc. General Contractors of CA
Santa Ramirez
Tenth District PTSA

William O. Ross IV
31st District PTSA
Dr. Bevin Ashenmiller (Alternate)
Tenth District PTSA
Ashley Kaiser (Alternate)
Assoc. General Contractors of CA
Connie Yee (Alternate)
L.A. Co. Auditor-Controller's Office
Vacant
Assoc. CA School Administrators – Ret.
Vacant
LAUSD Student Parent

Timothy Popejoy
Bond Oversight Administrator
Perla Zitle
Bond Oversight Coordinator

RESOLUTION 2025-13**BOARD REPORT 267-24/25**

RECOMMENDING BOARD APPROVAL TO DEFINE AND APPROVE THE VERDUGO HILLS HIGH SCHOOL NEW BASEBALL SCOREBOARD PROJECT AND AMEND THE FACILITIES SERVICES DIVISION STRATEGIC EXECUTION PLAN TO INCORPORATE THEREIN

WHEREAS, Los Angeles Unified School District (Los Angeles Unified) Staff propose that the Board of Education (Board) define and approve the Verdugo Hills High School New Baseball Scoreboard Project (Project), and amend the Facilities Serviced Division (Facilities) Strategic Execution Plan (SEP) to incorporate therein, as described in Board Report No. 267-24/25; and

WHEREAS, Los Angeles Unified Staff also requests that the Board authorize the Chief Procurement Officer and/or the Chief Facilities Executive and/or their designee(s) to execute all instruments necessary, as legally permissible, to implement the proposed Project including budget modifications and the purchase of equipment and materials; and

WHEREAS, Pursuant to the Board Resolution, Modernization, Upgrade and Development of High School Athletic Facilities, adopted on June 22, 2021, funding has been prioritized within the School Upgrade Program to modernize, upgrade, or develop new high school athletic facilities in each Board District. Projects to upgrade high school athletic facilities will be undertaken within each Board District with funding earmarked for school upgrades and reconfigurations to support wellness, health, athletics, learning, and efficiency and more specifically upgrading athletic facilities. Funds are allocated for each Board District based on each Board District's proportionate share of high school enrollment and number of sports teams. Proposed projects are identified by Board offices in consultation with stakeholders and developed by Facilities staff; and

WHEREAS, The proposed Project will support the school's physical education program, student athletic achievement, and athletic programs and allow the school to practice for and/or host games and other school

RECOMMENDING BOARD APPROVAL TO DEFINE AND APPROVE THE VERDUGO HILLS HIGH SCHOOL NEW BASEBALL SCOREBOARD PROJECT AND AMEND THE FACILITIES SERVICES DIVISION STRATEGIC EXECUTION PLAN TO INCORPORATE THEREIN

community events which contribute to student athletic achievement, school pride, and a positive school culture; and

WHEREAS, The proposed Project budget is \$556,683 and will be funded with Bond Program funds earmarked for school upgrades and reconfigurations to support wellness, health, athletics, learning, and efficiency, and more specifically from the amount allocated for upgrades to athletic facilities in Board District 6; and

WHEREAS, The District Office of General Counsel has reviewed the proposed Project and determined that it may proceed to the School Construction Bond Citizens’ Oversight Committee (BOC) for its consideration for recommendation to the Board of Education; and

WHEREAS, Los Angeles Unified Staff has concluded that this proposed Facilities SEP amendment will facilitate Los Angeles Unified’s ability to successfully implement the Facilities SEP.

NOW, THEREFORE, BE IT RESOLVED THAT:

1. The School Construction Bond Citizens' Oversight Committee (BOC) recommends that the Board define and approve the Verdugo Hills High School New Baseball Scoreboard Project, and amend the Facility SEP accordingly, as described in Board Report No. 267-24/25, a copy of which is attached hereto in the form it was presented to the BOC and is incorporated herein by reference.
2. This resolution shall be transmitted to the Los Angeles Unified Board and posted on the BOC’s website.
3. Los Angeles Unified is directed to track the above recommendations and to report on the adoption, rejection, or pending status of the recommendations as provided in Section 6.2 of the Charter and Memorandum of Understanding between the BOC and Los Angeles Unified.

ADOPTED on March 27, 2025, by the following vote:

AYES: 10

ABSTENTIONS: 0

NAYS: 0

ABSENCES: 3

/Michael Hamner/

D. Michael Hamner
Chair

/Samantha Rowles/

Dr. Samantha Rowles
Secretary

Athletic Facilities Upgrade Projects

Bond Oversight Committee Meeting

March 27, 2025



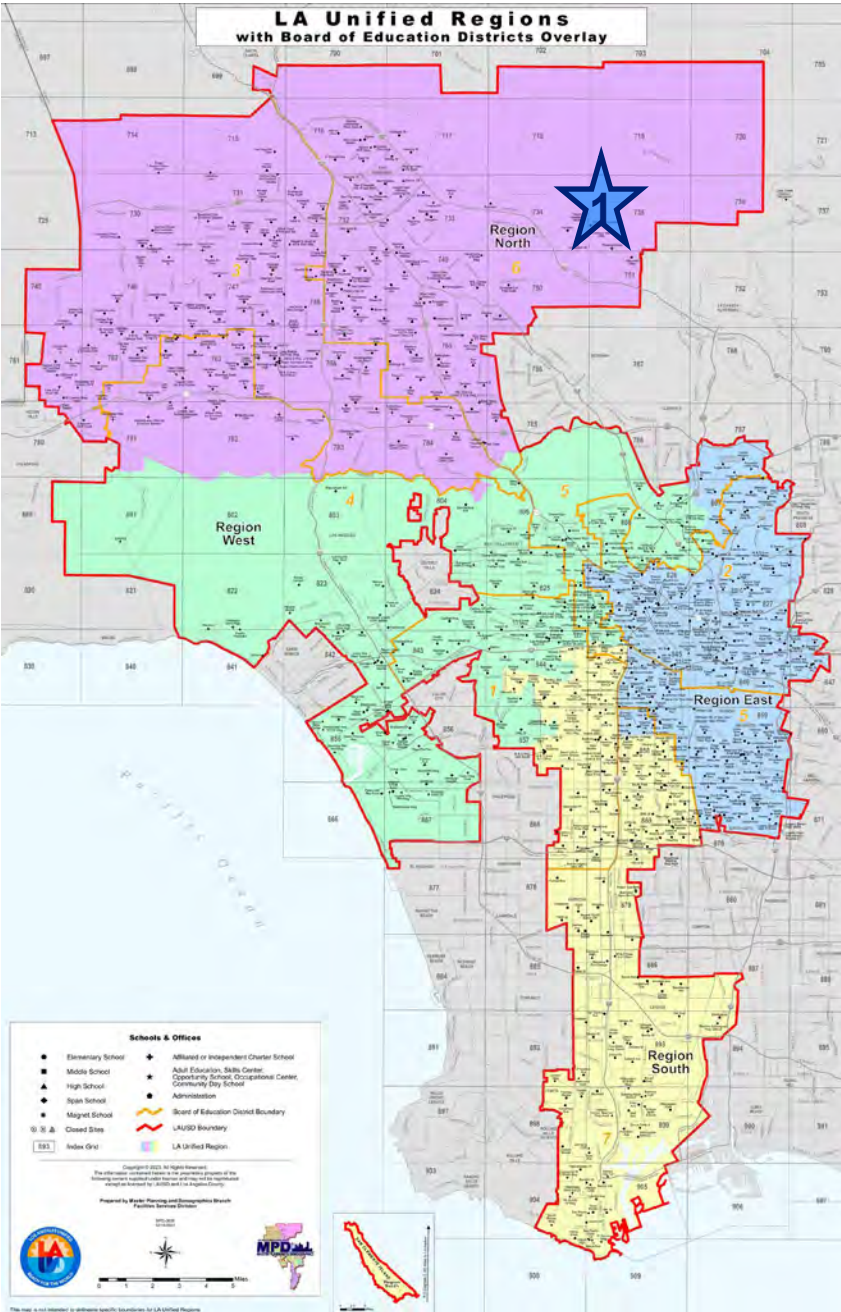
Verdugo Hills High School

Prioritization Methodology

- The updated School Upgrade Program (SUP) framework and the Measure RR Implementation Plan, which will help guide the identification of sites and development of project proposals, reflect the goals of and priorities for Measure RR.
- The need for athletic amenities were identified as a high priority for attracting and retaining high school students.
- Pursuant to the Board Resolution, Modernization, Upgrade and Development of High School Athletic Facilities, adopted on June 22, 2021, funding has been prioritized within the SUP to modernize, upgrade, or develop new high school athletic facilities in each Board District.
- Projects to upgrade high school athletic facilities will be undertaken within each Board District with funding earmarked for school upgrades and reconfigurations to support wellness, health, athletics, learning, and efficiency and more specifically upgrading athletic facilities.
- Funds are allocated for each Board District based on each Board District's proportionate share of high school enrollment and number of sports teams.
- Proposed projects are identified by Board offices in consultation with stakeholders and developed by Facilities staff.

Project Location Map

1. Verdugo Hills High School
Region North
Board District 6



Verdugo Hills High School – New Baseball Scoreboard

Region North, Board District 6, Board Member Kelly Gonez

Project Scope

- New baseball field scoreboard with connection to existing electrical panel
- Requirements from the ADA, DSA, CEQA, DTSC, or other improvements to ensure compliance with local, state, and federal requirements

Project Budget

\$556,683

- Site & Environmental 7.1%
- Plans 8.1%
- Construction 74.9%
- Management 4.5%
- Other/Reserve 5.4%

Anticipated Construction Schedule

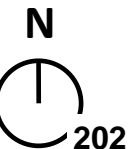
- Construction Start Q4-2025
- Construction Complete Q2-2026



Enrollment (2024-2025)	1,199
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LEGEND

 New Baseball Scoreboard Location



Return to Order of Business

TAB 13



Board of Education Report

File #: Rep-264-24/25, **Version:** 1

Agenda Date: 4/8/2025

In Control: Facilities

Define and Approve 22 Board District Priority and Region Priority Projects and Amend the Facilities Services Division Strategic Execution Plan to Incorporate Therein

Facilities Services Division

Brief Description:

(Define and Approve 22 Board District Priority and Region Priority Projects and Amend the Facilities Services Division Strategic Execution Plan to Incorporate Therein) Recommends the definition and approval of 22 Board District Priority and Region Priority projects, as detailed in Exhibit A, and the amendment of the Facilities Services Division (Facilities) Strategic Execution Plan (SEP) to incorporate therein, for a combined budget of \$1,590,818.

Action Proposed:

Define and approve 22 Board District Priority (BDP) and Region Priority (RP) projects, as listed on Exhibit A, and amend the Facilities Services Division (Facilities) Strategic Execution Plan (SEP) to incorporate therein. The total budget for these proposed projects is \$1,590,818.

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

Background:

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

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

Bond Oversight Committee Recommendations:

This item was considered by the School Construction Bond Citizens' Oversight Committee (BOC) at its meeting on March 27, 2025, as referenced in Exhibit B. The presentation that was provided is included as Exhibit C. Staff has concluded that this proposed Facilities SEP amendment is in alignment with BOC recommendations and will facilitate Los Angeles Unified's ability to successfully implement the Facilities SEP.

Expected Outcomes:

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

Board Options and Consequences:

Adoption of the proposed action will allow staff to execute the projects listed on Exhibit A. Failure to approve

this proposed action will delay the projects and ultimately the anticipated benefit to the school and its students.

Policy Implications:

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

Budget Impact:

The total combined budget for the 22 proposed projects is \$1,590,818. Sixteen projects are funded by Bond Program funds earmarked specifically for BDP projects. Six projects are funded by Bond Program funds earmarked specifically for RP projects.

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

Student Impact:

The proposed projects will upgrade, modernize, and/or improve school facilities to enhance the safety and educational quality of the learning environment to benefit approximately 11,900 current and future students.

Equity Impact:

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

Issues and Analysis:

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

Attachments:

Exhibit A - Board District Priority and Region Priority Projects
Exhibit B - BOC Resolution
Exhibit C - BOC Presentation

Submitted:

03/11/25

RESPECTFULLY SUBMITTED,

APPROVED BY:



ALBERTO M. CARVALHO
Superintendent



PEDRO SALCIDO
Deputy Superintendent,
Business Services and Operations

REVIEWED BY:

APPROVED BY:



DEVORA NAVERA REED
General Counsel



KRISZTINA TOKES
Chief Facilities Executive
Facilities Services Division

Approved as to form.

REVIEWED BY:

PRESENTED BY:



NOLBERTO DELGADILLO
Deputy Chief Financial Officer



MARK CHO
Deputy Director of Facilities
Maintenance and Operations
Facilities Services Division

Approved as to budget impact statement.

EXHIBIT A

BOARD DISTRICT PRIORITY AND REGION PRIORITY PROJECTS

Item	Board District	Region	School	Project	Managed Program	Project Budget	Anticipated Construction Start	Anticipated Construction Completion
1	2	E	Boyle Heights Solis HS	Install new secure entry system	RP ¹	\$ 59,414	Q3-2025	Q3-2025
2	2	E	Contreras Learning Complex	Install new secure entry system	RP ²	\$ 41,408	Q4-2025	Q4-2025
3	2	E	Franklin HS	Install scoreboards in gym	BDP ³	\$ 28,491	Q3-2025	Q4-2025
4	2	E	Franklin HS	Install new secure entry system	RP ⁴	\$ 40,768	Q3-2025	Q3-2025
5	3	N	Balboa Gifted/High Ability Magnet ES	Install new chain link privacy fence	BDP ⁵	\$ 31,089	Q3-2025	Q4-2025
6	3	N	Enadia Way Technology Charter*	Provide exterior lunch tables and benches	BDP	\$ 32,459	Q2-2025	Q4-2025
7	3	N	Haynes Charter for Enriched Studies*	Install new chain link privacy fence	BDP	\$ 40,261	Q3-2025	Q4-2025
8	3	N	Lemay ES	Install new electronic free-standing marquee	BDP	\$ 28,751	Q3-2025	Q4-2025
9	4	N	Tarzana ES	Provide exterior lunch tables and benches	BDP	\$ 51,204	Q2-2025	Q4-2025
10	5	W	West Adams Preparatory HS	Install new secure entry system	RP	\$ 42,367	Q4-2025	Q1-2026
11	6	N	Fair Avenue ES**	Install new shade structure	RP ⁶	\$ 424,783	Q2-2026	Q4-2026
12	6	N	San Fernando ES	Install new shade structure	RP	\$ 392,721	Q2-2026	Q4-2026
13	7	S	135th St. ES	Install new chain link privacy fence	BDP	\$ 46,940	Q3-2025	Q4-2025
14	7	S	135th St. ES	Install new electronic free-standing marquee	BDP	\$ 78,455	Q4-2025	Q1-2026
15	7	S	Carnegie MS	Install new secure entry system	BDP	\$ 48,029	Q3-2025	Q4-2025
16	7	S	Caroldale Learning Community	Install new chain link privacy fence	BDP	\$ 28,661	Q4-2025	Q1-2026
17	7	S	Caroldale Learning Community	Provide interactive displays	BDP	\$ 7,614	Q2-2025	Q3-2025
18	7	S	Meyler ES	Provide exterior lunch tables and benches	BDP	\$ 64,563	Q2-2025	Q4-2025
19	7	S	Miramonte ES	Upgrade secure entry system	BDP	\$ 39,024	Q3-2025	Q4-2025
20	7	S	Normont ES	Provide interactive displays	BDP	\$ 14,329	Q2-2025	Q3-2025
21	7	S	Van Deene ES	Provide interactive displays	BDP	\$ 30,454	Q2-2025	Q3-2025
22	7	S	White MS	Provide interactive displays	BDP	\$ 19,033	Q2-2025	Q3-2025
TOTAL						\$ 1,590,818		

* LAUSD affiliated charter school

** LAUSD school with co-located charter(s)

¹ Boyle Heights Solis HS - Although this is a Region East (RE) RP project, Board District 2 (BD2) will contribute \$29,710 towards this budget. The project budget shown here includes this contribution. The amount will be transferred from the BD2 spending target to the RE spending target.

² Contreras Learning Complex - Although this is a Region East (RE) RP project, Board District 2 (BD2) will contribute \$20,700 towards this budget. The project budget shown here includes this contribution. The amount will be transferred from the BD2 spending target to the RE spending target.

³ Franklin HS - Although this is a Board District 2 (BD2) BDP project, Region East (RE) will contribute \$14,250 towards this budget. The project budget shown here includes this contribution. The amount will be transferred from the RE spending target to the BD2 spending target.

⁴ Franklin HS - Although this is a Region East (RE) RP project, Board District 2 (BD2) will contribute \$20,380 towards this budget. The project budget shown here includes this contribution. The amount will be transferred from the BD2 spending target to the RE spending target.

⁵ Balboa Gifted/High Ability Magnet ES - Although this is a Board District 3 (BD3) BDP project, the school will contribute \$45,000 towards the budget. The project budget shown here does not include this contribution. This approval is for the bond-funded portion only.

⁶ Fair Avenue ES - Although this is a Region North (RN) RP project, Board District 6 (BD6) will contribute \$212,390 towards this budget. The project budget shown here includes this contribution. The amount will be transferred from the BD6 spending target to the RN spending target.

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

SCHOOL CONSTRUCTION BOND CITIZENS' OVERSIGHT COMMITTEE

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

Joseph P. Buchman – Legal Counsel
 Burke, Williams & Sorensen, LLP
Lori Raineri and Keith Weaver – Oversight Consultants
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Neelura Bell
 CA Charter School Association
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Vacant
 Assoc. CA School Administrators – Ret.
Vacant
 LAUSD Student Parent

Timothy Popejoy
 Bond Oversight Administrator
Perla Zitle
 Bond Oversight Coordinator

RESOLUTION 2025-11

BOARD REPORT NO. 264-24/25

RECOMMENDING BOARD APPROVAL TO DEFINE AND APPROVE 22 BOARD DISTRICT PRIORITY AND REGION PRIORITY PROJECTS AND AMEND THE FACILITIES SERVICES DIVISION STRATEGIC EXECUTION PLAN TO INCORPORATE THEREIN

WHEREAS, District Staff proposes the Board of Education define and approve 22 Board District Priority and Region Priority Projects (as listed on Exhibit A of Board Report No. 264-24/25) and amend the Facilities Services Division (Facilities) Strategic Execution Plan (SEP) to incorporate therein. The total budget for these proposed projects is \$1,590,818; and

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

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

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

WHEREAS, Funding for the 22 proposed projects will come from Board District Priority Funds and Region Priority Funds; and

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

RESOLUTION 2025-11

RECOMMENDING BOARD APPROVAL TO DEFINE AND APPROVE 22 BOARD DISTRICT PRIORITY AND REGION PRIORITY PROJECTS AND AMEND THE FACILITIES SERVICES DIVISION STRATEGIC EXECUTION PLAN TO INCORPORATE THEREIN

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

NOW, THEREFORE, BE IT RESOLVED THAT:

1. The BOC recommends the Board of Education define and approve 22 Board District Priority and Region Priority Projects with a combined budget of \$1,590,818, and amend the Facilities SEP to incorporate therein, as described in Board Report No. 264-24/25, a copy of which is attached hereto in the form it was presented to the BOC and is incorporated herein by reference.
2. This resolution shall be transmitted to the Los Angeles Unified School District Board of Education and posted on the BOC’s website.
3. The District is directed to track the above recommendation and to report on the adoption, rejection, or pending status of the recommendations as provided in section 6.2 of the Charter and Memorandum of Understanding between the BOC and the District.

ADOPTED on March 27, 2025, by the following vote:

AYES: 12

ABSTENTIONS: 0

NAYS: 0

ABSENCES: 1

/Michael Hamner/

D. Michael Hamner
Chair

/Samantha Rowles/

Dr. Samantha Rowles
Secretary



Board District Priority and Region Priority Projects

Bond Oversight Committee Meeting
March 27, 2025

Board District Priority and Region Priority Projects 215

Item	Board District	Region	School	Project Description	Managed Program	Project Budget	Anticipated Construction Start	Anticipated Construction Completion
1	2	E	Boyle Heights Solis HS	Install new secure entry system	RP ¹	\$ 59,414	Q3-2025	Q3-2025
2	2	E	Contreras Learning Complex	Install new secure entry system	RP ²	\$ 41,408	Q4-2025	Q4-2025
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19	7	S	Miramonte ES	Upgrade secure entry system	BDP	\$ 39,024	Q3-2025	Q4-2025
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TOTAL						\$ 1,590,818		

* LAUSD affiliated charter school

** LAUSD school with co-located charter(s)

¹ Boyle Heights Solis HS - Although this is a Region East (RE) RP project, Board District 2 (BD2) will contribute \$29,710 towards this budget. The project budget shown here includes this contribution. The amount will be transferred from the BD2 spending target to the RE spending target.

² Contreras Learning Complex - Although this is a Region East (RE) RP project, Board District 2 (BD2) will contribute \$20,700 towards this budget. The project budget shown here includes this contribution. The amount will be transferred from the BD2 spending target to the RE spending target.

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⁴ Franklin HS - Although this is a Region East (RE) RP project, Board District 2 (BD2) will contribute \$20,380 towards this budget. The project budget shown here includes this contribution. The amount will be transferred from the BD2 spending target to the RE spending target.

⁵ Balboa Gifted/High Ability Magnet ES - Although this is a Board District 3 (BD3) BDP project, the school will contribute \$45,000 towards the budget. The project budget shown here does not include this contribution. This approval is for the bond-funded portion only.

⁶ Fair ES - Although this is a Region North (RN) RP project, Board District 6 (BD6) will contribute \$212,390 towards this budget. The project budget shown here includes this contribution. The amount will be transferred from the BD6 spending target to the RN spending target.

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

Shade Structure (Item #11)

This project installs a shade structure covering 2,400 square feet over the play structure.

Construction Schedule: Q2 2026 – Q4 2026

Project Budget: \$424,783

Project Budget Breakdown:

Site & Environmental	12.9%
Plans	9.8%
Construction	64.2%
Management	7.5%
Reserve	5.5%



San Fernando ES

Shade Structure (Item #12)

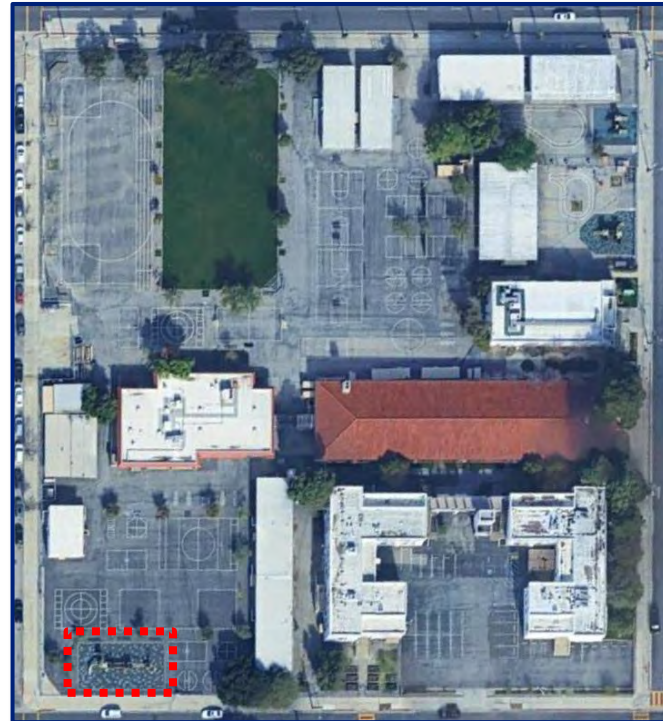
This project installs a shade structure covering 2,160 square feet over the play structure.

Construction Schedule: Q2 2026 – Q4 2026

Project Budget: \$392,721

Project Budget Breakdown:

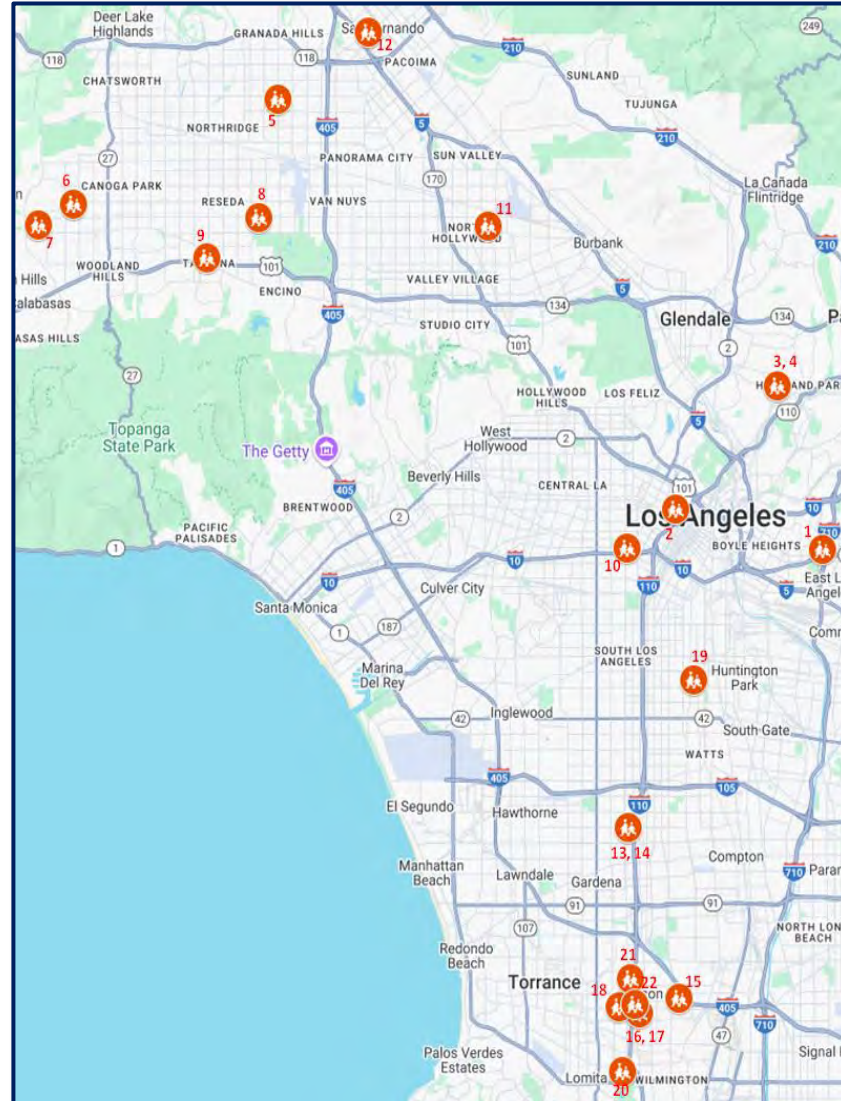
Site & Environmental	14.0%
Plans	9.6%
Construction	62.8%
Management	8.1%
Reserve	5.4%



Map of Board District Priority and Region Priority Projects 218

(Prepared by BOC Staff)

<p>1. Boyle Heights Hilda Solis Senior High (9-12) 319 N HUMPHREYS AVE, LOS ANGELES, CA 90022; 323-729-1700; https://explore.lausd.org/school/1761501/Boyle-Heights-Hilda-Solis-Senior-High; Enrollment: 252 students (135 in Magnet); Board District 2; Region East; Boyle Heights CoS</p>
<p>2. Miguel Contreras Learning Complex (9-12) 322 S LUCAS AVE, LOS ANGELES, CA 90017; 213-240-3896; https://explore.lausd.org/school/1852701/Miguel-Contreras-Learning-Complex---School-of-Social-Justice; Enrollment: 1,423 students in Magnet; Board District 2; Region East; MacArthur Park CoS</p>
<p>3. Benjamin Franklin High School (6-12) 820 N AVENUE 54, LOS ANGELES, CA 90042; 323-550-2000; https://explore.lausd.org/school/1864301/Benjamin-Franklin-High-School; Enrollment: 1,289 students (590 in Magnet); Board District 2; Region East; Egl Rk/Highld Pk CoS</p>
<p>4. Benjamin Franklin High School (6-12) 820 N AVENUE 54, LOS ANGELES, CA 90042; 323-550-2000; https://explore.lausd.org/school/1864301/Benjamin-Franklin-High-School; Enrollment: 1,289 students (590 in Magnet); Board District 2; Region East; Egl Rk/Highld Pk CoS</p>
<p>5. Balboa Elementary Gifted/Highly Gifted/High Ability Magnet (1-5) 17020 LABRADOR ST, NORTHridge, CA 91325; 818-349-4801; https://explore.lausd.org/school/1226901/Balboa-Elementary-Gifted%2FHighly-Gifted%2FHigh-Ability-Magnet; Enrollment: 650 students in Magnet; Board District 3; Region North; Kenndy/NAHS/VAAS CoS</p>
<p>6. Enadia Way Technology Charter (K-5)* 22944 ENADIA WAY, WEST HILLS, CA 91307; 818-595-3900; https://explore.lausd.org/school/1361001/Enadia-Way-Technology-Charter; Enrollment: 213 students; Board District 3; Region North; Cnga Pk/Chtswrth CoS</p>
<p>7. Haynes Charter for Enriched Studies (K-5)* 6624 LOCKHURST DR, WEST HILLS, CA 91307; 818-716-7310; https://explore.lausd.org/school/1447301/Haynes-Charter-for-Enriched-Studies; Enrollment: 387 students; Board District 3; Region North; Taft CoS</p>
<p>8. Lemay Street Elementary (K-5) 17520 VANOWEN ST, LAKE BALBOA, CA 91406; 818-343-4696; https://explore.lausd.org/school/1484901/Lemay-Street-Elementary; Enrollment: 339 students; Board District 3; Region North; Reseda CoS</p>
<p>9. Tarzana Elementary (K-5) 5726 TOPEKA DR, TARZANA, CA 91356; 818-881-1424; https://explore.lausd.org/school/1704101/Tarzana-Elementary; Enrollment: 241 students; Board District 4; Region North; Reseda CoS</p>
<p>10. West Adams Preparatory Senior High (9-12) 1500 W WASHINGTON BL, LOS ANGELES, CA 90007; 323-373-2500; https://explore.lausd.org/school/1874801/West-Adams-Preparatory-Senior-High; Enrollment: 936 students (411 in Magnet); Board District 5; Region West; Ktown/PicoUnion CoS</p>
<p>11. Fair Avenue Elementary (K-5)** 6501 FAIR AVE, NORTH HOLLYWOOD, CA 91606; 818-761-5444; https://explore.lausd.org/school/1371201/Fair-Avenue-Elementary; Co-Located Charter: New Horizons Charter Academy; Enrollment: 514 students (10 in dual Language); Board District 6; Region North; No Hlywd/Val Vlg CoS</p>



<p>12. San Fernando Elementary (K-5) 1130 MOTT ST, SAN FERNANDO, CA 91340; 818-365-3201; https://explore.lausd.org/school/1645201/San-Fernando-Elementary; Enrollment: 429 students (181 in Dual Language); Board District 6; Region North; San Frnndo/Sylmr CoS</p>
<p>13. 135th Street Elementary (K-5) 801 W 135TH ST, GARDENA, CA 90247; 310-324-4454; https://explore.lausd.org/school/1587701/135th-Street-Elementary; Enrollment: 569 students (153 in Dual Language); Board District 7; Region South; Gardena CoS</p>
<p>14. 135th Street Elementary (K-5) 801 W 135TH ST, GARDENA, CA 90247; 310-324-4454; https://explore.lausd.org/school/1587701/135th-Street-Elementary; Enrollment: 569 students (153 in Dual Language); Board District 7; Region South; Gardena CoS</p>
<p>15. Andrew Carnegie Middle School (6-8) 21820 BONITA ST, CARSON, CA 90745; 310-952-5700; https://explore.lausd.org/school/1809001/Andrew-Carnegie-Middle-School; Enrollment: 848 students (300 in Magnet); Board District 7; Region South; Carson CoS</p>
<p>16. Caroldale Learning Community (K-8) 22424 CAROLDALE AVE, CARSON, CA 90745; 310-320-8570; https://explore.lausd.org/school/1281501/Caroldale-Learning-Community; Enrollment: 630 students; Board District 7; Region South; Carson CoS</p>
<p>17. Caroldale Learning Community (K-8) 22424 CAROLDALE AVE, CARSON, CA 90745; 310-320-8570; https://explore.lausd.org/school/1281501/Caroldale-Learning-Community; Enrollment: 630 students; Board District 7; Region South; Carson CoS</p>
<p>18. Meyler Street Elementary (K-5) 1123 W 223RD ST, TORRANCE, CA 90502; 310-328-3910; https://explore.lausd.org/school/1734201/Meyler-Street-Elementary; Enrollment: 596 students (129 in Dual Language); Board District 7; Region South; Harbr City/Lomta CoS</p>
<p>19. Miramonte Elementary (K-5) 1400 E 68TH ST, LOS ANGELES, CA 90001; 323-583-1257; https://explore.lausd.org/school/1532901/Miramonte-Elementary; Enrollment: 653 students (261 in Dual Language); Board District 7; Region South; Rivera CoS</p>
<p>20. Normont Elementary (K-5) 1001 W 253RD ST, HARBOR CITY, CA 90710; 310-326-5261; https://explore.lausd.org/school/1564401/Normont-Elementary; Enrollment: 278 students (95 in Dual Language); Board District 7; Region South; Harbr City/Lomta CoS</p>
<p>21. Van Deene Avenue Elementary (K-6) 826 W JAVELIN ST, TORRANCE, CA 90502; 310-320-8680; https://explore.lausd.org/school/1741901/Van-Deene-Avenue-Elementary; Enrollment: 330 students; Board District 7; Region South; Harbr City/Lomta CoS</p>
<p>22. Stephen M White Middle School (6-8) 22102 S FIGUEROA ST, CARSON, CA 90745; 310-783-4900; https://explore.lausd.org/school/1848701/Stephen-M-White-Middle-School; Enrollment: 1,428 students (414 in Magnet); Board District 7; Region South; Carson CoS</p>



* LAUSD affiliated charter school

Note: Data per LAUSD Open Data Portal with Student Enrollment as of 2023-2024. Enrollment: Number does not include Independent Charter Schools. This indicator represents the number of students enrolled in universal transitional kindergarten through twelfth grade on Norm Day. Norm Day is generally the fifth Friday of the school year and has been designated by the District as the official count day for the allocation of various school resour. These counts include pre-kindergarten special education students enrolled in LA Unified elementary schools. Data by Board Districts per LAUSD Open Data Portal and LAUSD School Explorer websites.

Questions?

Return to Order of Business

TAB 14



Board of Education Report

File #: Rep-266-24/25, **Version:** 1

Agenda Date: 4/8/2025

In Control: Facilities

Adoption of Resolution Authorizing Filing of Applications for State Allocation Board-Administered Programs and Acknowledging Requirement to Submit Five-Year School Facilities Master Plan

Facilities Services Division

Brief Description:

(Adoption of Resolution Authorizing Filing of Applications for State Allocation Board-Administered Programs and Acknowledging Requirement to Submit Five-Year School Facilities Master Plan) Recommends adoption of a resolution to authorize Los Angeles Unified School District (LAUSD or District) to file applications for State Allocation Board-administered programs and acknowledges, as a condition of participation in the School Facility Program, the requirement to submit a five-year school facilities master plan to the California Department of General Services, Office of Public School Construction.

Action Proposed:

Adoption of the attached Board of Education resolution (Exhibit A), which authorizes LAUSD personnel to file applications for State Allocation Board-administered programs and acknowledges, as a condition of participation in the School Facility Program, the requirement to submit a five-year school facilities master plan to the California Department of General Services, Office of Public School Construction.

Background:

The State Allocation Board (SAB) is responsible for determining the allocation of state resources used to fund the new construction and modernization of public-school facilities through the School Facility Program (SFP). These funding resources come from voter-approved general obligation bond funds and other designated state funds, which are allocated into various SFP programs. LAUSD has applied for grants through these programs and has been awarded approximately \$5.61 billion so far, allowing the District to build new schools, modernize existing campuses, and provide learning environments that help students achieve educational goals.

As a result of the passage of the *Kindergarten through Grade 12 Schools and Local Community College Public Education Facilities Modernization, Repair, and Safety Bond Act of 2024* (Proposition 2), each school district that intends to participate in the SFP must submit to the Office of Public School Construction (OPSC) a five-year school facilities master plan, or an updated five-year school facilities master plan, approved by the district's governing board. The specific elements required in the master plan, and the standards for master-plan preparation, are expected to be determined by the SAB sometime during the first half of 2025. Until the master plan is completed, a district may continue to submit SFP grant applications, provided that it submits to OPSC a resolution, approved by the district's governing board, acknowledging the master-plan requirement, and provided that the district complies with the deadlines specified in the resolution. The attached resolution will allow LAUSD to continue filing grant applications during this period.

Expected Outcomes:

Adoption of the attached resolution so that LAUSD may continue filing SFP grant applications until a five-year facilities master plan can be submitted to OPSC.

Board Options and Consequences:

Approval of this resolution will allow LAUSD to continue filing SFP grant applications without interruption.

Disapproval of the resolution will require LAUSD to suspend all SFP grant applications until LAUSD fulfills the five-year facilities master plan requirement. Grant applications (other than Facility Hardship and Seismic Mitigation program applications) are processed and awarded in the order in which OPSC receives them. Because of the large backlog of applications, any delay in submission of the District's applications increases the likelihood that, even with the funds recently made available under Proposition 2, funding will be exhausted by the time these applications are processed. Therefore, disapproval of this resolution could jeopardize LAUSD's ability to receive some SFP grants.

Policy Implications:

The proposal advances Pillar 2 (Joy and Wellness) and Pillar 4 (Operational Effectiveness) of the 2022-2026 Strategic Plan by facilitating the funding of school construction projects, thus providing facilities that improve students' access to safe, healthy, and educationally effective learning environments.

Budget Impact:

SFP funding of school construction projects reduces the burden on local sources of school funding.

Student Impact:

Approval of this resolution will allow the District to continue applying for SFP grants for the construction of modern school facilities, thus improving students' access to a safe and healthy learning environment.

Equity Impact:

Grants awarded through the SFP support the District's Bond program, which is focused on improving equity between newer and older schools so that all students have an equal opportunity for success.

Issues and Analysis:

None.

Attachments:

Exhibit A - Resolution Authorizing Filing of Applications for State Allocation Board-Administered Programs

Submitted:

03/11/25

RESPECTFULLY SUBMITTED,



ALBERTO M. CARVALHO
Superintendent

APPROVED BY:



PEDRO SALCIDO
Deputy Superintendent,
Business Services and Operations

REVIEWED BY:



DEVORA NAVERA REED
General Counsel

✓ Approved as to form.

APPROVED BY:



KRISZTINA TOKES
Chief Facilities Executive
Facilities Services Division

REVIEWED BY:



NOLBERTO DELGADILLO
Deputy Chief Financial Officer

✓ Approved as to budget impact statement.

LOS ANGELES UNIFIED SCHOOL DISTRICT
Board of Education Report
Exhibit A

RESOLUTION AUTHORIZING FILING OF APPLICATION(S)
FOR STATE ALLOCATION BOARD–ADMINISTERED PROGRAMS
FOR THE LOS ANGELES UNIFIED SCHOOL DISTRICT ON APRIL 08, 2025

WHEREAS Education Code established multiple programs to be administered by the Department of General Services (DGS) as staff to the State Allocation Board (SAB); and

WHEREAS the Los Angeles Unified School District intends to file applications for eligibility determination, file applications for funding, and/or certify information under one or more SAB-administered program(s); and

WHEREAS the Los Angeles Unified School District intends to file applications for eligibility determination and/or applications for funding under the School Facility Program (SFP) as provided in Section 17070.10, et seq., of the Education Code; and

WHEREAS the Los Angeles Unified School District is aware that all application submittals on or after October 31, 2024, are subject to Section 17070.54 of the Education Code; and

WHEREAS the Los Angeles Unified School District is aware of the minimum requirements for the five-year school facilities master plan as outlined in Section 17070.54 of the Education Code;

NOW, THEREFORE, BE IT RESOLVED THAT, as a condition of participating in the SFP, as administered by the SAB, the Los Angeles Unified School District shall submit to the DGS a five-year school facilities master plan, or updated five-year school facilities master plan, approved by the governing board of the Los Angeles Unified School District for all application submittals on or after October 31, 2024; and

NOW, THEREFORE, BE IT RESOLVED THAT the Los Angeles Unified School District, as a condition of SFP participation, shall submit the required five-year school facilities master plan by the time the Substantial Progress deadline for each Facility Hardship and/or Facility Hardship Seismic Mitigation Program application is reached or by the time the 100 percent complete *Expenditure Report* (Form SAB 50-06) is submitted, whichever is earlier; and

NOW, THEREFORE, BE IT RESOLVED THAT the Los Angeles Unified School District, as a condition of SFP participation, shall submit the required five-year school facilities master plan within 90 days of the Office of Public School Construction notification of processing an application under any program other than Facility Hardship or Seismic Mitigation; and

NOW, THEREFORE, BE IT RESOLVED THAT the Los Angeles Unified School District acknowledges that failure to submit an acceptable five-year school facilities master plan may result in rescission of project funding.

LOS ANGELES UNIFIED SCHOOL DISTRICT
Board of Education Report
Exhibit A

Passed, Approved and Adopted this April 08, 2025:

<u>Sherlett Hendy Newbill</u> (Name and Title)	<u>Board Member</u>	<u>Karla Griego</u> (Name and Title)	<u>Board Member</u>
<u>Dr. Rocío Rivas</u> (Name and Title)	<u>Board Vice President</u>	<u>Kelly Gonez</u> (Name and Title)	<u>Board Member</u>
<u>Scott M. Schmerelson</u> (Name and Title)	<u>Board President</u>	<u>Tanya Ortiz Franklin</u> (Name and Title)	<u>Board Member</u>
<u>Nick Melvoin</u> (Name and Title)	<u>Board Member</u>		

CERTIFICATION

I do hereby certify that the foregoing resolution was duly approved and adopted by the Board of Education of the City of Los Angeles at a meeting thereof held on April 08, 2025 by the following vote:

AYES:

NOES:

ABSENT:

ABSTAIN:

Michael McLean
Executive Officer of the Board of Education

Date

Return to Order of Business

TAB 15



Board of Education Report

File #: Rep-285-24/25, **Version:** 1
In Control: Transportation Services

Agenda Date: 4/8/2025

Home-to-School Transportation Reimbursement - Transportation Services Plan

Transportation Services Branch

Brief Description:

(Home-to-School Transportation Reimbursement - Transportation Services Plan) Recommends approval of the Transportation Services Plan 2025-26 as a condition to receive approximately \$44.7 million reimbursement from California Department of Education.

Action Proposed:

Approval of the Transportation Services Plan 2025-26 as a stipulation to receive reimbursement or apportionments from the California Department of Education (CDE) for home-to-school transportation services. Based on the formula provided, LAUSD will receive approximately \$44.7 million.

Background:

Home-to-School (HTS) Transportation Reimbursement was implemented by Assembly Bill (AB) 181 to provide reimbursement funding for school districts and county offices of education (COEs) based on the prior year eligible transportation expenditures and prior year Local Control Funding Formula (LCFF) transportation related add-on funding. As a condition of receiving the reimbursement, a plan describing the transportation services offered to students, including those in transitional kindergarten through grade 6 and students of low income be developed and adopted by the Board of Education. The plan shall be updated by April 1st of each year thereafter. In addition to describing the transportation services provided, the attached Transportation Services Plan 2025-26 addresses other requirements from the CDE.

Expected Outcomes:

As the prior year's transportation expenditure is greater than the provided transportation add-on funding from LCFF, the reimbursement shall offset a portion of the increased expenditures. The reimbursement will be apportioned in June 2025 as part of CDE's 2024-25 Second Principal Apportionment certification.

Board Options and Consequences:

If the Board votes 'NO,' the plan is rejected, and the District shall forgo the reimbursement.

If the Board votes 'YES,' the plan is accepted, and the District shall receive \$44.7 million in home-to-school transportation reimbursement funding.

Policy Implications:

Not Applicable

Budget Impact:

The 2024-25 HTS Reimbursement Funding is approximately \$44.7 million and is based on prior year's eligible home-to-school transportation expenditures and prior year's LCFF HTS add-on funding.

File #: Rep-285-24/25, **Version:** 1
In Control: Transportation Services

Agenda Date: 4/8/2025

Student Impact:

The reimbursement will assist the District's Transportation Services Branch (TSB) with providing safe and efficient home-to-school transportation services for students.

Equity Impact:

Component	Score	Score Rationale
Recognition	3	The approval of the Transportation Services Plan affirms the District's commitment to providing transportation services for all students in transportation programs. This is especially important for students who reside in communities that are environmentally and economically impacted.
Resource Prioritization	3	The Transportation Services Plan applies to all students enrolled in education programs with qualifying transportation services.
Results	4	The goal of the Transportation Services Branch is to deliver all qualifying students to schools on time everyday, so they have the opportunity to learn.
TOTAL	10	

Issues and Analysis:

Not Applicable

Attachments:

Attachment A - Transportation Services Plan 2025-26

Informatives:

Not Applicable


Submitted:

03/14/25

RESPECTFULLY SUBMITTED,


ALBERTO M. CARVALHO
Superintendent

APPROVED & PRESENTED BY:

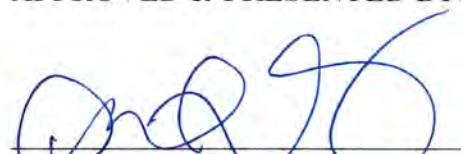

PEDRO SALCIDO
Deputy Superintendent
Business Services and Operation

REVIEWED BY:


DEVORA NAVERA REED
General Counsel

Approved as to form.

APPROVED & PRESENTED BY:


DANIEL KANG
Director
Transportation Services Branch

REVIEWED BY:


NOLBERTO DELGADILLO
Deputy Chief Business Officer, Finance

Approved as to budget impact statement.

ATTACHMENT A

TRANSPORTATION SERVICES PLAN 2025-26

Pursuant to Education Code Section 39800.1, as a condition of receiving apportionments for Transportation Services under Section 41850.1, a local educational agency shall develop a plan describing the transportation services. The plan shall be presented and adopted by the governing board of the local educational agency on or before April 1, 2025, in an open meeting with the opportunity for in-person and remote public comment. The plan may provide for the local educational agency to partner with a municipally owned transit system to provide service pursuant to this section to middle school and high school pupils. Nothing in a local educational agency's plan shall preclude a local educational agency from providing no-cost transit passes to pupils.

1. Enter description of your district's plan of the transportation services it will offer to pupils, and how it will prioritize transportation services for pupils in transitional kindergarten, kindergarten, and any of grades 1 to 6, inclusive, and pupils who are low income.

The Los Angeles Unified School District (LAUSD) provides home-to-school transportation services for eligible students enrolled in Special Education, student integration, and other District transportation programs. Eligible students in these programs include, but are not limited to, low-income pupils and/or pupils enrolled in grades transitional kindergarten through 12.

- **Magnet:** A voluntary program drawing students from throughout LAUSD into specialized school programs. Transporting students to Magnet schools offers them access to special learning environments by which students can pursue their academic interests. Students served: 17,500
- **Special Education:** A District-wide program that serves students with disabilities as determined by their Individualized Education Program (IEP). In accordance with Free Appropriate Public Education (FAPE), if necessary, students with disabilities are transported to District schools that provide programs and services appropriate to their educational needs. Students served: 8,800
- **Distance and Hazard:** Transportation is provided for students whose walk routes from home to school and back are potentially hazardous. Students served: 2,200
- **Homeless/Foster:** Transportation is provided to students who are experiencing homelessness or are residing in foster care. Students served: 65
- **Permits with Transportation (PWT):** A voluntary student integration program designed to provide students with integrated experiences with other student populations at different schools. Students served: 40

- **Transportation for All:** As space is available, transportation is offered to all students who are not in the aforementioned programs. Initiated in 2023-24, the program supports the District’s Strategic Plan to expand transportation opportunities to promote equitable access of District resources for all students. Students served: 2,700

2. Enter description of your district's transportation services that would be accessible to pupils with disabilities, and homeless children and youth.

Transportation is provided to Special Education students and those experiencing homelessness and/or residing in foster care. Transportation for pupils with disabilities is provided regardless of the proximity of the child’s home to the school of attendance based on the child’s IEP. In addition, school-to-school transportation during the day is provided for Special Needs students to attend therapies and other related activities.

3. Enter description of how unduplicated pupils would be able to access available home-to-school transportation at no cost to the pupils.

Regardless of the student’s “unduplicated pupil” status, LAUSD’s school bus transportation services are provided at no cost to students enrolled in one of the District’s transportation programs.

4. Your plan must be developed in consultation with classified staff, teachers, school administrators, regional local transit authorities, local air pollution control districts and air quality management districts, parents, pupils, and other stakeholders. Enter description of your plan consultation with those parties.

LAUSD has and will continue to consult with internal and external stakeholders to evolve the District’s transportation programs. LAUSD’s Transportation office works with internal stakeholders such as the Magnet Office, Special Education Office, and District region offices to assign students to bus routes. School administrators are consulted to identify student populations for transportation. The District also works with state and local agencies to ensure that the District’s buses comply with emissions and safety regulations.

Transportation Services Allowance Calculations

Component	Component Description and Calculation, if applicable	FY 2024-25
A	PY Transportation expenditures in SACS Function 3600, excluding capital outlay and non-agency expenditures	\$214,361,216
B	Expenditure amount for reimbursement, <i>EC Section 41850.1(a)</i> (Component A x 60%)	\$128,616,730
C	PY LCFF Add -on Amount	\$83,965,549
D	CY HTS Transportation Reimbursement (Component B - Component C)	\$44,651,181

TAB 16



Board of Education Report

File #: Rep-249-24/25, **Version:** 1

Agenda Date: 4/8/2025

In Control: Human Resources - Provisional Internships Permits

Provisional Internship Permits

Human Resources Division

Brief Description:

(Provisional Internship Permits) Recommends approval for 7 teachers to be employed under the Provisional Internship Permit pursuant to Title 5 California Code of Regulations, Section 80021.1.

Action Proposed:

Approve request for 7 teachers to be employed under the Provisional Internship Permit pursuant to Title 5 California Code of Regulations, Section 80021.1.

Background:

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

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

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

Expected Outcomes:

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

Board Options and Consequences:

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

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

File #: Rep-249-24/25, **Version:** 1**Agenda Date:** 4/8/2025**In Control:** Human Resources - Provisional Internships Permits

Policy Implications:

This action does not change District policy.

Budget Impact:

There is no impact on the District's budget.

Student Impact:

The goal of Human Resources Division is to insure that there is an appropriately authorized teacher in every classroom. In areas of high need such as multiple subject, English, and 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

Submitted:

03/07/25

RESPECTFULLY SUBMITTED:



ALBERTO M. CARVALHO
Superintendent

APPROVED & PRESENTED BY:



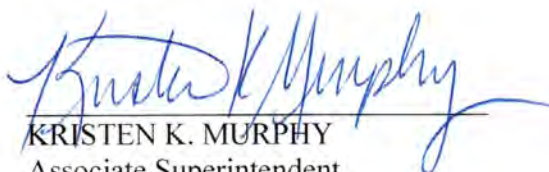
FRANCISCO J. SERRATO
Chief Human Resources Officer
Human Resources Division

REVIEWED BY:



DEVORA NAVERA REED
General Counsel

APPROVED BY:



KRISTEN K. MURPHY
Associate Superintendent
Talent & Labor Relations

Approved as to form.

REVIEWED BY:



NOLBERTO DELGADILLO
Deputy Chief Business Officer, Finance

Approved as to budget impact statement.

Teachers with Provisional
Intern Permits

Attachment A

No.	Name	School	Region	BD	Subject	Effective
1	Isabel Gonzalez	La Salle Elementary	South	1	Multiple Subject	2/10/2025
2	Sherri Marshall	Marlton School	West	1	Special Education: Deaf and Hard of Hearing	2/28/2025
3	Alexis Randall	Hobart Blvd Elementary	West	5	Mild/Moderate Support Needs	2/6/2025
4	Mabel Lopez Munoz	San Gabriel Elementary	East	5	Mild/Moderate Support Needs and Extensive Support Needs	3/3/2025
5	Jasmine Harris	Huntington Park Steam Magnet	East	5	English	2/27/2025
6	Scott Timmer	Ligget Elementary	North	6	Extensive Support Needs	2/7/2025
7	Annabelle Simba	Leapwood Elementary	South	7	Multiple Subject	2/19/2025

TAB 17



Board of Education Report

File #: Rep-248-24/25, Version: 1

Agenda Date: 4/8/2025

In Control: HR Personnel Commission Routine Personnel Actions

Approval of Routine Personnel Actions

Human Resources Division

Brief Description:

(Approval of Routine Personnel Actions) Recommends approval of 2,805 routine personnel actions (including, but not limited to elections, promotions, transfers, leaves, terminations, separations, permits and contracts).

Action Proposed:

Approve 2,805 routine personnel actions (including, but not limited to elections, promotions, transfers, leaves, terminations, separations, permits and contracts) according to the following breakdown:

Classified: 1,778
Certificated: 823
Unclassified: 204

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

SAP transaction numbers: 3873871 to 3945110

ROUTINE PERSONNEL ACTIONS

	Total (this report) (02/06/2025 to 03/02/2025)	Total (Year-to-date)
1. Classified	1,778	96,778
2. Certificated	823	91,511
3. Unclassified	<u>204</u>	<u>12,922</u>
TOTAL	2,805	201,211

BREAKDOWN OF ACTIONS:

Actions	Classified	Certificated	Unclassified	Total
Hires	236	53	186	475
Leaves/Paid	181	92	0	273
Leaves/Unpaid	15	23	0	38
Reassignments/Demotions	3	0	0	3
Reassignments/Promotions	93	20	0	113

Actions	Classified	Certificated	Unclassified	Total
Reassignments/Transfers	66	161	4	231
Retirements	39	10	0	49
Separations/Non-Resignations	238	108	3	349
Separations/Resignations	78	38	6	122
Other Actions*	829	318	5	1,152

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

Background:

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

Expected Outcomes:

Not applicable

Board Options and Consequences:

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

Policy Implications:

Not applicable

Budget Impact:

Cost Neutral

Student Impact:

Not applicable

Equity Impact:

Not applicable

Issues and Analysis:

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

File #: Rep-248-24/25, **Version:** 1

Agenda Date: 4/8/2025

In Control: HR Personnel Commission Routine Personnel Actions

Attachments:

Attachment A: Administrative Regulations 4214


Attachment B: Number of Routine Personnel Actions

Attachment C: Routine Personnel Actions

Submitted:


03/07/25

RESPECTFULLY SUBMITTED:



ALBERTO M. CARVALHO
Superintendent

APPROVED & PRESENTED BY:



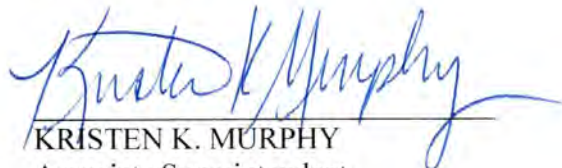
FRANCISCO J. SERRATO
Chief Human Resources Officer
Human Resources Division

REVIEWED BY:



DEVORA NAVERA REED
General Counsel

APPROVED BY:



KRISTEN K. MURPHY
Associate Superintendent
Talent & Labor Relations

Approved as to form.

REVIEWED BY:



NOLBERTO DELGADILLO
Deputy Chief Business Officer, Finance

CERTIFIED BY:



DAVID GRECO
Personnel Director
Personnel Commission

Approved as to budget impact statement.

Los Angeles Unified School District
Human Resources Division

ATTACHMENT A

DATE: 3/5/2025

ADMINISTRATIVE REGULATION: 4214 SAP Transaction #3873871-3945110

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 (1,778), which entails routine personnel actions (including, but not limited to elections, promotions, transfers, leaves, terminations, separations, permits and contracts) and may be found on the Board of Education Routine Personnel Actions Report for the April 8, 2025, meeting.

The following table represents a breakdown of the new hire, reassignment, and rehire actions for the April 8, 2025, board report for the period of February 6, 2025 to March 2, 2025.

Hire Data:

As presented in the attached table, the total number of classified hire and reassignment actions for the period of February 6, 2025 to March 2, 2025, is 906 of which 722 (80%) are rehires or reassignments, and 184 (20%) are new hires (comprised of regular/permanent, restricted, returnee retirees, substitutes, and temporary positions). With the exception of 113 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 30 regular / permanent new hires consist of: Assignment Technician, Assistant General Counsel II, Building and Grounds Worker (3), Carpenter, Electrician (2), Equal Employment Opportunity Investigator, Food Service Worker (7), Instructional Aide for Students Who Are Deaf and Hard-of-Hearing-Signing, Intermediate Accountant, Locksmith (2), Office Technician (3), Plasterer and Concrete Finisher, Police Officer (2), School Facilities Attendant (Restricted) (3), and Staff Assistant to Board Members II.

The following regular/permanent positions have been filled by promotional employees: Administrative Analyst, Assignment Technician (2), Assistant Area Bus Supervisor (3), Assistant Plant Manager I (4), Associate General Counsel I, Associate Project Engineer I, Building and Grounds Worker, Bus Dispatcher (2), Continuation School Office Manager, Credentials and Contract Specialist (2), Early Education Center Office Manager (2), Financial Manager, Fiscal Services Manager, Food Service Manager I, Head Stock Clerk, Heating and Air Conditioning Fitter, Heavy Duty Bus-Truck Mechanic, Information Resources Support Assistant, Lieutenant, Payroll Specialist II, Payroll Specialist III, Plant Manager I (4), Plant Manager II, Principal Clerk (3), Regional Transportation Manager, Retirement and Deductions Analyst, School Administrative Assistant (3), School Climate Advocate & (Restricted), Selection Technician, Senior Administrative Analyst, Senior Financial Manager, Senior Food Service Worker (6), Senior Office Technician (5), Senior Police Officer (2), Senior Secretary, Sergeant (3), Special Education Assistant (26), Supervising Mill Carpenter, and Transportation Planner.

Hire Data of All Classified Employees								
From February 6, 2025 to March 2, 2025								
By New Hire, Reassignment, and Rehire								
Classification	Prov	Reg / Perm	Restr	Return Retiree	Subs	Temp 1GXX	Temp	Grand Total
NEW HIRE								
Assignment Technician		1						1
Assistant General Counsel II		1						1
Athletics Assistant				1	13			14
Building and Grounds Worker		3			1			4
Campus Aide (Restricted)			11					11
Carpenter		1						1
Communication Support Assistant					2			2
Community Representative C and (Restricted)			3					3
Early Education Center Aide I & (Restricted)				1	29			30
Education Aide III (AVID)			1					1
Electrician		2						2
Equal Employment Opportunity Investigator		1						1
Food Service Worker		7			25			32
Instructional Aide (Transitional Kindergarten) & (Restricted)			3					3
Instructional Aide for Students Who Are Deaf and Hard-of-Hearing-Signing		1			2			3
Instructional Aide I & (Restricted)			3					3
Intermediate Accountant		1						1
Locksmith		2						2
Office Technician		3			1			4
Out-of-School Program Supervisor and (Restricted)						3		3
Out-of-School Program Worker and (Restricted)						3		3
Plasterer and Concrete Finisher		1						1
Police Officer		2						2
School Facilities Attendant (Restricted)		3						3
School Supervision Aide and (Restricted)			4			1		5
Special Education Assistant					22			22
Special Education Trainee					25			25
Staff Assistant to Board Members II		1						1
New Hire Total		30	25	2	120	7		184
REASSIGNMENT								
Accounting Technician II		1						1
Administrative Analyst		1						1

Hire Data of All Classified Employees								
From February 6, 2025 to March 2, 2025								
By New Hire, Reassignment, and Rehire								
Classification	Prov	Reg / Perm	Restr	Return Retiree	Subs	Temp 1GXX	Temp	Grand Total
Area Operations Supervisor	1							1
Assignment Technician		5		2				7
Assistant Administrative Analyst		1						1
Assistant Area Bus Supervisor		5						5
Assistant Plant Manager I		4						4
Associate General Counsel I		1						1
Associate Project Engineer I		1						1
Building and Grounds Worker		12						12
Building/Construction Inspector (Class 1)	1							1
Bus Dispatcher		2						2
Campus Aide (Male/Spanish Language)(Restricted)			1					1
Campus Aide (Restricted)		3	7				3	13
Carpenter		2						2
Communication Support Assistant					1			1
Community Representative C and (Restricted)			2					2
Complex Project Manager	1	1						2
Continuation School Office Manager		1					1	2
Contract Administration Analyst							1	1
Credentials and Contract Specialist		2						2
Early Education Center Aide I & (Restricted)		5	11		2			18
Early Education Center Attendant		2						2
Early Education Center Office Manager		4						4
Electrician		1						1
Environmental Safety Officer	1							1
ERP Readiness Facilitator	1							1
Facilities Project Manager I		1						1
Facilities Services Coordinator		1						1
Financial Manager		1						1
Fiscal Services Manager		1						1
Food Production Assistant		2						2
Food Service Manager I	12	4					6	22
Food Service Manager II	3	2					1	6
Food Service Manager III	1							1
Food Service Manager V	3						2	5
Food Service Manager VI	1							1
Food Service Worker		63			2		2	67
Food Service Worker II (Driving)							1	1
Head Stock Clerk		1						1
Health Care Assistant		3						3

Hire Data of All Classified Employees								
From February 6, 2025 to March 2, 2025								
By New Hire, Reassignment, and Rehire								
Classification	Prov	Reg / Perm	Restr	Return Retiree	Subs	Temp 1GXX	Temp	Grand Total
Heating and Air Conditioning Fitter		1						1
Heavy Bus Driver		4						4
Heavy Duty Bus-Truck Mechanic		1						1
Human Resources Representative		1						1
Human Resources Specialist I		1						1
Information Resources Support Assistant		1						1
Instructional Aide (Literacy) & (Restricted)			1				1	2
Instructional Aide (Math) & (Restricted)		1	1				1	3
Instructional Aide (Transitional Kindergarten) & (Restricted)			11				1	12
Instructional Aide I & (Restricted)			2				1	3
IT Electronics Communications Technician	1							1
IT Solution Technician		1						1
Lieutenant		1						1
Light Bus Driver		4						4
Maintenance Planner		1						1
Maintenance Worker		4						4
Marketing Representative	1							1
Network Systems Technician	1							1
Office Technician		7			1		1	9
Out-of-School Program Supervisor and (Restricted)						5		5
Out-of-School Program Worker and (Restricted)						2		2
Payroll Specialist II		1					1	2
Payroll Specialist III		1						1
Plant Manager I		6					3	9
Plant Manager II		1					4	5
Plant Manager III		1					2	3
Plumber		1						1
Principal Clerk	1	3						4
Regional Transportation Manager		1						1
Retirement and Deductions Analyst		1						1
School Administrative Assistant		3		1			2	6
School Climate Advocate & (Restricted)		1	3				3	7
School Facilities Attendant (Female) (Restricted)		1						1
School Facilities Attendant (Male) (Restricted)		1						1

Hire Data of All Classified Employees								
From February 6, 2025 to March 2, 2025								
By New Hire, Reassignment, and Rehire								
Classification	Prov	Reg / Perm	Restr	Return Retiree	Subs	Temp 1GXX	Temp	Grand Total
School Facilities Attendant (Restricted)		5			9			14
School Supervision Aide and (Restricted)			3			1		4
Selection Technician		1						1
Senior Administrative Analyst		1						1
Senior Carpenter	1							1
Senior Electrician	1							1
Senior Financial Analyst		1						1
Senior Financial Manager		1						1
Senior Food Service Worker	5	37					6	48
Senior Human Resources Representative		1		1				2
Senior Office Technician		9					4	13
Senior Police Officer		2						2
Senior Roofer	1							1
Senior Secretary		1						1
Sergeant		3						3
Sign Language Interpreter		2						2
Special Education Assistant		117		1	74		25	217
Special Education Trainee				1	44			45
Stock Clerk (Computer Repair)	1							1
Supervising Facilities Cost Analyst	3						1	4
Supervising Mill Carpenter		1						1
Transportation Planner		1						1
Window/Wall Washer		1						1
Reassignment Total	41	367	42	6	133	8	73	670
REHIRE								
Accounting Technician II		1						1
Athletics Assistant					1			1
Building and Grounds Worker		1			1			2
Campus Aide (Male/Restricted)			1					1
Campus Aide (Restricted)					1			1
Community Representative C and (Restricted)			1					1
Early Education Center Aide I & (Restricted)					7			7
Food Service Worker		2			4			6
Instructional Aide (Literacy) & (Restricted)			1					1
Instructional Aide (Math) & (Restricted)			1					1
Instructional Aide I & (Restricted)			6					6
Naturalist		1						1

Hire Data of All Classified Employees								
From February 6, 2025 to March 2, 2025								
By New Hire, Reassignment, and Rehire								
Classification	Prov	Reg / Perm	Restr	Return Retiree	Subs	Temp 1GXX	Temp	Grand Total
Out-of-School Program Worker and (Restricted)						1		1
Painter		1						1
Police Officer		2						2
Special Education Assistant		1			9			10
Special Education Trainee					8			8
Student Integration Helper & (Restricted)			1					1
Rehire Total		9	11		31	1		52
GRAND TOTAL	41	406	78	8	284	16	73	906

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 53 certificated new hires during the time period covered by this report and a summary list of hires appears below. The 53 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 Teacher, Day-to-Day Substitute	2
Arts Education Itinerant	2
Elementary Teacher	6
Elementary Teacher, Day-to-Day Substitute	18
School Physical Therapist, Special Ed	1
Secondary Teacher	6
Special Education Teacher	1
Speech & Language Pathologist	1
Teacher Assistant-Degree Track	16

Return to Order of Business

TAB 18



Board of Education Report

File #: Rep-263-24/25, **Version:** 1

Agenda Date: 4/8/2025

In Control: HR Personnel Commission Non Routine Personnel Actions

Approval of Non-Routine Personnel Actions

Human Resources Division

Brief Description:

(Approval of Non-Routine Personnel Actions) Recommends approval of the demotion of a classified employee from Plant Manager I to Assistant Plant Manager I.

Action Proposed:

Approve Classified employee demotion from Plant Manager I to Assistant Plant Manager I.

Background:

This report is presented at this Board Meeting for approval of a non-routine personnel action.

Expected Outcomes:

Not applicable.

Board Options and Consequences:

Specifically in regard to disciplinary action:

A “Yes” 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 Association, Service Employees International Union, Local 99, California School Employees Association, Los Angeles/Orange Counties Building and Construction Trades Council, 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 appeal.

A “No” vote may nullify the disciplinary action due to legal time constraints.

Policy Implications:

Not applicable.

Budget Impact:

No budget impact

Student Impact:

Not applicable.

File #: Rep-263-24/25, **Version:** 1

Agenda Date: 4/8/2025

In Control: HR Personnel Commission Non Routine Personnel Actions

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: Confidential Documentation.

Submitted:

03/11/25

RESPECTFULLY SUBMITTED:



ALBERTO M. CARVALHO
Superintendent

APPROVED & PRESENTED BY:



FRANCISCO J. SERRATO
Chief Human Resources Officer
Human Resources Division

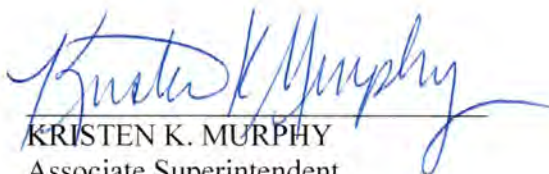
REVIEWED BY:



DEVORA NAVERA REED
General Counsel

Approved as to form.

APPROVED BY:



KRISTEN K. MURPHY
Associate Superintendent
Talent & Labor Relations

REVIEWED BY:



NOLBERTO DELGADILLO
Deputy Chief Business Officer, Finance

Approved as to budget impact statement.

APPROVED FOR RECEIPT BY:



DAVID GRECO
Personnel Director
Personnel Commission

Attachment A
Approval of Non-Routine Personnel Actions
Human Resources Division
BR-263-24/25

**MATERIAL IS
CONFIDENTIAL**

Return to Order of Business

TAB 19



Board of Education Report

File #: Rep-274-24/25, Version: 1

Agenda Date: 4/8/2025

In Control: Accounting and Disbursement - Controllers Office

Report of Cash Disbursements
Request to Reissue Expired Warrants
Business & Finance Division

Brief Description:

(Report of Cash Disbursements, Request to Reissue Expired Warrants, and Report of Corporate Credit Card Charges) Recommends the ratification of cash disbursements amounting to \$1,014,867,569.54 made by the District from February 1, 2025, to February 28, 2025. It also seeks approval for the reissuance of expired warrants totaling \$5,280.83

Action Proposed:

- 1. Ratify cash disbursements disbursements totaling \$1,014,867,569.54, which were made against funds of the District from February 1, 2025, through February 28, 2025. These disbursements are within approved budgeted appropriations and were made in accordance with established Board policies.

- a. "A" Warrants (Payroll) total of \$26,380,194.90.

Warrant Numbers:

3458748 - 3476335

- b. Direct deposit payroll (Automated Clearing House - ACH) total of \$351,149,758.47.

- c. "B" Warrants (Accounts Payable) total of \$ 86,111,010.41

Warrant Numbers

22015511 - 22015642 22036656 - 22036840
22017946 - 22018107 22038966 - 22039151
22020426 - 22020564 22041027 - 22041190
22023186 - 22023362 22043688 - 22043806
22025530 - 22025627 22045840 - 22045946
22027861 - 22028035 22048324 - 22048548
22029366 - 22029502 22050641 - 22050852
22031117 - 22031317 22053165 - 22053293
22033810 - 22034016 22055341 - 22055519
 22057850 - 22057960

- d. Accounts Payable ACH payments total of \$ 551,226,605.76

2. Approve requests to reissue expired warrants that were not cashed within the prescribed period totaling \$ 5,280.83

Warrant No.	Date	Payee	Amount
2186719	02/22/2019	Wilder Bal Silva	\$ 1,310.90
2400100	03/06/2020	Wilder Bal Silva	\$ 1,384.48
2141514	12/05/2018	Devin Osiri	\$ 215.45
2330033	11/05/2019	Devin Osiri	\$ 474.00
2347515	12/05/2019	Devin Osiri	\$ 474.00
2363953	01/03/2020	Devin Osiri	\$ 474.00
2433190	05/05/2020	Devin Osiri	\$ 474.00
2449846	06/05/2020	Devin Osiri	\$ 474.00

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.
- Approves the reissuance of expired warrants.

A “No” vote would cause the cancellation of previously issued payments and decline to reissue the expired warrants.

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.

File #: Rep-274-24/25, **Version:** 1

Agenda Date: 4/8/2025

In Control: Accounting and Disbursement - Controllers Office

Issues and Analysis:

This Board shall be approving routine District financial transactions.

Attachments:

Not applicable


Submitted:

03/11/25

RESPECTFULLY SUBMITTED,


ALBERTO M. CARVALHO
Superintendent

APPROVED & PRESENTED BY:



PEDRO SALCIDO
Deputy Superintendent
Office of the Deputy Superintendent

REVIEWED BY:


DEVORA NAVERA REED
General Counsel

Approved as to form.

APPROVED & PRESENTED BY:


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

REVIEWED BY:


NOLBERTO DELGADILLO
Deputy Chief Business Officer, Finance

Approved as to budget impact statement.

Return to Order of Business

TAB 20



Board of Education Report

File #: Rep-242-24/25, **Version:** 1
In Control: Procurement Services

Agenda Date: 4/8/2025

Approval of Procurement Actions
Procurement Services Division

Brief Description:

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

Action Proposed:

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

Background:

Procurement Services staff prepares monthly reports for contract actions necessary for the execution of the project approved by the Board for the educational and operational requirement 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 444-1718), 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 the Board, approved budget listed in Attachment “A” includes:

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

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

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

Student Impact:

Not applicable.

Equity Impact:

See attached for applicable items.

Issues and Analysis:

There are no policy implications on these agreements. The Business and Government Services Team, Office of the General Counsel, has reviewed and approved the agreements as to form, except where “authorization to negotiate and execute” is sought.

Attachments:

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

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

Previously adopted Board report reference in the policy implications section:

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

Submitted:

03/11/25

RESPECTFULLY SUBMITTED,



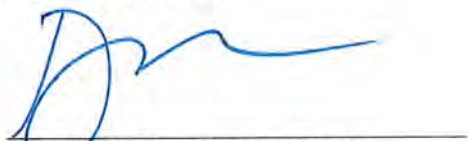
ALBERTO M. CARVALHO
Superintendent

APPROVED & PRESENTED BY:



PEDRO SALCIDO
Deputy Superintendent
Business Services & Operations

REVIEWED BY:



DEVORA NAVERA REED
General Counsel

Approved as to form.

APPROVED & PRESENTED BY:



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

REVIEWED BY:



NOLBERTO DELGADILLO
Deputy Chief Business Officer, Finance

Approved as to budget impact statement.

APPROVED & PRESENTED BY:



MATTHEW FRIEDMAN
Chief Procurement Officer (Interim)
Procurement Services Division

ATTACHMENT A

APPROVAL OF PROCUREMENT CONTRACTS: RATIFICATION OF DELEGATED AUTHORITY

A. PROFESSIONAL SERVICES CONTRACTS/AMENDMENTS/ ASSIGNMENTS ALREADY AWARDED NOT EXCEEDING \$250,000

Item A

BENEFITS ADMINISTRATION, RISK MANAGEMENT DEPARTMENT \$453,000

<u>CONTRACTOR</u>	<u>IDENTIFI- CATION NO.</u>	<u>CONTRACT TERM</u>	<u>SOURCE OF FUNDS</u>	<u>AMOUNT</u>
The Segal Company	C238-1	01/21/25 – 12/31/28 (amendment)	Health and Welfare Funds (100%)	\$200,000*

Ratification of amendment to increase the capacity of a formally competed contract to provide benefits consulting services to the District and the Health Benefits Committee (HBC). Services include assistance with the development of Request(s) for Proposal (RFP), evaluation of proposals, and negotiations of various health and welfare plans and contract renewals.

Since the contract was executed in January 2024, utilization Segal’s consulting services have been utilized at a higher frequency than originally anticipated, necessitating an increase in the overall contract capacity (approximately 30% expended). Per the District’s new Health Benefits Agreement with labor unions, Segal conducted a comprehensive survey of health benefit offerings among comparable entities and assisted with the development of requests for proposals for new disease and weight management programs and mental wellness services. Segal has also been tasked with determining how the District’s existing health plans and policies support the commitment to equity and assessing the costs to make improvements in gender affirmation care, family formation benefits, increased mental health benefits, and wellness programs.

This action aligns with the District's Strategic Plan Pillar 4, Operational Effectiveness. Health benefits consulting services are crucial in identifying potential cost-saving initiatives that support sustainable budgeting and data-driven decision-making. Therefore, the services are essential to control expenses and reduce obligations related to retiree health benefits, also known as other post-employment benefits (OPEB).

Initial Contract Value: \$1,573,710 ([Brd. Rpt. No. 053-23/24](#))
 (Contract Term: 01/01/24 – 12/31/28)
 *Amendment No. 1: \$200,000
Aggregate Contract Value: \$1,773,710

ATTACHMENT A

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

Priti Kapoor, Director of Benefits Administration, Risk Management Department

Equity Impact:

Component	Score	Score Rationale
Recognition	1	Health Benefits consulting services for the District's health and welfare program does not recognize historical inequities based on the Student Equity Needs Index criterion.
Resource Prioritization	1	Health Benefits consulting services for the District's health and welfare program does not prioritize resources based on the Student Equity Needs Index criterion.
Results	3	Students require skilled teachers, administrators, classified support staff, and leaders to enhance academic outcomes and ensure future success. Having a healthy and supportive education ecosystem helps attract and retain quality employees, thereby supporting all students.
TOTAL	5	

ATTACHMENT A

APPROVAL OF PROCUREMENT CONTRACTS: RATIFICATION OF DELEGATED AUTHORITY**A. PROFESSIONAL SERVICES CONTRACTS/AMENDMENTS/ ASSIGNMENTS
ALREADY AWARDED NOT EXCEEDING \$250,000****Item B****BENEFITS ADMINISTRATION, RISK MANAGEMENT DEPARTMENT (CONT.)**

<u>CONTRACTOR</u>	<u>IDENTIFI- CATION NO.</u>	<u>CONTRACT TERM</u>	<u>SOURCE OF FUNDS</u>	<u>AMOUNT</u>
AON Consulting, Inc.	C728-1	01/21/25– 06/30/28 (amendment)	Health and Welfare Funds (100%)	\$200,000*

Ratification of amendment to increase capacity of a formally competed contract to provide actuarial services and related benefits consulting services.

The District Health Benefits Agreement with labor unions is set to expire on December 31, 2025. As a result, there has been an increased utilization of the consulting services provided by AON to assist the District with analyzing and developing various cost-saving scenarios to prepare for upcoming health and welfare negotiations. Additionally, during the 2024 contract renewals and approval of health and welfare plans, AON assisted the District with providing regional and national benchmark data. AON provided insights into wellness programs and platforms widely used by large employers, as well as providing various cost-saving scenarios per the District's request. These tasks required additional time from AON consultants, beyond the initially estimated hours.

This action aligns with the District's Strategic Plan Pillar 4, Operational Effectiveness, as it prioritizes Data-Driven Decision Making and supports Sustainable Budgeting. AON gathers and analyzes relevant information to determine liabilities, and generates reports that guide District policy decisions related to levels and types of benefits, and advises of potential methods to finance these benefits. Additionally, AON services align with Pillar 5 – Investing in Staff. The procurement of actuarial services is a key decision-making analysis tool that supports the District's plan to attract and retain the services of qualified employees by providing health and fringe benefits packages.

Original Contract Value: \$435,000 ([Brd. Rpt. No. 250-22/23](#))

(Contract Term: 07/01/23 – 06/30/28)

*Amendment No. 1: \$200,000

Aggregate Contract Value: \$635,000

Requester:

Priti Kapoor, Director of Benefits Administration, Risk Management Department

ATTACHMENT A

APPROVAL OF PROCUREMENT CONTRACTS: RATIFICATION OF DELEGATED AUTHORITY

Equity Impact:

Component	Score	Score Rationale
Recognition	1	Actuarial valuation services for the District do not recognize historical inequities based on the Student Equity Needs Index criterion.
Resource Prioritization	1	Actuarial valuation services for the District prioritize resources based on the Student Equity Needs Index criterion.
Results	3	Students need talented teachers, administrators, classified support staff and leaders to improve academic outcomes and secure future success. Providing actuarial valuation services supports decision-making regarding employee benefits, which helps attract and retain quality employees, thereby supporting all students.
TOTAL	5	

ATTACHMENT A

APPROVAL OF PROCUREMENT CONTRACTS: RATIFICATION OF DELEGATED AUTHORITY**A. PROFESSIONAL SERVICES CONTRACTS/AMENDMENTS/ ASSIGNMENTS
ALREADY AWARDED NOT EXCEEDING \$250,000****Item C****BENEFITS ADMINISTRATION, RISK MANAGEMENT DEPARTMENT (CONT.)**

<u>CONTRACTOR</u>	<u>IDENTIFI- CATION NO.</u>	<u>CONTRACT TERM</u>	<u>SOURCE OF FUNDS</u>	<u>AMOUNT</u>
CredibleMind, Inc.	C7589	07/01/25 – 06/30/26	Health and Welfare - Wellness- Restricted Funds (100%)	\$53,000

Ratification of a single-source contract to provide online mental health and wellness support services for current employees, retirees, and their eligible dependents. The cloud-based platform will provide access to comprehensive, evidence-based resources and interventions that focus on preventative mental health care. Additionally, the platform will deliver aggregate analytical data on user engagement and needs, which will further assist the District in supporting employee mental health and wellness.

Pursuant to Section VII Commitment to Equity of the 2024-2025 Health Benefits Bargaining Agreement, the Health Benefits Committee (HBC), comprised of District and labor union representatives, is committed to supporting employees in the areas of mental health benefits and wellness programs. As such, in September 2024, following a three-month evaluation period, the HBC recommended purchasing a one-year license subscription with CredibleMind to conduct a pilot program. Funding will be provided through a wellness donation from Kaiser Permanente, which imposes specific guidelines for the use of these funds. The CM Platform subscription complies with these guidelines, ensuring the District can fully utilize the wellness donation.

A critical area of focus for the District is Investing in Staff, as it prioritizes Staff Wellness through responsive and affirming practices. Students will benefit from having healthy school staff who are able to access and employ wellness strategies to better manage daily pressures. The District will benefit from improved staff relations, attendance, and productivity. These services will further contribute to the ongoing endeavor to ensure employees feel supported and cared for at their schools.

This action aligns with the District's Strategic Plan Pillar 4 – Operational Effectiveness by employing cost-effective business practices that will allow the District to further promote data-driven decision-making; and Pillar 5 – Investing in Staff by engaging in responsive practices that promote and support employee health and wellness.

ATTACHMENT A

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

Priti Kapoor, Director of Benefits Administration, Risk Management Department

Equity Impact:

Component	Score	Score Rationale
Recognition	1	The CredibleMind Platform for District employees does not recognize historical inequities according to the Student Equity Needs Index criterion.
Resource Prioritization	1	The CredibleMind Platform for District employees does not prioritize resources according to the Student Equity Needs Index criterion.
Results	3	In alignment with the District's mission to support academic achievement and prepare future leaders, it is essential that District employees have access to quality healthcare and mental wellness benefits such as the CredibleMind Platform. These benefits promote employee health, attendance, and consistency, which are key to fostering students' educational growth. Offering comprehensive mental wellness benefits also strengthens the District's ability to attract and retain high-quality staff, ultimately benefiting all students.
TOTAL	5	

ATTACHMENT A

APPROVAL OF PROCUREMENT CONTRACTS: RATIFICATION OF DELEGATED AUTHORITY**A. PROFESSIONAL SERVICES CONTRACTS/AMENDMENTS/ ASSIGNMENTS
ALREADY AWARDED NOT EXCEEDING \$250,000****Item D****DIVISION OF INSTRUCTION \$248,835**

<u>CONTRACTOR</u>	<u>IDENTIFI- CATION NO.</u>	<u>CONTRACT TERM</u>	<u>SOURCE OF FUNDS</u>	<u>AMOUNT</u>
Skyline Production Group	C8587 (RFP 2000003963)	02/25/25 – 02/24/26	General Funds (ELOP) (100%)	\$248,835

Ratification of a formally competed contract procured through a Request for Proposals (RFP) process, to provide professional pre-production, production and post-production event planning services for the annual 2025 LAUSD Arts Fest. The contractor shall provide comprehensive services for the planning and preparation of performance and exhibition spaces, including the acquisition of all necessary equipment, the coordination of personnel, and the management and oversight of all activities.

The Arts Fest is an immersive experience that showcases student creativity, instills art appreciation, and encourages expression – with the aim of cultivating lifelong learners. More than 5,000 students are expected to attend and/or participate in musical, dance, and theatrical performances and another 500 students will present their original visual art works. The Arts Fest is a free Districtwide event, to be held on Saturday, May 3, 2025, at The Music Center and Gloria Molina Grand Park.

Six proposals were received, and four were deemed qualified. The source selection committee was comprised of eight subject matter experts from the Division of Instruction – the Arts Instruction Program and the A-G Intervention Office. The proposals were scored based on the following evaluation criteria: experience and qualifications of the firm, work plan/project approach, price, Work-Based Learning Partnership (WBLP) plan, and Small Business Enterprise (SBE) participation. The selected contractor was the highest scored proposer.

Skyline Production Group is a new vendor for the District but has over 10 years of experience producing a variety of community, corporate and charity events for diverse audiences, large and small. This vendor is uniquely qualified to support the goals of the Arts Fest, as they are a team of artists, with several members of the core production team previously holding positions with Disney. Skyline Production Group is not only technically adept, but also dedicated to advancing creativity, especially during formative years.

ATTACHMENT A

APPROVAL OF PROCUREMENT CONTRACTS: RATIFICATION OF DELEGATED AUTHORITY

This action aligns with the District’s Strategic Plan Pillar 1 – Academic Excellence by prioritizing enriching experiences that strengthen engagement and promote joy in learning, in effort to create well-rounded, critical thinkers that love to learn.

Requester:

Jantre Christian, Administrator of the Arts Education Branch
Division of Instruction

Equity Impact:

Component	Score	Score Rationale
Recognition	3	This contract recognizes and addresses the historical inequities in access to services essential for students to fully engage in unique arts experiences. Students who receive extensive arts instruction and experience are more likely to excel in core academic subjects, improve attendance, and achieve higher graduation rates.
Resource Prioritization	3	This contract allows all District students, K-12, to prioritize and actively participate in equitable arts instruction and experiences, at all performance levels.
Results	3	The successful implementation of this contract and execution of this event will result in increased access and exposure to arts instruction and experiences that may not be available at all school sites. Robust attendance and participation helps to close opportunity gaps – and allow for increased evidenced-based approaches for various arts excellence combined with supports that improve student achievement in arts and arts integration with other core subjects.
TOTAL	9	

**A. PROFESSIONAL SERVICES CONTRACTS/AMENDMENTS/ ASSIGNMENTS
ALREADY AWARDED NOT EXCEEDING \$250,000**

Item E

ATTACHMENT A

APPROVAL OF PROCUREMENT CONTRACTS: RATIFICATION OF DELEGATED AUTHORITY

<u>DIVISION OF SPECIAL EDUCATION</u>				\$37,875
<u>CONTRACTOR</u>	<u>IDENTIFI- CATION NO.</u>	<u>CONTRACT TERM</u>	<u>SOURCE OF FUNDS</u>	<u>AMOUNT</u>
Clarity Pediatrics	C8580	01/31/25 – 01/30/26	Individuals with Disabilities Education Act (IDEA) Part B Funds (100%)	\$37,875

Ratification of an informally competed contract procured through an Informal Request for Proposals (IRFP) process, conducted by the Procurement Services Division, to provide parent behavior training to 45 parents of students with disabilities attending non-profit private schools within LAUSD boundaries. The training will specifically address behavioral concerns associated with Attention Deficit Hyperactivity Disorder (ADHD) and/or ADHD/Autism comorbidity. These 45 families were selected based on a survey that went out to 394 families attending various private schools within LAUSD boundaries, with only 45 families confirming their interest in participating, as many of them were already receiving some form of behavior therapy for their students.

The contractor will provide trainings including on practical strategies to address specific behavioral concerns related to ADHD, reducing parenting stress, and improving family dynamics. This will be achieved through enhancing routines, supporting homework and task completion, fostering organization, and promoting long-term planning. The program aims to reduce problem behaviors while equipping parents with effective parenting skills that support their children both at home, in school, and within the community.

Four proposals were received, and all were deemed qualified. The evaluation committee consisted of subject matter experts from the Division of Special Education. The proposals were evaluated based on the following criteria: qualifications and experience of firm providing parent training for students with ADHD and Autism /ADHD comorbidity; personnel qualifications and experience; project approach, price; and Small Business Enterprise (SBE) participation. The selected vendor was the highest scoring proposer.

Although Clarity Pediatrics is new to the District, they have provided ADHD care to thousands of non-profit private school families since 2002. In 2024, over 1,300 families participated in their group therapy programs with over 85% attendance and 90% of families that reported improvements with behaviors associated with ADHD.

ATTACHMENT A

APPROVAL OF PROCUREMENT CONTRACTS: RATIFICATION OF DELEGATED AUTHORITY

The Division of Special Education assists and provides training for parents of District students with an Individualized Educational Program (IEP), and additional parent counseling may also be provided, as determined by a student's IEP team.

This action aligns with the District's Strategic Plan Pillar 3: Engagement and Collaboration. The parent behavior training focuses on strengthening relationships, supporting parents in accessing information relevant to their child's unique learning needs, leading for impact in areas related to functional communication skills and positive behavior, and honoring the different perspectives of each student's unique learning needs and behavioral needs.

Requester:

Dr. Jose Soto, Executive Director
Division of Special Education

Equity Impact:

Component	Score	Score Rationale
Recognition	3	The Parent Behavior Trainings seek to support equity and access to students with disabilities from a diverse background, as it relates to each student's unique learning and behavioral needs.
Resource Prioritization	4	The prioritization of Parent Behavior Training was based on parental requests for behavior support for students with ADHD and/or Autism and ADHD and aligns perfectly for providing practical strategies aimed at improving positive behavior at home and at school.
Results	4	The culmination of the Parent Behavior Trainings are extremely likely to close opportunity gaps for parents that would not have otherwise had access to research based behavioral interventions individualized to their student's needs.
TOTAL	11	

ATTACHMENT A

APPROVAL OF PROCUREMENT CONTRACTS: RATIFICATION OF DELEGATED AUTHORITY**A. PROFESSIONAL SERVICES CONTRACTS/AMENDMENTS/ ASSIGNMENTS
ALREADY AWARDED NOT EXCEEDING \$250,000****Item F****INFORMATION TECHNOLOGY SERVICES****\$0**

<u>CONTRACTOR</u>	<u>IDENTIFI- CATION NO.</u>	<u>CONTRACT TERM</u>	<u>SOURCE OF FUNDS</u>	<u>AMOUNT</u>
Argus Associates, Inc.	C3818	01/23/25 – 12/31/25 (amendment)	Various per requesting school or office (100%)	\$0

Ratification of assignment of rights and delegation of duties of formally competed contract from Argus, Inc., d/b/a Argus Associates, Inc. to Argus Associates, Inc. due to buyout.

This contract is one of a bench of 57 master services agreements for consolidated IT services such as software development, enterprise reporting and integration, and MiSiS services.

Original Contract Value For Fifty-Seven (57) Contracts: \$168,000,000 ([Brd. Rpt. No. 142-20/21](#) and [Brd. Rpt. No. 071-21/22](#)).

Original Contract Term: 01/01/21 – 12/31/25

Requester:

Soheil Katal, Chief Information Officer
Information Technology Services

ATTACHMENT A

APPROVAL OF PROCUREMENT CONTRACTS: RATIFICATION OF DELEGATED AUTHORITY

B. PROFESSIONAL SERVICES REVENUE/GRANT CONTRACTS/ AMENDMENTS/ ASSIGNMENTS ALREADY AWARDED NOT EXCEEDING <\$500,000>

Item G

MEDICAL SERVICES DIVISION <\$110,000>

<u>CONTRACTOR</u>	<u>IDENTIFI</u> <u>-CATION</u> <u>NO.</u>	<u>CONTRACT TERM</u>	<u>SOURCE OF</u> <u>FUNDS</u>	<u>AMOUNT</u>
Los Angeles County Office of Education (LACOE)	C8193	01/01/24 – 06/30/25	Revenue	<\$110,000>

Ratification of revenue contract to reimburse the District to fund a portion of an existing District position responsible for developing behavioral health reimbursement infrastructure.

LACOE’s Wellbeing and Support Services Department and Division of Student Support Services, through a partnership with Centene/Health Net, L.A. Care Health Plan, and the L.A. County Department of Mental Health (LACDMH) are offering infrastructure investments to expand access to behavioral health services for L.A. County’s 1.3 million TK-12 public school students. The contract partially funds a position responsible for assisting in the development of a behavioral health reimbursement system. This position provides recommendations on electronic health record enhancements, billing and coding protocols, and other workflows related to quality control and assurance for the billing infrastructure.

This action aligns with the District’s Strategic Plan Pillar 1: Academic Excellence, through eliminating opportunity gaps within the county to serve its students by expanding its reach and program locations. This action also supports Pillars 3 and 4, which strengthens our relationships within our own county, making information accessible via site expansions, and to modernize the district’s infrastructure.

Requester:

Smita Malhorta, Chief Medical Director
Medical Services Division

ATTACHMENT A

APPROVAL OF PROCUREMENT CONTRACTS: RATIFICATION OF DELEGATED AUTHORITY

Equity Impact:

Component	Score	Score Rationale
Recognition	1	This is the first time the County has recognized the importance of allocating funds to build behavioral health billing infrastructure
Resource Prioritization	1	Funds will be prioritized to build infrastructure aimed at increasing revenue for the District
Results	1	This contract will result in an infrastructure that will generate funds for the District that can support mental health programming.
TOTAL	3	

ATTACHMENT A

APPROVAL OF PROCUREMENT CONTRACTS: RATIFICATION OF DELEGATED AUTHORITY

**C. PROFESSIONAL SERVICES NO-COST MEMORANDUM OF UNDERSTANDING/
AMENDMENTS/ASSIGNMENTS ALREADY AWARDED**

Item H**DIVISION OF INSTRUCTION**

<u>CONTRACTOR / IDENTIFICATION NO.</u>	<u>DESCRIPTION</u>	<u>CONTRACT TERM</u>	<u>SITE</u>	<u>AMOUNT</u>
Step Up Tutoring / C8583	Training and Internship Program for Students in child development and education CTE/Linked Learning Pathways	01/29/25 – 01/28/30	Districtwide	\$0

ECO-SUSTAINABILITY OFFICE

AM Conservation Group, Inc. / C7674	Administration of SoCalGas Living Wise Program an energy-efficiency and water conservation education program	12/16/24 – 12/15/29	Districtwide	\$0
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ATTACHMENT A

APPROVAL OF PROCUREMENT CONTRACTS: RATIFICATION OF DELEGATED AUTHORITYD. PROFESSIONAL SERVICES NO-COST MEMORANDUM OF UNDERSTANDING/
AMENDMENTS/ASSIGNMENTS ALREADY AWARDEDMEDICAL SERVICES DIVISION

<u>CONTRACTOR / IDENTIFICATION NO.</u>	<u>DESCRIPTION</u>	<u>CONTRACT TERM</u>	<u>SITE</u>	<u>AMOUNT</u>
Vista Del Mar Child & Family Services / C8592	Volunteer Health and Mental Health Services	12/01/24 – 11/30/29	Districtwide	\$0
AltaMed Health Services Corporation / C8590	After-school college and career preparation workshops	12/01/24 – 11/30/29	Districtwide	\$0

SPECIAL EDUCATION DIVISION

Boys and Girls Club of Carson / C8586	Employment Development Training and Paid Work Experience Opportunities for Students with Disabilities	02/05/25 – 02/04/30	Districtwide	\$0
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ATTACHMENT A

APPROVAL OF PROCUREMENT CONTRACTS: RATIFICATION OF DELEGATED AUTHORITY**C. EMERGENCY CONTRACTS/PURCHASE ORDERS FOR PROFESSIONAL SERVICES OR GOODS AND GENERAL SERVICES ALREADY AWARDED**

Notice of contract actions taken to respond effectively to the January 2025 Severe Windstorm and Wildfire Conditions as authorized by the Board of Education per Board Report No. [201-24/25](#), dated January 14, 2025.

Item I

<u>MEDICAL SERVICES DIVISION</u>			\$454,259
<u>CONTRACTOR / IDENTIFICATION NO.</u>	<u>DESCRIPTION</u>	<u>CONTRACT TERM</u>	<u>AMOUNT</u>
Black Matte LLC / 8000045881	KN95 Child Masks	One-time purchase	\$367,920
Eagle Graphics 8000042327	KN95 Child Masks	One-time purchase	\$86,339
<u>FACILITIES SERVICES DIVISION</u>			\$2,506,852
<u>CONTRACTOR / IDENTIFICATION NO.</u>	<u>DESCRIPTION</u>	<u>CONTRACT TERM</u>	<u>AMOUNT</u>
Medify Air LLC / 8000043103	Medify Air PRO Filters	One-time purchase	\$11,422
Medify Air LLC / 8000043108	Medify Air Filters & PRO Filters	One-time purchase	\$1,234,800
Refrigeration Supplies Distributor / 8000041131	Air Purifiers	One-time purchase	\$1,260,630

ATTACHMENT A

APPROVAL OF PROCUREMENT CONTRACTS: RATIFICATION OF DELEGATED AUTHORITY

Item J – February 2025

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, goods, or general services

PROFESSIONAL SERVICES	February 2025 = \$2,900,615	YTD = \$25,577,826
GOODS AND GENERAL SERVICES	February 2025 = \$28,744,453	YTD = \$245,316,217
GRAND TOTAL	February 2025 = \$31,645,068	YTD = \$270,894,043

E. PROFESSIONAL SERVICES NOT EXCEEDING \$250,000

	<u>February Qty of POs</u>	<u>YTD Qty of POs</u>	<u>February Total</u>	<u>YTD Total</u>
Purchase Orders	325	2,673	\$2,900,615 <i>(Median - \$6,000)</i>	\$25,577,826

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

	<u>February Qty of POs/ Transactions</u>	<u>YTD Qty of POs/ Transactions</u>	<u>February Total</u>	<u>YTD Total</u>
<i>Purchase Orders</i>	4,286	28,674	\$14,234,264 <i>(Median – \$967)</i>	\$109,988,726
DISTRICT CARD TRANSACTIONS (i.e., P-Card, Fuel Card, Toshiba Card, etc.)	19,619	109,770	\$9,606,494 <i>(Median - \$121)</i>	\$58,814,394
Rental Facilities	1	17	\$5,750 <i>(Median - \$5,750)</i>	\$286,629
Travel/Conference Attendance	211	1,252	\$184,451 <i>(Median – \$475)</i>	\$1,071,617
GENERAL STORES DISTRIBUTION CENTER	106	890	\$1,935,630 <i>(Median - \$7,097)</i>	\$16,203,777

ATTACHMENT A

APPROVAL OF PROCUREMENT CONTRACTS: RATIFICATION OF DELEGATED AUTHORITY

F. GOODS AND GENERAL SERVICES NOT EXCEEDING \$250,000 (CONT.)				
<p>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, goods, or general services</p>				
	<u>February Qty of POs/ Transactions</u>	<u>YTD Qty of POs/ Transactions</u>	<u>February Total</u>	<u>YTD Total</u>
BOOK/INSTRUCTIONAL MATERIAL PURCHASE ORDERS (BPO)	133	2,223	\$2,777,864 <i>(Median - \$3,535)</i>	\$58,951,074

ATTACHMENT B

REQUEST FOR APPROVAL OF PROCUREMENT CONTRACTS NOT UNDER DELEGATED AUTHORITY**A. APPROVAL OF PROFESSIONAL SERVICE CONTRACTS/AMENDMENTS/ AUTHORIZATION TO INCREASE CONTRACT CAPACITY EXCEEDING \$250,000****Item K****DIVISION OF ADULT AND CAREER EDUCATION \$3,376,800**

<u>CONTRACTOR</u>	<u>IDENTIFI- CATION NO.</u>	<u>CONTRACT TERM</u>	<u>SOURCE OF FUNDS</u>	<u>AMOUNT</u>
Various Vendors*	C8565 through C8578	07/01/25 – 06/30/30	Related Supplemental Instruction (RSI) (100%)	\$3,376,800

*La Moda Apprenticeship Academy; DTLA Enterprise, dba L.A. Barber College Apprenticeship Program; Grace's Beauty Salon; Untouchables Apprentice Training; Swarthy's Barbering Training Center; JMBB Inc., dba The Spot Apprentice Academy; Keshia Bowen, dba Simply Divine Apprenticeship Program; Karla Islas-Castillo, dba San Bernardino Cuts; Padma Corporation, dba Rosston School of Hair Design; Five-Star Vision LLC, dba Five Star Barber Studio; Signature Barbering and Cosmetology Academy UAC; Hierarch Academy/Jason Lee; LC Beauty Academy; Hair Lab Twenty-Four

Approval of fourteen (14) single-source contracts to provide state registered apprenticeship training that includes classroom instruction, project-based learning, and paid on-the job training under the guidance and mentorship of an experienced journey person. Currently there are [997](#) registered apprentices. The authority to increase or decrease the amounts of these contracts will be limited to the aggregate value of \$3,376,800. Apprenticeship funding rates are established by education code and applied uniformly

In California, registered apprenticeship programs are required to have a local education agency (LEA) that provides fiscal oversight of RSI funding, program support, and administrative services. The LAUSD's Division of Adult and Career Education (DACE) has been the LEA for registered apprenticeship programs since the 1940s. In this role, the LAUSD serves as a "pass through" for RSI funding and oversees 32 registered apprenticeship programs, including programs operated by the 14 contractors listed above. All 14 contractors are registered with the Division of Apprenticeship Standards and in good standing.

ATTACHMENT B

REQUEST FOR APPROVAL OF PROCUREMENT CONTRACTS NOT UNDER DELEGATED AUTHORITY

These contracts are needed for continued support of registered apprenticeship training for programs approved by the Division of Apprenticeship Standards (DAS) to train in the occupation of barber and cosmetology. Through these 14 contracts, LAUSD supports minority and female owned small businesses who provide training to underserved community members. Registered apprentices receive an apprentice license issued by the California Board of Barber and Cosmetology, thereby enabling apprentices to work in a salon or barber shop at the beginning of their twenty-four month apprenticeship where they hone their skills while attending classroom instructional sessions.

This action aligns with the District's Strategic Plan Pillar 3: Engagement and Collaboration, through priority 3C: Leading with Impact, by collaborating with industry partners to provide accessible educational opportunities for minority underserved members of the community to help uplift individuals out of poverty with desirable careers through apprenticeship training.

Requesters:

Renny L. Neyra, Executive Director of Division of Adult and Career Education
Pia Sadaqatmal, Chief of Transitional Programs

Equity Impact:

Component	Score	Score Rationale
Recognition	3	Apprenticeship programs actively recruit women, veterans, and minorities to provide opportunities and access to training for lifelong careers.
Resource Prioritization	3	Registered apprenticeship programs use their Related and Supplemental Instruction (RSI) funding to provide training to apprentices, resulting in improved skills.
Results	3	With a high proportion of apprentices currently representing underserved populations, registered apprenticeship programs are effective at closing opportunity gaps for underserved populations.
TOTAL	9	

ATTACHMENT B

REQUEST FOR APPROVAL OF PROCUREMENT CONTRACTS NOT UNDER DELEGATED AUTHORITY**A. APPROVAL OF PROFESSIONAL SERVICE CONTRACTS/AMENDMENTS/
AUTHORIZATION TO INCREASE CONTRACT CAPACITY EXCEEDING \$250,000****Item L**

<u>DIVISION OF INSTRUCTION</u>				\$430,000
<u>CONTRACTOR</u>	<u>IDENTIFI- CATION NO.</u>	<u>CONTRACT TERM</u>	<u>SOURCE OF FUNDS</u>	<u>AMOUNT</u>
UCLA – Center X	C3777-1	04/09/25 – 06/04/26 (amendment)	A-G Success Grant Funds (100%)	\$430,000*

Approval of amendment to increase capacity of a formally competed contract to provide Advanced Placement (AP) Readiness services for secondary students Districtwide. The services include curricular and instructional support in subjects such as math, science, computer science, social studies, languages other than English (LOTE), and English. The AP Readiness Program will provide both virtual and/or in-person workshops, training sessions, and mentoring opportunities for all students enrolled in an AP course and all teachers instructing an AP course. The vendor will be responsible for aligning their resources and curricula with the California Common Core State Standards and providing regular training, supervision, and evaluation of their programs.

Over the past three academic years, LAUSD has seen significant growth in AP exam participation, course offerings, and teacher training. AP exam participation has grown by nearly 40% in three years, reaching its highest level in 2023-2024. Overall, AP pass rates improved from 56% to 59%, stabilizing at this higher rate. AP course offerings have also expanded, with new courses rapidly growing in school adoption.

All high schools within LAUSD are eligible to access these services that will cater to a diverse student population, including historically underrepresented groups in AP classes. By providing comprehensive support for AP coursework, the contract aims to increase students' academic achievement and college competitiveness. It will contribute to improving overall student outcomes to successfully complete AP courses and obtain better results in the AP exams. This will enhance students' college and career readiness.

The Advanced Placement (AP) Readiness Program of UCLA - Center X (a unit of the Graduate School in Education and Information Studies) has delivered high quality, rigorous instructional support for Advanced Placement students of the Los Angeles area in the areas of Science, Mathematics and Computer Science. UCLA - Center X has been doing business with the District since 2013.

ATTACHMENT B

REQUEST FOR APPROVAL OF PROCUREMENT CONTRACTS NOT UNDER DELEGATED AUTHORITY

This action aligns with the District's Strategic Plan Pillar 1 - Academic Excellence, Strategy: 1D: College and Career Readiness, which aims to enhance college and career readiness among all students. By providing comprehensive AP readiness services, the contract contributes to the district's efforts to ensure that all students graduate prepared for success in postsecondary education and the workforce.

Initial Contract Value: \$430,000 ([Brd. Rpt. 268-23/24](#))

Contract Term: 06/05/24 – 06/04/26, includes one (1) one-year renewal option

*Amendment No. 1: \$430,000

Aggregate Contract Value: \$860,000

Requester:

John Vladovic, Executive Director of Secondary Education
Division of Instruction

Equity Impact:

Component	Score	Score Rationale
Recognition	3	The Advanced Placement Readiness Program affirmatively recognizes historical inequities as it focuses on increasing student successful completion of the AP courses and the AP exams for students who have been underrepresented in AP classes. In addition to increasing the number of underrepresented students such as Blacks, Latinx, and Emergent Bilinguals who take AP courses, this contract aims to close achievement gaps by providing students with sessions that support their understanding of the curriculum and provides preparation for the AP exams.
Resource Prioritization	4	A score of 4 indicates that resources are efficiently and effectively distributed, with a clear emphasis on addressing student needs. By prioritizing resources based on need, the institution can provide targeted support to students facing academic, socio-economic, or other challenges, thereby promoting inclusivity and equitable opportunities for all.
Results	3	The program is likely to result in closing achievement gaps for students. This program will be open to all students enrolled in AP courses and will provide students with targeted support in the specific AP subject, targeting not only their understanding of concept and content but also the skills needed to maximize their potential to receive passing scores in the AP exams.
TOTAL	10	

ATTACHMENT B

REQUEST FOR APPROVAL OF PROCUREMENT CONTRACTS NOT UNDER DELEGATED AUTHORITY**A. APPROVAL OF PROFESSIONAL SERVICE CONTRACTS/AMENDMENTS/
AUTHORIZATION TO INCREASE CONTRACT CAPACITY EXCEEDING \$250,000****Item M****FOOD SERVICES DIVISION****\$600,000**

<u>CONTRACTOR</u>	<u>IDENTIFI- CATION NO.</u>	<u>CONTRACT TERM</u>	<u>SOURCE OF FUNDS</u>	<u>AMOUNT</u>
Global Payments, Inc., dba Heartland School Solutions	C3134-1	04/09/25 – 05/19/29 (amendment)	Kitchen Infrastructure and Training Funds (100%)	\$600,000*

Approval of amendment to increase the capacity of a formally competed contract to provide a cafeteria management software (CMS) which allows the District to manage all aspects of its cafeteria operations through a single, comprehensive system that will be implemented across all schools and early education centers. This amendment provides for the addition of two Technical Account Managers who will provide additional project management and training to support the implementation and deployment of the CMS through October 2026.

Global Payments, Inc. has been doing business with the District since 2021. They have also provided CMS Solutions to Chicago Public Schools, School Board of Broward County FL, Wake County Public School Systems, NC and Metropolitan Nashville Public Schools, TN.

This action aligns with the District's Strategic Plan Pillar No. 2 Joy and Wellness and Pillar 4 Operational Effectiveness by supporting the implementation of the Cafeteria Management System (CMS), which plays a critical role in ensuring students have access to nutritious meals that contribute to their overall well-being.

Original Contract Value: \$3,100,097 ([Brd. Rpt. No. 236-23/24](#))

Contract Term: 05/20/24 – 05/19/29, includes two (2) one-year renewal options

*Amendment No. 1: \$600,000

Aggregate Five-Year Contract Value: \$3,700,097

Requester:

Manish P. Singh, Director of Food Services Division

ATTACHMENT B

REQUEST FOR APPROVAL OF PROCUREMENT CONTRACTS NOT UNDER DELEGATED AUTHORITY**Equity Impact:**

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

ATTACHMENT B

REQUEST FOR APPROVAL OF PROCUREMENT CONTRACTS NOT UNDER DELEGATED AUTHORITY

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

Item N

HUMAN RESOURCE DIVISION \$16,000,000

<u>CONTRACTOR</u>	<u>IDENTIFI- CATION NO.</u>	<u>CONTRACT TERM</u>	<u>SOURCE OF FUNDS</u>	<u>AMOUNT</u>
Various Vendors*	C9137 through C9139 C9144 through C9147 (RFP 2000003862)	07/01/25 – 06/30/30	Title II, Part A Funds (100%)	\$16,000,000

*Catapult Learning; Diana Warnock (SBE); FACTS Education Solutions; InnovatED; Mount Saint Mary’s University; SOS Education (SBE); Yeshiva Educational Services

Approval of formally competed bench of seven (7) contracts, procured through a Request for Proposals (RFP) process, to provide Title II Part A, Supplemental Professional Development Services for non-profit Private School teachers, principals, and other school leaders for which the District serves as the Local Education Agency (LEA). The selected vendors’ areas of expertise focus on increasing student achievement consistent with the challenging state academic standards; increasing the number of teachers, principals, and other school leaders who are effective in improving student academic achievement in schools; improving the quality and effectiveness of teachers, principals, and other school leaders; and providing low-income and minority students greater access to effective teachers, principals, and other school leaders. The authority to increase or decrease the amounts of these contracts will be limited to the aggregate value of \$16,000,000.

Professional development supported with Title II, Part A funds benefiting non-profit private school educators must meet the requirements of Title II, Part A. Elementary and Secondary Education Act of 1965 (ESEA) Section 2101 states that activities carried out for non-profit private school personnel must be based on a review of scientifically-based research, must be expected to improve student academic achievement, and provide supplemental activities that strengthen the quality and effectiveness of teachers, principals, and other school leaders.

The schools and students’ services will vary by year as it depends on the number of private schools that opt to participate. The 2025/2026 school year has a total of 174 private schools participating.

ATTACHMENT B

REQUEST FOR APPROVAL OF PROCUREMENT CONTRACTS NOT UNDER DELEGATED AUTHORITY

Twelve vendors submitted 18 proposals, and seven vendors (submitting 12 proposals) were deemed qualified and selected for the bench. The source selection committee was comprised of four subject matter experts from the District’s Federal and State Programs Department. The proposals were scored based on the following criteria: qualifications and experience of proposers; qualifications and experience of key personnel; quality of proposer’s program/service plan; quality and demonstrated success of previously executed program/service; Small Business Enterprise (SBE) participation; Work Based Learning Plan (WBLP); and price.

Of the seven qualified and selected proposers, four are incumbents of the expiring Title II, Part A bench, one has previously done business with the District, and two are new vendors to the District. The selected vendors bring many years of experience in providing similar programs within other public and private school districts.

This action aligns with the District’s Strategic Plan Pillar 4C: Operational Effectiveness. As the LEA for private schools utilizing Title II Part A funds, LAUSD is obligated to administer and oversee the appropriate, equitable and timely utilization of these funds generated by non-profit private school students.

[Click here](#) for history of previous Title II, Part A bench contracts.

Requester:

Francisco Serrato, Chief Human Resources Officer

Equity Impact:

Component	Score	Score Rationale
Recognition	3	The Title II, Part A Private Schools Program is mandated under <i>The Every Student Succeeds Act (ESSA), 2015</i> . The District is the “Pass Through” entity responsible for administering federal funds reserved for equitable services. Supplemental services are provided to teachers, principals and other school leaders at non-profit private schools within the District’s boundaries.
Resource Prioritization	3	The equitable services reservation will be obligated through third-party vendors vetted through their proposals to provide supplementary services to improve the knowledge of teachers and principals in the core academic subjects, develop effective instructional strategies, increase the understanding and use of data and assessments, address the needs of students with different learning styles, employ effective methods of improving student behavior, identify early interventions, involve parents, provide leadership development, and effectively integrate technology.

ATTACHMENT B

REQUEST FOR APPROVAL OF PROCUREMENT CONTRACTS NOT UNDER DELEGATED AUTHORITY

Component	Score	Score Rationale
Results	3	The implementation of the Title II Part A, Private Schools Program meets the Title II requirement under ESSA. Equitable services provided to non-profit private schools, their teachers, and administrators have improved student academic achievement consistent with the challenging state academic standards; increasing the number of teachers, principals, and other school leaders who are effective in improving student academic achievement in schools; improving the quality and effectiveness of teachers, principals, and other school leaders; and providing low-income and minority students greater access to effective teachers, principals, and other school leaders. The number of schools and students served vacillates annually; the number of schools participating can range from 115 – 175, and the number of student enrollment can range from 27,000 to 37,500.
TOTAL	9	

ATTACHMENT B

REQUEST FOR APPROVAL OF PROCUREMENT CONTRACTS NOT UNDER DELEGATED AUTHORITY

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

Item O

INFORMATION TECHNOLOGY SERVICES \$3,457,095

<u>CONTRACTOR</u>	<u>IDENTIFI- CATION NO.</u>	<u>CONTRACT TERM</u>	<u>SOURCE OF FUNDS</u>	<u>AMOUNT</u>
Telenet VoIP, Inc.;	C9141	04/18/25 – 12/31/26	Bond Funds (100%)	\$2,995,484
Vector Resources, Inc., dba Vector USA	C9142 (RFP 2000003803)			\$461,611

Approval of two (2) formally competed contracts, procured through a Request for Proposals (RFP) process, to design and implement a modern public address system and upgrade the wired and wireless networks (LAN/WLAN) that connect computers, devices, and communication tools at Marlton School, as previously approved by the Board under Board Report No. [312-23/24](#).

The RFP was solicited to allow vendors to propose on the audio/visual modernization and LAN/WLAN upgrades as a combined proposal or as separate components. The public address system upgrades scope was awarded to Telenet and the network upgrades scope was awarded to Vector.

Three proposals were received and all were deemed qualified. The source selection committee consisted of subject matter experts from Information Technology Services. The proposals were evaluated based on the qualifications and experience of firm; qualifications and experience of firm and personnel; technical solution/project approach; warranty; maintenance, and support information; Small Business Enterprise (SBE); Work Based Learning Plan (WBLP); and price. The selected firms were the highest scored proposers.

Telenet VoIP, Inc. has done business with the District and has provided similar services to ABC School District, Artesia High School, and Beverly Hills Unified School District. Vector Resources, Inc. has done business with the District and has provided similar services to San Diego Unified School District, North Orange County Community College District, and Alhambra Unified School District.

This action aligns with District's Strategic Plan Pillar 1 - Academic Excellence. Under priority 1A - High-Quality Instruction, by allowing for access to critical resources such as online learning tools and libraries.

ATTACHMENT B

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

Soheil Katal, Chief Information Officer
Information Technology Services

Equity Impact:

Component	Score	Score Rationale
Recognition	4	This project will modernize the specialized audio-visual communications system at Marlton School. Marlton School is a bilingual American Sign Language (ASL) and English program serving students from across Los Angeles Unified School District. The school offers deaf/hard of hearing (D/HH) programs for Kindergarten-Grade 12. This initiative actively recognizes and specifies historical inequities to correct.
Resource Prioritization	4	The audio-visual communications system that is part of this modernization is specially designed to communicate with deaf/hard of hearing students on campus. The system that is currently in place has reached end of life and end of support, and the entire system must be modernized to ensure a safe learning environment. The new system is expected to provide long-term value and cost savings. The resources required for the project have been prioritized considering the impact on the school's educational outcomes. This initiative effectively prioritizes resources based on student need.
Results	4	The audio-visual communications system is specially designed to communicate with deaf/hard of hearing students on campus. The project is expected to deliver significant results in terms of enhancing safety protocols and efficiency of administrative tasks at Marlton School. This initiative is extremely likely to result in closed opportunity gaps and/or closing achievement gaps.
TOTAL	12	

ATTACHMENT B

REQUEST FOR APPROVAL OF PROCUREMENT CONTRACTS NOT UNDER DELEGATED AUTHORITY

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

Item P

OFFICE OF THE CHIEF FINANCIAL OFFICER **\$1,000,000**

<u>CONTRACTOR</u>	<u>IDENTIFI- CATION NO.</u>	<u>CONTRACT TERM</u>	<u>SOURCE OF FUNDS</u>	<u>AMOUNT</u>
Global Payments, Inc., dba Heartland School Solutions	C9165 (RFP 2000003891)	04/10/25 – 04/09/30	General Funds (100%)	\$1,000,000

Approval of a formally competed contract procured through a Request for Proposals (RFP) process, for a third-party electronic payment system with integrated merchant services. This system will provide a centralized, secure, and user-friendly platform to support various payment processes, including electronic funds transfers, credit card payments, Google Pay, Apple Pay, and ACH disbursements. It will enhance the District’s financial transaction management across school sites and central offices, ensuring robust integration, scalability, and compliance with federal, state, and district security standards.

Once implemented, nearly all forms of payment may be accepted through this platform, which will be available online and through physical payment terminals. The funds will be received and reconciled to corresponding accounts within the District. Costs involved with this program include implementation fees, transaction fees charged as a percentage (user/customer), and physical terminal costs for District schools and offices requesting use. The transaction fees involved with credit transactions will be passed onto the paying party similar to how a car registration payment works with the California DMV.

Six proposals were received and all were deemed qualified. The source selection committee consisted of six subject matter experts from the Accounts Payable, Student Body Finance, and ITS Business Applications departments. The proposals were evaluated based on qualifications and experience of firm and personnel; compliance with the statement of work; Work-Based Learning Partnership (WBLP) plan; Small Business Enterprise (SBE) participation; and price. The selected firm is the highest scored proposer that offered all of the required functionality by the District.

Global Payments, Inc., dba Heartland School Solutions has been doing business with the District since 2021, and has provided similar services Fairfax County Public Schools, Seminole County Public Schools, and Elk Grove Unified School District.

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

The action aligns with the District's Strategic Plan Pillar No. 4 – Operational Effectiveness. Pillar 4B – Modernizing Infrastructure by modernizing the District's payment system to allow for electronic payments Districtwide.

Requester:

Nolberto Delgadillo Deputy Chief Financial Officer
Office of the Chief Financial Officer

ATTACHMENT B

REQUEST FOR APPROVAL OF PROCUREMENT CONTRACTS NOT UNDER DELEGATED AUTHORITY**Equity Impact:**

Component	Score	Score Rationale
Recognition	2	The third-party electronic payment system acknowledges the need for an easy and accessible electronic payment system to support District collection of school impact fees, civic center permit fees, lease payments and other revenues that would support the District's future needs and goals. Focusing on the importance of maximizing all revenues could benefit historically undeserved student populations.
Resource Prioritization	3	By ensuring maximum revenue generation via the third-party electronic payment system, the District can potentially allocate more funds to programs and services that address student needs.
Results	3	Maximizing revenues could expose the District to additional funding for projects, especially in communities that have experienced historical inequities, which may result in closing opportunity gaps and/or closing achievement gaps.
TOTAL	8	

ATTACHMENT B

REQUEST FOR APPROVAL OF PROCUREMENT CONTRACTS NOT UNDER DELEGATED AUTHORITY

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

Item Q

SPECIAL EDUCATION AND SPECIALIZED PROGRAMS \$35,000,000

<u>CONTRACTOR</u>	<u>IDENTIFICATION NO.</u>	<u>CONTRACT TERM</u>	<u>SOURCE OF FUNDS</u>	<u>AMOUNT</u>
Various Vendors*	C9112 through C9116 C9118 C9119 C9131 through C9136 C9143 (RFP 2000003861)	07/01/25 – 06/30/30	Title I, Part A Funds (100%)	\$35,000,000

*A Tree of Knowledge Educational Services; Apple iPad & Android (SBE); Catapult Learning; Cecilia Mercado; Corwin Press; FACTS Education Solutions; Learn It Systems; Lynne Arpon; Merkos L'Inyonei Chinuch; One on One Learning; SOS Education (SBE); Sylvan Learning; Wellness and Education; Yeshiva Educational Services

Approval of formally competed bench of fourteen (14) contracts, procured through a Request for Proposals (RFP) process, to provide Title I Part A Supplemental Services that support equitable services for non-profit Private School students, their teachers, and families for which the District serves as the Local Education Agency (LEA). The selected vendors' areas of expertise centers around intervention in reading/language arts, math and/or science, academic counseling, professional development including coaching for teachers, and parent engagement activities. The authority to increase or decrease the amounts of these contracts will be limited to the aggregate value of \$35,000,000.

Title I, Part A section 1117 requires participating LEAs, in consultation with appropriate private school officials, to provide eligible children attending non-profit private elementary and secondary schools, their teachers, and their families with Title I funded services or other benefits that are equitable to those provided to eligible public-school children, their teachers, and their families.

ATTACHMENT B

REQUEST FOR APPROVAL OF PROCUREMENT CONTRACTS NOT UNDER DELEGATED AUTHORITY

Services are provided to identified at-risk students attending non-profit private schools (that may or may not be located within the District's boundaries) but live within one of the District's Title I school's attendance area. The students are identified as at-risk through multiple measures/criteria. The number of schools and students served vacillates annually; the number of schools participating can range from 90 – 165 and the number of students range from 2,500 – 5,000. In the 2025-2026 school year, [119 private schools](#) intend to participate in the Title I program and receive services from this bench of contractors.

Thirty-one vendors submitted 52 proposals, and 14 proposers (submitting 22 proposals) were deemed qualified and selected for the bench of contracts. The source selection committee was comprised of 12 subject matter experts from the District's Federal and State Programs Department. The proposals were evaluated based on the following criteria: qualifications and experience of proposers; qualifications and experience of key personnel; quality of proposer's program/service plan; quality and demonstrated success of previously executed program/service; Small Business Enterprise (SBE) participation; Work Based Learning Plan (WBLP); and price.

All 14 qualified and selected vendors have done business with the District and have many years of experience providing services such as academic intervention and support, academic counseling, professional development, and parent engagement.

This action aligns with the District's Strategic Plan Pillar 4C: Operational Effectiveness. The LAUSD bears the responsibility of the administration and oversight of the Title I, Part A entitlement, including the provision of equitable services for participating non-profit private schools. These services would "ensure all students have access to equitable resources by appropriately allocating funds and services, based on need." In addition, this would streamline the procurement systems, policies, and procedures to ensure that the District is able to expeditiously deliver equitable services in a timely manner.

[Click here](#) for history of previous Title I, Part A bench contracts.

Requester:

Anthony Aguilar, Chief of Special Education and Specialized Programs

Equity Impact:

Component	Score	Score Rationale
Recognition	3	The Title I Private Schools Program is mandated under <i>The Every Student Succeeds Act (ESSA), 2015</i> . The District is the "Pass Through" entity responsible for administering federal funds reserved for equitable services. Supplemental services are provided to identified at-risk students attending non-profit private schools who reside within the District's Title I attendance boundaries.

ATTACHMENT B

REQUEST FOR APPROVAL OF PROCUREMENT CONTRACTS NOT UNDER DELEGATED AUTHORITY

Component	Score	Score Rationale
Resource Prioritization	3	The equitable services reservation will be obligated through third-party vendors vetted through their proposals to provide supplementary services in English, math, science, in addition to academic counseling, professional development, and trainings for parents. Services are prioritized to eligible students identified as at-risk through multiple measures/criteria indicating below proficiency or at risk of failing.
Results	3	The implementation of the Title I, Private Schools Program meets the Title I requirement under ESSA. Equitable services provided to eligible students attending non-profit private schools, their teachers, and their parents have resulted in improved academic achievement, improved efficacy in teaching identified Title I students, and increased parent knowledge on how to support learning at home. The number of schools and students served vacillates annually; the number of schools participating can range from 90 – 165 and the number of students receiving equitable services range from 2,500 – 5,000.
TOTAL	9	

ATTACHMENT B

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

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

Item R**FACILITIES SERVICES DIVISION \$30,000,000**

<u>CONTRACTOR</u>	<u>IDENTIFI- CATION NO.</u>	<u>CONTRACT TERM</u>	<u>SOURCE OF FUNDS</u>	<u>AMOUNT</u>
Consolidated Electrical Distributors, Inc., dba All Phase Electric Supply Co. (All Phase Electric Supply Co.)	C9122 (IFB 2000003816)	05/01/25 – 04/30/28	Restricted Routine Maintenance Funds (100%)	\$6,000,000

Approval of a formally competed contract procured through an Invitation for Bid (IFB) process, to provide lighting fixtures and parts for use Districtwide.

Facilities- Maintenance and Operations (M&O) will purchase the lighting fixtures and parts at the lowest competitive prices through this contract with the vendor, and ensure the awarded vendor provides the products in accordance with the District's standards.

Three bids were received for this solicitation, resulting in the selection of one successful bidder. All Phase Electric Supply Co. was selected as the lowest, responsive, and responsible bidder. All Phase Electric Supply Co. has been doing business with the District since 2013.

This action aligns with the District's Strategic Plan Pillar 2, Joy and Wellness and Pillar 4, Operational Effectiveness. Ensuring that schools and offices are equipped with suitable lighting fixtures and components is crucial for enhancing student and staff performance and well-being. This practice is essential for the smooth operation of educational facilities and workplaces, ultimately contributing to the long-term success of the District.

ATTACHMENT B

REQUEST FOR APPROVAL OF PROCUREMENT CONTRACTS NOT UNDER DELEGATED AUTHORITY

Requester:

Mark Cho, Deputy Director of Facilities Maintenance and Operations
Facilities Services Division

Equity Impact:

Not applicable.

ATTACHMENT B

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

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

Item S**FACILITIES SERVICES DIVISION (CONT.)**

<u>CONTRACTOR</u>	<u>IDENTIFI- CATION NO.</u>	<u>CONTRACT TERM</u>	<u>SOURCE OF FUNDS</u>	<u>AMOUNT</u>
NextMod, Inc.	C9130 (IFB 2000003945)	05/01/25 – 04/30/30 includes two (2) one-year renewal options	Bond Funds (100%)	\$20,000,000

Approval of formally competed contract procured via the Invitation for Bid (IFB) process for the purchase of pre-constructed (drawing required), DSA-approved, modular classrooms and restroom buildings.

The Facilities - Asset Management's Relocatable Housing Unit will purchase modular classrooms and restroom buildings through this contract, ensuring purchases are at a competitive price while meeting the standards and requirements set forth by the District.

The competed IFB received two responsive bids. The evaluation committee was comprised of staff members from the Facilities - Asset Management's Relocatable Housing Unit and Procurement's Contract Administration team. Through this review, NextMod, Inc. was evaluated as the lowest cost, responsive and responsible bidder. NextMod, Inc. is a new vendor to the District.

This action aligns with the District's Strategic Plan Pillar 4: Operational Effectiveness. The classroom modulars will be used as interim housing during the construction of bond projects, including, classroom additions, critical building replacements, and other school modernizations, without interrupting school instruction and operations. Additionally, they can be utilized for other bond projects in the future.

Requester:

Issam Dahdul, Director of Asset Management
Facilities Services Division

ATTACHMENT B

REQUEST FOR APPROVAL OF PROCUREMENT CONTRACTS NOT UNDER DELEGATED AUTHORITY**Equity Impact:**

Component	Score	Score Rationale
Recognition	1	Purchase will be made to provide modular classroom and restroom buildings at a site requiring temporary building installation, and which requirement exists independent of student status or socio-economic standing.
Resource Prioritization	1	Resources will be provided for facilities projects, such as additions, critical repairs, and modernization projects, without interrupting the educational program, and which requirement exists independent of associated student population status or socio-economic standing
Results	1	Acquisition of modular classroom and restroom buildings will be independent of student population status or equity circumstances and instead will occur as needed to complete intended project.
TOTAL	3	

ATTACHMENT B

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

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

Item T**FACILITIES SERVICES DIVISION (CONT.)**

<u>CONTRACTOR</u>	<u>IDENTIFI- CATION NO.</u>	<u>CONTRACT TERM</u>	<u>SOURCE OF FUNDS</u>	<u>AMOUNT</u>
McGrath Rentals, dba Mobile Modular	C8506 (IFB 2000003487)	04/15/25 – 04/14/30 includes two (2) renewal options	Bond Funds (100%)	\$4,000,000

Approval of formally competed contract procured through an Invitation for Bid (IFB) process for the lease, with the option to purchase, DSA-approved modular locker room and restroom buildings to be used temporarily while new school buildings are under construction.

The contract supports the lease (with the option to purchase) of temporary portable modular buildings at a competitive price while meeting the standards and requirements set forth by the District.

The competed IFB received two bids and both were deemed qualified. The evaluation committee was comprised of staff members from Facilities - Asset Management's Relocatable Housing Unit and Procurement's Contract Administration. McGrath Rentals was evaluated as the lowest cost, responsive and responsible bidder.

McGrath Rentals, dba Mobile Modular has successfully provided the District with many types and configurations of portable modulars for all schools and bond-funded construction projects under prior contracts for many years. They have been doing business with the District since 2004.

This action aligns with the District's Strategic Plan Pillar 4: Operational Effectiveness. The locker portables will be used as interim housing during the construction of bond projects, including classroom additions, critical building replacements, and other school modernizations, without interrupting school instruction and operations. Additionally, they can be utilized for other bond projects in the future

ATTACHMENT B

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

Issam Dahdul, Director of Asset Management
Facilities Services Division

Equity Impact:

Component	Score	Score Rationale
Recognition	1	The contract will provide modular buildings for lockers at a site requiring temporary building installation, and which requirement exists independent of student status or socio-economic standing
Resource Prioritization	1	Resources will be provided for facilities projects, such as additions, critical repairs, and modernization projects, without interrupting the educational program, and which requirement exists independent of associated student population status or socio-economic standing
Results	1	Acquisition of locker buildings will be independent of student population status or equity circumstances and instead will occur as needed to complete intended project.
TOTAL	3	

ATTACHMENT B

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

Authorize the utilization of a piggyback contract in effect. The proposed action complies with the Public Contract Code Sections 10299 and 20118, which allows school districts to utilize other governmental agencies' established contracts.

Item U**FOOD SERVICES DIVISION \$16,000,000**

<u>CONTRACTOR</u>	<u>IDENTIFI- CATION NO.</u>	<u>CONTRACT TERM</u>	<u>SOURCE OF FUNDS</u>	<u>AMOUNT</u>
Cook's Direct	C40555 (E&I Cooperative Services)	04/15/25 – 01/01/26	Kitchen Infrastructure and Training Funds – Second Allotment (100%)	\$16,000,000

Approval of piggyback contract through E&I Cooperative Services (Master Agreement Number CR001164.0) with Cook's Direct for the purchase of combi-ovens to upgrade the District's cafeteria kitchen equipment at 328 elementary [school sites](#).

Utilizing the California Department of Education's Kitchen Infrastructure and Training Grant, funds will be allocated to upgrade cafeteria equipment at the District's elementary schools with new combi-oven units. Cook's Direct offers a selection of brands, including Alto-Shaam, Blodgett, Groen, Rational, TurboChef, UNOX, and Vulcan, and a variety of models, such as full-size roll-in units, double units, and single-stack units.

Since each cafeteria varies in size, structure, and the number of students served, a site-specific survey will be conducted by licensed general contractors to assess each location's unique needs (Board Report No. 214-24/25, Item L). The ideal oven for each site will be determined by the Food Services Division (equipment team) in consultation with the two vendors responsible for installation. Cook's Direct will support the District by coordinating equipment ordering, delivery, deployment and warranty services.

All purchases will require approval by the Food Services Division. The catalog offers brand-specific discounts that range from 31% to 59% off of the catalog pricing, along with an additional 0.5% volume-based rebate as a benefit to FSD for bulk orders.

If not approved, the District's elementary school sites with cafeterias may continue using outdated equipment, affecting meal quality, preparation efficiency, and service timeliness.

ATTACHMENT B

REQUEST FOR APPROVAL OF PROCUREMENT CONTRACTS NOT UNDER DELEGATED AUTHORITY

The District could also underutilize KIT Grant funds, missing the opportunity to improve cafeteria operations and enhance the dining experience for students.

Cook's Direct has been supplying equipment and products for foodservice operations across various industries, including correctional facilities, K-12 schools, colleges and universities, and stadiums and arenas, for more than 29 years. Cook's Direct has not previously held a contract with the District.

The goods and services provided under this contract align with the Strategic Plan, specifically Pillar 2B: Joy and Wellness – Whole-Child Well-Being, and Pillar 4B: Operational Effectiveness – Modernizing Infrastructure. This alignment is achieved by enhancing operational effectiveness through the provision of high-end kitchen equipment, which will improve both the appearance and taste of the food served to students.

Requester:

Manish Singh, Director of Food Services Division

Equity Impact:

Component	Score	Score Rationale
Recognition	3	Access to the goods and services ordered will be available to all district staff, students, parents, and community. The combi-ovens will improve meal quality and encourage more students to take advantage of California's Universal Meals Program.
Resource Prioritization	3	We are a Community Eligibility Provision district where students are entitled to meals at no charge. More than 67% of students are facing food insecurity and are direct certified. The combi-ovens will enable Food Services to provide more freshly prepared meals and contribute to student health and wellbeing.
Results	3	Access to the contract goods and services will ensure students have freshly prepared, nutritious meals that they want to eat and will provide the necessary calories and nourishment to learn.
TOTAL	9	

ATTACHMENT B

REQUEST FOR APPROVAL OF PROCUREMENT CONTRACTS NOT UNDER DELEGATED AUTHORITY

C. APPROVAL OF PIGGYBACK GOODS AND GENERAL SERVICES CONTRACTS

Authorize the utilization of a piggyback contract in effect. The proposed action complies with the Public Contract Code Sections 10299 and 20118, which allows school districts to utilize other governmental agencies’ established contracts.

Item V

OFFICE OF BUSINESS SERVICES & OPERATIONS \$5,899,733

<u>CONTRACTOR</u>	<u>IDENTIFI- CATION NO.</u>	<u>CONTRACT TERM</u>	<u>SOURCE OF FUNDS</u>	<u>AMOUNT</u>
Amalgamated Services, Inc.	C9199 (GS-21F-0118Y)	One-time purchase	General Funds (Reserves) (100%)	\$5,899,733

Approval of a piggyback contract through the General Services Administration (GSA), Clean Air Program to ensure that air purifiers are available for all classrooms Districtwide. This contract will be for a one-time purchase of 18,048 Air Purifiers, completing the inventory needed to place equipment in remaining classrooms.

By establishing this contract, the District will access a significant volume discount making it possible to include an air purifier in every classroom. Without this approval, a competitive solicitation would be required, which would significantly delay purchasing timelines and be less likely to achieve the discount afforded to the District as a result of the recent emergency. Such delays could impact the District’s ability to meet this objective for an air purifier in each classroom, in a timely manner.

Amalgamated Services, Inc. has been doing business with the District since 2023.

This action aligns with the District’s Strategic Plan Pillar 4: Operational Effectiveness, by providing educational supplies used for classroom instruction and essential items for offices.

Requester:

Patricia Chambers, Senior Director
Office of the Deputy Superintendent, Business Services & Operations

ATTACHMENT B

REQUEST FOR APPROVAL OF PROCUREMENT CONTRACTS NOT UNDER DELEGATED AUTHORITY

Equity Impact:

Component	Score	Score Rationale
Recognition	3	This purchase recognizes historical inequities and thus all classrooms across the district will now have access to air purifiers should air quality fall below acceptable levels.
Resource Prioritization	3	This purchase prioritizes resources to ensure all students are afforded the opportunity to learn in a classroom with clean air regardless of the outside air quality. Each student and educator will benefit from the investment.
Results	2	This purchase ensures air purifiers are available for all classrooms and thus ensures a healthy climate in all classrooms across the district regardless of the outside air quality. A healthy environment in the classroom positively supports teaching and student learning.
TOTAL	8	

ATTACHMENT B

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

Authorize the utilization of a piggyback contract in effect. The proposed action complies with the Public Contract Code Sections 10299 and 20118, which allows school districts to utilize other governmental agencies' established contracts.

Item W

<u>DIVISION OF INSTRUCTION</u>				\$490,000
<u>CONTRACTOR</u>	<u>IDENTIFI- CATION NO.</u>	<u>CONTRACT TERM</u>	<u>SOURCE OF FUNDS</u>	<u>AMOUNT</u>
Model 1 Commercial Vehicles, Inc.	C9117	One-time purchase	Expanded Learning Opportunity Program (ELOP) (100%)	\$490,000

Approval of piggyback contract through South County (San Diego) Support Services Agency (Bid #2122-SC11-01 Public Transportation Equipment) for the purchase of nine (9) electric cargo vans to replace fleet vehicles deemed beyond economic repair. These vans are essential for transporting equipment and resources for Beyond the Bell events and activities.

The contract was awarded via piggyback, multiple dealers were contacted, among vendors offering cargo vans under similar agreements, Model 1 Commercial Vehicles was the only provider with available inventory and the ability to deliver promptly, meeting the needs of the sponsoring division.

Model 1 Commercial Vehicles has over 40 years of experience in the public sector and school bus sales, including over 10 years working with LAUSD (previously as Creative Bus Sales). The company also holds key school bus purchasing contracts, including the Helping Governments Across the County Buy (HGAC) and California Association for Coordinated Transportation (CalACT) contracts, further demonstrating its expertise in the field.

This action aligns with the following District Strategic Plan Pillars:

Pillar 1: Academic Excellence – The vans will be used to transport equipment and materials for after-school programs, enhancing students' learning experiences.

Pillar 2: Joy and Wellness – Reliable transportation will contribute to well-organized programs that promote student engagement, leading to higher attendance and participation.

This purchase ensures timely access to essential transportation, supporting Beyond the Bell's commitment to student enrichment and program success.

ATTACHMENT B

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

John Han, Administrator of Beyond the Bell
Division of Instruction

Equity Impact:

Component	Score	Score Rationale
Recognition	2	The Model 1 contract vaguely recognizes historical inequities as the focus is on replacing Beyond Economical Repair (BER) vehicles for transporting equipment to Beyond the Bell afterschool and expanded learning programs, without addressing historical inequities.
Resource Prioritization	2	These vehicles will support student learning. The Model 1 contract somewhat prioritizes student needs by using cargo vehicles to deliver essential educational resources, textbooks, materials, technology, and food to underserved areas, aligning with the intent of the ELO-P program.
Results	2	The Model 1 contract may result in close opportunity gaps by ensuring vital equipment delivery for enrichment programs, providing equitable access for students from underserved communities.
TOTAL	6	

TAB 21



Board of Education Report

File #: Rep-214-24/25, **Version:** 1

Agenda Date: 4/8/2025

In Control: Facilities Contract Actions

Approval of Facilities Contracts Actions

Procurement Services Division - Facilities Contracts

Brief Description:

(Approval of Facilities Contract Actions) Recommends the ratification of the Procurement Services Division contract actions taken by Facilities Contracts under delegated authority as listed in Attachment “A” including award of advertised construction contracts; award of job order contract amendment; approval of change orders; completion of contracts; award of informal contracts; award of architectural and engineering contracts; extra services/amendments for architectural and engineering contracts and approved proposed contracts listed in Attachment B including grant writing services task order contracts; Combi Oven installation and site preparation task order contracts, and employee and family housing advisory services contract.

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 informal contracts; award of architectural and engineering contracts; award of professional services amendment; extra services/amendments for architectural and engineering contracts and approve the proposed contract listed in Attachment B including roofing and waterproofing task order contracts and geotechnical engineering services task order 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.

File #: Rep-214-24/25, **Version:** 1
In Control: Facilities Contract Actions

Agenda Date: 4/8/2025

Policy Implications:

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

Budget Impact:

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

Student Impact:

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

Equity Impact:

Not Applicable.

Issues and Analysis:

There are no policy implications on these agreements.

Attachments:

Attachment "A" - Ratification of Facilities Contracts Actions Awarded Under Delegated Authority
Attachment "B" - Approval of Facilities Contracts Actions Not Under Delegated Authority

Linked Materials

Previously adopted Board report(s) referenced:

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

Submitted:

03/11/25

RESPECTFULLY SUBMITTED,



ALBERTO M. CARVALHO
Superintendent

APPROVED BY:




PEDRO SALCIDO
Deputy Superintendent,
Business Services & Operations

REVIEWED BY:



DEVORA NAVERA REED
General Counsel

APPROVED BY:



SUNG YON LEE
Deputy Chief Business Officer
Business Services and Operations

Approved as to form.

REVIEWED BY:



NOLBERTO DELGADILLO
Deputy Chief Business Officer, Finance

APPROVED & PRESENTED BY:



MATTHEW A. FRIEDMAN
Interim Chief Procurement Officer
Procurement Services Division

Approved as to budget impact statement

REVIEWED BY:



KRISZTINA TOKES
Chief Facilities Executive

Approved as to facilities impact

ATTACHMENT A

RATIFICATION OF CONTRACTS AWARDED UNDER DELEGATED AUTHORITY

A. AWARD OF ADVERTISED CONSTRUCTION CONTRACTS –
CAMPUS SAFETY SYSTEMS BUNDLE NORTH REGION (N3)**Item A** **\$3,445,000**

<u>CONTRACTOR</u>	<u>IDENTIFI- CATION NO.</u>	<u>DESCRIPTION</u>	<u>CONTRACT TERM</u>	<u>AMOUNT</u>
Alternate Power & Construction, Inc. (SBE)	2510028/C9007	Alta California ES	Various	\$255,000.00
	2510029/C9046	Anatola ES		\$190,000.00
	2510030/C9050	Bertrand ES		\$185,000.00
	2510031/C9053	El Dorado ES		\$195,000.00
	2510032/C9054	Hart ES		\$185,000.00
	2510033/C9055	Holmes MS		\$265,000.00
	2510034/C9056	Hubbard ES		\$215,000.00
	2510035/C9057	Independence Cont. HS		\$ 90,000.00
	2510036/C9087	Lankershim ES		\$195,000.00
	2510037/C9088	Lassen ES		\$200,000.00
	2510038/C9089	Lowman SP ED & CTC		\$190,000.00
	2510039/C9090	Mosk ES		\$215,000.00
	2510040/C9091	Obama ES		\$235,000.00
	2510041/C9092	Roscoe ES		\$195,000.00
	2510042/C9093	San Fernando Senior HS		\$270,000.00
	2510043/C9094	Saticoy ES		\$185,000.00
	2510044/C9095	Sharp ES		\$180,000.00
	Board Member:			
	<u>Various</u>			

Ratification of seventeen (17) formally competed best-value contracts selected from four (4) bids received to provide campus Information Technology (IT) safety systems improvements at various school sites per Districts specifications, as authorized on December 12, 2023 ([Board Report No. 024-23/24](#)).

Project scope includes installation of new video camera and intrusion alarm systems.

These services support operational effectiveness and the modernization of infrastructure (Pillar 4 of the Strategic Plan).

ATTACHMENT A
RATIFICATION OF CONTRACTS AWARDED UNDER DELEGATED AUTHORITY

The contractor has worked with the District since 2018.

Contract Value: \$3,445,000 (COPS-2023A Funds 100% /defeased with Measure US bond proceeds)

Requester:

Soheil Katal, Chief Information Officer
Information Technology Services

ATTACHMENT A

RATIFICATION OF CONTRACTS AWARDED UNDER DELEGATED AUTHORITY

AWARD OF ADVERTISED CONSTRUCTION CONTRACTS

Item B

<u>CONTRACTOR</u>	<u>IDENTIFICATION NO.</u>	<u>DESCRIPTION</u>	<u>CONTRACT TERM</u>	<u>AMOUNT</u>
HZS Engineering, Inc., dba HZS Construction	2510054 / C8464	<u>Lankershim ES Green Schoolyard Improvement Project</u> Board Member: <u>Kelly Gonez</u>	01/16/25 – Completion	\$1,477,000 Expanded Learning Opportunities Funds (100%)

Ratification of formally competed contract selected from five (5) bids received to deliver a green schoolyard improvement project at Lankershim ES, as authorized on December 12, 2023 ([Board Report No. 024-23/24](#)).

The project consists of asphalt removal, new planting, trees, turf, and decomposed granite within existing and new planting areas.

These services support operational effectiveness and the modernization of infrastructure (Pillar 4 of the Strategic Plan).

The contractor has worked with the District since 2020.

Requester:

Mark Cho, Deputy Director of Facilities Maintenance and Operations
Facilities Services Division

ATTACHMENT A

RATIFICATION OF CONTRACTS AWARDED UNDER DELEGATED AUTHORITY
 AWARD OF ADVERTISED CONSTRUCTION CONTRACTS

Item C

<u>CONTRACTOR</u>	<u>IDENTIFICATION NO.</u>	<u>DESCRIPTION</u>	<u>CONTRACT TERM</u>	<u>AMOUNT</u>
Danny Letner, Inc., dba Letner Roofing Company (SBE)	2510068 / C8499	<u>153rd Street ES</u> Roofing Replacement Project Board Member: <u>Tanya Ortiz Franklin</u>	01/24/25 – Completion	\$185,000 Bond Funds (100%)

Ratification of formally competed contract selected from four (4) bids received to deliver a roofing replacement project at 153rd Street ES, as authorized on November 15, 2022 ([Board Report No. 072-22/23](#)).

The project will provide approximately 5,200 square feet of new roofing at four (4) buildings, including the installation of new gutters and downspouts. The square footage of roofing to be replaced was decreased after the initial project definition as a result of an updated building assessment.

These services support operational effectiveness and the modernization of infrastructure (Pillar 4 of the Strategic Plan).

The contractor has worked with the District since 1990.

Requester:

Mark Cho, Deputy Director of Facilities Maintenance and Operations
 Facilities Services Division

ATTACHMENT A

RATIFICATION OF CONTRACTS AWARDED UNDER DELEGATED AUTHORITY

JOB ORDER CONTRACTS AMENDMENTS

Item D

<u>CONTRACTOR</u>	<u>IDENTIFI- CATION NO.</u>	<u>CONTRACT TERM INCLUDING THIS AMENDMENT</u>	<u>AMOUNT</u>
Reyes Electrical Contractor, Inc., dba Reyes Engineering Corp (SBE)	2430032/ C1117 2430032.02	06/21/24 – 06/20/25	\$400,000* Bond Funds (100%)

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

These services support operational effectiveness and the modernization of infrastructure (Pillar 4 of the Strategic Plan).

The contractor has worked with the District since 2019.

Initial Contract Value:	\$ 500,000
Amendment No. 1	\$ 1,200,000
*Amendment No. 2	\$ 400,000
<i>(Executed Date: 02/12/25)</i>	

Aggregate Contract Value: \$2,100,000

Requester:

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

** Current Ratification*

ATTACHMENT A

RATIFICATION OF CONTRACTS AWARDED UNDER DELEGATED AUTHORITY

Item E

B. APPROVAL OF CHANGE ORDERS

February 2025 = \$3,867,143

		<u>QUANTITY</u>	<u>AMOUNT</u>
	i. New Construction contract change orders that do not individually exceed 10 percent for February 2025 (Average Transaction: \$12,325; Median Transaction: \$8,810)	10	\$123,247
	ii. New Construction contract credit change orders for February 2025:	4	<\$25,935>
	iii. Existing Facilities contract change orders that do not individually exceed 15 percent for February 2025 (Average Transaction: \$11,574; Median Transaction: \$6,050):	334	\$3,865,862
	iv. Existing Facilities contract credit change orders for February 2025:	6	<\$96,031>
	v. Existing Facilities contract change orders that individually exceed 15 percent (but do not exceed 25 percent) for February 2025, requiring 75 percent approval by the Board:	0	\$0
C.	COMPLETION OF CONTRACTS – February 2025	33	\$49,244,478
D.	AWARD OF INFORMAL CONTRACTS (Not Exceeding \$114,800)		
	A & B Letters for February 2025 (Average Transaction: \$46,295; Median Transaction: \$25,997)	14	\$648,134

ATTACHMENT A

RATIFICATION OF CONTRACTS AWARDED UNDER DELEGATED AUTHORITY

AWARD OF ARCHITECTURAL AND ENGINEERING CONTRACTS

Item F

<u>CONTRACTOR</u>	<u>IDENTIFI- CATION NO.</u>	<u>DESCRIPTION</u>	<u>CONTRACT TERM</u>	<u>AMOUNT</u>
Swift Lee Office, Inc. (SBE)	2420056/ C7578	<u>Mar Vista ES Playground & Campus Exterior Upgrades Project Board Member: <u>Nick Melvojn</u></u>	12/19/24- closeout	\$573,415 Bond Funds (100%)

Ratification of design contract to provide architectural and engineering services procured via RFQ R-13019, for site analysis/preliminary schematic design, final schematic design, design development, construction document, bid/proposal and award, and construction and closeout phases for the Playground and Campus Exterior Upgrade Project as authorized on August 22, 2023 ([Board Report No. 018-23/24](#)).

The project replaces approximately 89,000 square feet of paving in the main and kindergarten playground areas. The scope of work includes solar reflective coating in playgrounds, greening and landscaping throughout the campus, privacy fencing where needed, and painting the exterior of all buildings. The project also provides a new trash enclosure and accessibility upgrades.

These services support operational effectiveness and the modernization of infrastructure (Pillar 4 of the Strategic Plan).

The contractor has worked with the District since 2011.

Requester:

Issam Dahdul, Director of Facilities Planning and Development
Facilities Services Division

ATTACHMENT A

RATIFICATION OF CONTRACTS AWARDED UNDER DELEGATED AUTHORITY
AWARD OF ARCHITECTURAL AND ENGINEERING CONTRACTS

Item G

<u>CONTRACTOR</u>	<u>IDENTIFI- CATION NO.</u>	<u>DESCRIPTION</u>	<u>CONTRACT TERM</u>	<u>AMOUNT</u>
PBK Architects, Inc.	2420057/ C7672	<u>Colfax Charter ES Playground & Campus Exterior Upgrades Project</u> Board Member: <u>Scott M. Schmerelson</u>	12/18/24- closeout	\$491,513 Bond Funds (100%)

Ratification of design contract for architectural and engineering services procured via RFQ R-19012, to provide site analysis/preliminary schematic design, final schematic design, design development, construction document, bid/proposal and award, and construction and closeout phases for the Playground and Campus Exterior Upgrade Project as authorized on August 22, 2023 ([Board Report No. 018-23/24](#)).

The project replaces approximately 104,000 square feet of paving in the main and kindergarten playground areas. The scope of work includes solar reflective coating in playgrounds, greening and landscaping throughout the campus, and exterior painting of all buildings. The project also provides a new trash enclosure and accessibility upgrades.

These services support operational effectiveness and the modernization of infrastructure (Pillar 4 of the Strategic Plan).

The contractor has worked with the District since 2020.

Requester:

Issam Dahdul, Director of Facilities Planning and Development
 Facilities Services Division

ATTACHMENT A

RATIFICATION OF CONTRACTS AWARDED UNDER DELEGATED AUTHORITY
AWARD OF ARCHITECTURAL AND ENGINEERING CONTRACTS

Item H

<u>CONTRACTOR</u>	<u>IDENTIFI- CATION NO.</u>	<u>DESCRIPTION</u>	<u>CONTRACT TERM</u>	<u>AMOUNT</u>
Westberg + White, Inc.	2420058/ C7532	<u>Grant ES</u> Playground & Campus Exterior Upgrades with Fire Alarm Project Board Member: <u>Karla Griego</u>	01/29/25- closeout	\$698,556 Bond Funds (100%)

Ratification of design contract for architectural and engineering services procured via RFQ R-19012, to provide site analysis/preliminary schematic design, final schematic design, design development, construction document, bid/proposal and award, and construction and closeout phases for the Playground and Campus Exterior Upgrades with Fire Alarm Project as authorized on August 22, 2023 ([Board Report No. 018-23/24](#)).

The project replaces approximately 72,000 square feet of paving in the main and kindergarten playground areas. The scope of work includes solar reflective coating in playgrounds, greening and landscaping throughout the campus, and privacy fencing where needed. The project also provides a new fire alarm system for the entire site and accessibility upgrades.

These services support operational effectiveness and the modernization of infrastructure (Pillar 4 of the Strategic Plan).

The contractor has worked with the District since 1997.

Requester:

Issam Dahdul, Director of Facilities Planning and Development
 Facilities Services Division

ATTACHMENT A

**RATIFICATION OF CONTRACTS AWARDED UNDER DELEGATED AUTHORITY
AWARD OF ARCHITECTURAL AND ENGINEERING CONTRACTS**

Item I

<u>CONTRACTOR</u>	<u>IDENTIFI- CATION NO.</u>	<u>DESCRIPTION</u>	<u>CONTRACT TERM</u>	<u>AMOUNT</u>
M. Arthur Gensler Jr. & Associates, Inc.	2420066/ C7671	<u>Westchester Enriched Sciences Magnets HS Field Upgrades with Natural Turf & Synthetic Track Board Member: <u>Nick Melvoine</u></u>	01/16/25- closeout	\$1,302,528 Bond Funds (100%)

Ratification of design contract for architectural and engineering services procured via RFQ R-24025, to provide site analysis/preliminary schematic design, final schematic design, design development, construction document, bid/proposal and award, and construction and closeout phases for the Field Upgrades with Natural Turf and Synthetic Track Project as authorized on March 12, 2024 ([Board Report No. 214-23/24](#)).

The project includes but is not limited to the design and construction of a new synthetic track, reseeded of the existing natural turf football field, irrigation, and drainage, fencing and gates, batting cage relocation, scoreboard, and goal posts. Associated landscape, hardscape, and infrastructure upgrades. Demolition and removal of the existing decomposed granite track, batting cage, scoreboard, and goal posts. Requirements from the ADA, DSA, CEQA, DTSC, or other improvements to ensure compliance with local, state, and federal regulations.

These services support operational effectiveness and the modernization of infrastructure (Pillar 4 of the Strategic Plan).

The contractor has worked with the District since 1999.

Requester:

Issam Dahdul, Director of Facilities Planning and Development
Facilities Services Division

ATTACHMENT A

RATIFICATION OF CONTRACTS AWARDED UNDER DELEGATED AUTHORITY
 AWARD OF ARCHITECTURAL AND ENGINEERING CONTRACTS

Item J

<u>CONTRACTOR</u>	<u>IDENTIFI- CATION NO.</u>	<u>DESCRIPTION</u>	<u>CONTRACT TERM</u>	<u>AMOUNT</u>
Johnson Favaro (SBE)	2520046/ C8432	<u>Erwin ES</u> Playground and Campus Exterior Upgrade Project Board Member: <u>Kelly Gonez</u>	01/29/25- closeout	\$974,927 Bond Funds (100%)

Ratification of design contract for architectural and engineering services procured via RFQ R-13019, to provide site analysis/preliminary schematic design, final schematic design, design development, construction document, bid/proposal and award, and construction and closeout phases for the Playground and Campus Exterior Upgrade Project as authorized on March 12, 2024 ([Board Report No. 215-23/24](#)).

The project replaces approximately 151,000 square feet of paving in the main and kindergarten playgrounds. Hardscape upgrades inclusive of solar reflective coating at playgrounds. Replacement of playground equipment as necessary. Greening improvements may include playfields with new irrigation, outdoor learning and activity stations, landscaping, and planting areas that are necessary to meet the District’s goal for schoolyards to be 30% green/natural (currently the schoolyard is approximately 2% green). Installation of privacy fencing as required. Upgrades to existing trash enclosure. Infrastructure upgrades including sanitary sewer and storm drainage utilities as necessary. Requirements from the ADA, DSA, CEQA, DTSC, or other improvements to ensure compliance with local, state, and federal requirements.

These services support operational effectiveness and the modernization of infrastructure (Pillar 4 of the Strategic Plan).

The contractor has worked with the District since 2018.

Requester:

Issam Dahdul, Director of Facilities Planning and Development
 Facilities Services Division

ATTACHMENT A

RATIFICATION OF CONTRACTS AWARDED UNDER DELEGATED AUTHORITY

EXTRA SERVICES / AMENDMENTS FOR ARCHITECTURAL AND ENGINEERING CONTRACTS **\$577,145**

Item K

CONTRACT NOS.	1620141/C3074; 1620141/C3074; 1820025/C2943; 1920023/C1140; 2220021/C2878; 2220032/C3055; 2420015/C3124; 2420020/C3126; 2420025/C2856; 2420037/C1200
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Extra services are for design work that is not covered under the original Agreement. January and February Extra Services are listed at the following link: [BOE 214 Extra Services](#)

These services support operational effectiveness and the modernization of infrastructure (Pillar 4 of the Strategic Plan).

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

A. APPROVAL OF TECHNICAL SERVICES TASK ORDER CONTRACTS (PCC 20118.5-9) \$6,000,000

ITEM L

<u>CONTRACTOR</u>	<u>IDENTIFICATION NO.</u>	<u>CONTRACT TERM</u>	<u>AMOUNT</u>
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Arrow Restaurant Equipment and Supplies, Inc.	2590051/C9127	04/09/25–04/08/28 plus two (2) one-year renewal options	\$6,000,000 Kitchen Infrastructure Training Funds (100%)
Jack Cardani Construction, Inc.	2590052/C9129		

Authorization to award two (2) formally competed task order contracts to provide Combi Oven Installation and Site Preparation Services, procured via IFB R-25029. The authority to increase or decrease individual amounts for each contract is limited to \$3,000,000.

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

These services support Joy and Wellness (Pillar 2 of the Strategic Plan).

Requester:
Manish Singh, Director of Food Services Division

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

B. APPROVAL OF PROFESSIONAL SERVICES CONTRACTS \$393,800

ITEM M

<u>CONTRACTOR</u>	<u>IDENTIFICATION NO.</u>	<u>CONTRACT TERM</u>	<u>NOT-TO- EXCEED AGGREGATE AMOUNT</u>
Volz Company	2590054/C9128	04/09/25–04/08/26	\$393,800 General Funds (100%)

Authorization to award one (1) formally competed professional services contract to provide employee and family housing advisory services Districtwide, procured via RFP R-25032.

The contract will support LAUSD’s ongoing efforts to explore the potential development of workforce and/or family housing. This includes conducting a comprehensive assessment and feasibility analysis of District-owned sites as potential affordable housing locations, identifying potential development opportunities, and providing strategic guidance on partnerships for employees and/or LAUSD family housing options.

Services will include, but are not limited to site specific due diligence, financial analysis, stakeholder engagement, developing a request for proposal, assisting with the analysis of submitted development proposals, and cost/benefit analysis.

These services support operational effectiveness and the modernization of infrastructure (Pillar 4 of the Strategic Plan).

Requester:

Issam Dahdul, Director of Facilities Planning and Development
Facilities Services Division

TAB 22



Board of Education Report

File #: Rep-302-24/25, **Version:** 1
In Control: Board Secretariat Office

Agenda Date: 4/8/2025

Integrated Pest Management Team Approval

Office of the Board Secretariat

Brief Description:

Recommends approval of the 15 named and prior provisionally approved, members of the Integrated Pest Management Team.

Action Proposed:

The Board of Education (“Board”) is asked to approve the appointment of 15 named and prior provisionally approved individuals to the LAUSD Integrated Pest Management Team (“Team”).

Background:

On March 23, 1999, the District’s Board adopted and implemented the LAUSD Integrated Pest Management Policy (“Policy”; see Attachment A). The Team serves to provide guidance, verification and recommendations to support the District’s goal of Integrated Pest Management for the safest and lowest risk approach to control pest problems while protecting people, property and the environment.

The District operates its pest control activities within the framework of the Policy, which itself conforms to the standards of the Healthy Schools Act (“HSA”). Furthermore, the Policy articulates terms and guidelines by which the Team must act, and specifies how Team membership is to be constituted.

On June 29, 2022, an audit by the LAUSD Office of Inspector General (see Attachment B) concluded that the Integrated Pest Management program was largely compliant with the Policy and the HSA. However, the audit identified procedural issues, notably: (1) the lack of an effective training program for stakeholders; (2) the need for a document review process to ensure HSA compliance; and (3) the need to realign Team appointments and recruitment with the Policy.

Since 2010, neither the Board nor any of its committees have approved Team members to serve their designated terms. As a result, none of the currently participating individuals have been formally appointed to the Team.

On November 15, 2022, the Board authorized the formation of an Integrated Pest Management Ad Hoc Committee, tasked with re-constituting the Team by provisionally approving then-existing Team participants. The Team was re-constituted with those participants as well as two additional individuals who had been initially vetted.

On August 27, 2024, the Integrated Pest Management Ad Hoc Committee met, approved and appointed all individuals to a provisional sixty day term, which was subsequently extended for an additional sixty days by the Board.

In the interim, the Board Secretariat has worked with the provisionally appointed individuals to reconfirm their

File #: Rep-302-24/25, **Version:** 1
In Control: Board Secretariat Office

Agenda Date: 4/8/2025

commitments to serve on the Team, and collect their resumes and *Certification Of Confidentiality & No Financial Interests* forms. Materials for all individuals who currently intend to proceed with full term appointments to the Team are attached hereto as Attachment C. All remaining vacant positions will be presented for approval to the Board or one of its committees at a later date.

This report incorporates by reference Board Report No. 107-22/23 (Integrated Pest Management Referral), which was adopted by the Board on November 15, 2023. Moving forward, Team members will serve and complete their tenures in accordance with the Policy. In the absence of the Board’s approval of future Team members, membership approval will be presented to a Board committee or the Committee of the Whole, as deemed by the Board Secretariat.

Expected Outcomes:

Approval of the 15 named and prior provisionally approved individuals to the Team, in alignment with the Policy. The Team and all of its members will proceed consistent with the terms of the Policy.

Board Options and Consequences:

Failure to approve the individuals as members of the Team will result in organizational and administrative challenges, and the Team’s membership will not be constituted in a manner consistent with the Policy.

Policy Implications:

Positive policy implications are anticipated, as the work of the Team will proceed as envisioned and articulated by the Policy.

Budget Impact:

Not applicable

Student Impact:

Not applicable

Equity Impact:

Not applicable

Issues and Analysis:

Not applicable

Attachments:

Attachment A - “LAUSD Integrated Pest Management Policy”

Attachment B - “OIG Audit”

Attachment C - “List of IPM Committee Members, Resumes and Certification of Confidentiality & No Financial Interests Forms”

Submitted:

03/28/25

[Enter "RETURN" as many times as needed to place Signatures on Separate page]

APPROVED & PRESENTED BY:



MICHAEL A. MCLEAN
Executive Officer of the Board of Education

REVIEWED BY:



DEVORA NAVERA REED
General Counsel

Approved as to form.



Los Angeles Unified School District

Board of Education Report

File #: Rep-107-22/23, Version: 1

Integrated Pest Management Referral

November 15, 2022

Office of the Board Secretariat

Action Proposed:

Refer the Integrated Pest Management (“IPM”) Team to an ad hoc committee to: (1) receive and consider one-time nominations of current IPM Team members for a temporary term of 60 days; (2) bring the Team and the District back into compliance with the IPM Policy; and (3) review and propose corrective actions addressing the findings contained in the June 29, 2022 Office of Inspector General (hereinafter, “OIG”) report regarding IPM.

Background:

The District’s Board adopted and implemented the LAUSD Integrated Pest Management Policy on March 23, 1999 (hereinafter, “*Policy*”; see Attachment A). The IPM Team serves to provide guidance, verification, and recommendations to support the District’s goal of Integrated Pest Management, providing for the safest and lowest risk approach to control pest problems while protecting people, property and the environment. The District operates its pest control activities within the framework of the *Policy*, which itself conforms to the standards of the Healthy Schools Act (hereinafter, “HSA”). Further, the *Policy* articulates terms and guidelines by which the Team must act and specifies how the Team is to be constituted.

On June 29, 2022, an OIG audit (see, Attachment B) found that the IPM Program was largely compliant with its own *Policy* and that of the HSA. However, the audit revealed procedural issues, notably: (1) A lack of an effective training program for stakeholders; (2) a need for a document review process to ensure HSA compliance; and (3) a need to realign the IPM Team appointments and recruitment with the stated IPM Policy.

Contrary to the requirements of the IPM Policy, neither the Board nor any committee has approved IPM Team members for approximately 10 years. As a result, all current members of the IPM Team have not been approved by the Board.

Expected Outcomes:

Referral of the IPM Team to an ad hoc committee to receive and consider one-time nominations of IPM Team members for a temporary term of 60 days. The IPM Team will continue to meet under the one-time approval for the duration of 60 days, serving their intended purpose and in conformity with the strictures of the Brown Act such that there is no further interruption to the necessary work of the IPM Team, which includes proposing corrective actions to address the findings of the June 29, 2022 OIG report.

Board Options and Consequences:

A “yes” vote will create an ad hoc committee which is empowered to receive and consider one-time nominations of the IPM Team members for a temporary term in order to continue the service of the IPM Team of providing guidance, verification, and recommendations to support the District’s goal of Integrated Pest Management.

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A “no” vote will cause a continued disruption to the IPM Team and fail to provide a path to remedy, among other things, the concerns raised in the OIG report.

Policy Implications:

This action is meant to commence the process of properly reconstituting the IPM Team, and restore compliance with the IPM Policy and law, while providing a path forward for addressing the concerns raised by the OIG report.

Budget Impact:

None

Student Impact:

District and IPM Team compliance to the IPM Policy will continue to ensure safe conditions for students, staff and school communities.

Equity Impact:

Not applicable.

Attachments:

Attachment A - “Los Angeles Unified School District Integrated Pest Management Policy”

Attachment B - “Performance Audit of Integrated Pest Management Program”

Informatives:

None

Submitted:

11/03/2022

File #: Rep-107-22/23, Version: 1

APPROVED & PRESENTED BY:



MICHAEL McLEAN
Executive Officer of the Board

REVIEWED BY:



DEVORA NAVERA REED
General Counsel

Approved as to form.

LOS ANGELES UNIFIED SCHOOL DISTRICT INTEGRATED PEST MANAGEMENT POLICY

POLICY STATEMENT

It is the policy of the Los Angeles Unified School District (District) to practice Integrated Pest Management (IPM). All aspects of this program will be in accordance with federal and state laws and regulations, and county ordinances. All District policies must conform to this IPM policy.

Pesticides pose risks to human health and the environment, with special risks to children. It is recognized that pesticides cause adverse health effects in humans such as cancer, neurological disruption, birth defects, genetic alteration, reproductive harm, immune system dysfunction, endocrine disruption and acute poisoning. Pests will be controlled to protect the health and safety of students and staff, maintain a productive learning environment and maintain the integrity of school buildings and grounds. Pesticides will not be used to control pests for aesthetic reasons alone. The safety and health of students, staff and the environment will be paramount.

Further, it is the goal of the District to provide for the safest and lowest risk approach to control pest problems while protecting people, the environment and property. The District's IPM Policy incorporates focusing on long-term prevention and will give non-chemical methods first consideration when selecting appropriate pest control techniques. The District will strive to ultimately eliminate the use of all chemical controls.

The "Precautionary Principle" is the long-term objective of the District. The principle recognizes that:

- a) no pesticide product is free from risk or threat to human health, and
- b) industrial producers should be required to prove that their pesticide products demonstrate an absence of the risks enumerated in paragraph two (2) rather than requiring that the government or the public prove that human health is being harmed.

This policy realizes that full implementation of the Precautionary Principle is not possible at this time and may not be for decades. But the District commits itself to full implementation as soon as verifiable scientific data enabling this becomes available.

DECISION MAKING PROCESS

A Pest Management Team will serve to provide guidance and verification regarding procedures, program implementation, and will recommend resolutions for District policies that conflict with this policy. Decisions will be made by a simple majority of all Pest Management Team members voting at meetings. A quorum of ten (10) members must be present to convene a meeting. The Pest Management Team will be appointed within forty-five (45) calendar days of adoption of this policy. The first meeting of the Pest Management Team must be attended by all members and convened within thirty (30) calendar days of the Team's appointment. The Pest Management Team will decide the frequency of subsequent meetings.

The administration of this program will be conducted by a District-appointed IPM Coordinator. The IPM Coordinator will be an existing District staff position.

The Pest Management Team will be comprised of fifteen (15) independent members: one District non-management representative from Maintenance and Operations, one District representative from Environmental Health and Safety Branch, one District representative from Food Services, the District IPM Coordinator, one IPM expert, two parents of District-enrolled students, two community members, one public health representative, two environmental representatives, one District teacher, one District principal, and one medical practitioner.

The Board of Education's School Safety and Campus Environment Committee must approve all assignments to this Pest Management Team by a simple majority of all members. Selection of the initial Pest Management Team nominees will be the responsibility of groups whose members have participated in and attended at least two (2) of the Policy Development Committee meetings. Thereafter, nominations will be submitted to the Pest Management Team by the fifteen (15) named constituencies. Nominations to a particular slot must be made by a member of that slot's constituency. Pest Management Team membership will be solicited through the *Spotlight*, recognized parent and teachers organizations, unions, and notification and outreach to other independent community groups. Nominations will be screened by the Pest Management Team, then submitted to the School Safety and Campus Environmental Committee for approval at a public meeting.

Pest Management Team members will be randomly divided into two (2) classes of seven (7) and eight (8), comprised as closely as possible of equal numbers of District staff and non-District staff Pest Management Team member constituencies. The seats of the first class shall be vacated after the expiration of the second year; of the second class, at the expiration of the third year, so that approximately one-half may be chosen every year; and if vacancies happen by resignation of otherwise, the School Safety and Campus Environmental Committee may make appointments to fill the vacated seats consistent with the fifteen (15) constituency groups. With the exception of the first term of the second class, Pest Management Team terms will be two (2) years.

PRODUCT AND USE APPROVAL

Product used at the District must be first approved by the Pest Management Team following a careful review of contents, precautions, and low risk methods. In the interim between adoption of this policy and establishment of the Pest Management Team, pest management product use and approval decisions will be made by the District IPM Coordinator in consultation with the independent IPM expert.

All purchasing of pesticides to be used on District sites or property will require the approval of the IPM Coordinator. Only persons specifically authorized by the IPM Coordinator are permitted to bring or apply pesticides on District sites or property; other site employees and non-employees are not permitted to bring or apply pesticides on District property.

Products will be divided into two classifications:

- 1) Products approved by the Pest Management Team by a simple majority of all members for use at the discretion of the pest control technician within the guidelines of this IPM program. This will be called the "Approved List." The Approved List will adhere to the "Pest Management Methods and Product Selection Guidelines" (see Appendix A).
- 2) Products not on the Approved List whose use requires the written approval of the IPM Coordinator and an independent IPM expert (approved by the Pest Management Team) when reduced risk methods are unsuccessful. Use of products not on the Approved List will be reported to and reviewed by the Pest Management Team on a case-by-case basis.

TRAINING

Training of personnel is critical to the success of an IPM program (see Appendix B). All District personnel and contractors, including facilities personnel, principals, teachers, parents, students, and the public, have roles and responsibilities in carrying out this IPM program. Training documentation will be reported to the Pest Management Team.

METHOD OF IPM CONTROL

The following is the preferred order in which pest management will be implemented:

1. Establish area pest management objectives, e.g., kitchens, playgrounds, classrooms, etc.
2. Establish pest threshold levels.
3. Initiate behavioral modification, including improved sanitation.
4. Utilize pest prevention methods, such as structural modification, and/or employ progressive non-chemical methods and techniques, including pest monitoring and trapping.
5. Employ reduced risk progressive pesticide selection as a last resort.

NOTIFICATION, RECORDKEEPING, AND REPORTING

The District will notify parents, employees and students of all pesticide applications using the following guidelines:

1. The District will provide annual notification to parents or guardians in the "Registration Packet" distributed at the beginning of each school year or upon enrollment. Notification will include:
 - a) the IPM policy statement;
 - b) the Approved List;
 - c) the availability of IPM activity records in the main office of each school;
 - d) a request that parents or guardians notify the school principal if their child's health and/or behavior would be influenced by exposure to pesticide products; and
 - e) a mechanism by which parents or guardians can request notification of all pesticide applications.

2. The Approved List will be conspicuously posted annually in the main office of each site and remain posted throughout the year.

3. Applications of products not on the Approved List will be preceded by a 72-hour notification to parents or guardians, and school staff, except for emergencies as determined by the IPM coordinator and an independent IPM expert (approved by the Pest Management Team). Notification will include:
 - a) the product name and active ingredient;
 - b) the target pest;
 - c) the date of pesticide use;
 - d) the signal word indicating the toxicity category of the pesticide;
 - e) a contact for more information; and
 - f) the availability of further information at the school's main office.

4. Signs shall be conspicuously posted around any area where pesticides not on the Approved List are to be applied in a non-emergency situation at least 72-hours before and for five (5) half-lives after any pesticide application. In the event of an emergency as determined in number three (3) above, posting will go up at the time of the application. Signs shall include the information listed in number three (3) above.

IPM PROCEDURES MANUAL

An IPM procedures manual will be written to implement this policy. This manual will be presented to the Pest Management Team for review and approval within nine (9) months after adoption of this policy.

APPENDIX A

Pest Management Methods and Product Selection Guidelines

- I. Pest management methods and product selection will be based on the following principles:
- a) In embracing the Precautionary Principle, the District will use only those pest management methods or products demonstrated to be the safest and lowest risk to children, and strive to use products that demonstrate an absence of the following health effects: cancer, neurological disruption, birth defects, genetic alteration, reproductive harm, immune system dysfunction, endocrine disruption and acute poisoning.
 - b) In those instances where pesticide products fall outside of these specific guidelines, the District's decisions on pest management methods or product selection will conform to the spirit and intent of this policy and these guidelines.
 - c) The District will use only those pest management products that can be applied in a manner at a time where no person will inhale or come into direct contact with them, or be exposed to volatile agents.
 - d) The Approved List and categories in Section II will be reviewed and approved annually by the Pest Management Team.
 - e) A proposed time line for phaseout of products that will not qualify for the Approved List will be presented to the Pest Management Team for review and approval at their first meeting.
- II. Only pest management products that fall within the following categories will be placed on the Approved List:
- insecticide or rodenticide baits and traps;
 - caulking agents and crack sealants;
 - borates, silicates, and diatomaceous earth;
 - soap-based products;
 - products on the Federal Insecticide Fungicide and Rodenticide Act (FIFRA) 25(b) list [40 CFR 152.25(g)(1)] or the California Certified Organic Farmers organic list
 - cryogenics, electronic products, heat, and lights;
 - biological controls, such as parasites and predators;
 - microbial pesticides;
 - insect growth regulators;
 - physical barriers.

IPM TRAINING SCHEDULE AND COSTS

APPENDIX B

Activity	DURATION	TYPE OF TRAINING (Lecture/Practical)	CURRENT PARTICIPANTS	ESTIMATED TRAINING HRS		ESTIMATED COSTS	
				INITIAL	ONGOING	INITIAL	ONGOING
M&O Personnel							
Pest Control Technicians	40 hrs.	Practical	22	880	350	\$28,923	\$14,460
Gardeners	40 hrs.	Practical	45	1,800	608	\$40,751	\$20,376
M&O Crafts (Plumbers, etc.)	2 hrs.	Lecture/Practical	1,421	2,842	1,000	\$71,862	\$35,931
Custodians (SUP-TTT Only)	4 hrs. - Initial 2 hrs. - Refresher	Lecture/Practical	2,162	4,324	1,240	\$119,672	\$59,836
Plant Managers	6 hrs. - Initial 4 hrs. - Cont'd Ed.	Lecture/Practical	555	5,550	3,450	\$89,154	\$44,577
Cafeteria Staff (SUP-TTT Only)	4 hrs. - Initial 2 hrs. - Refresher	Lecture/Practical	615	3,690	1,845	\$128,800	\$64,400
Instructional							
Principals/Administrators	30 minutes	Lecture/Handout	860	430	172	\$800	\$320
Teachers	15 minutes	Lecture/Handout	65,000	16,250	6,500	\$20,000	\$8,000
Students	0	Written Informative (1 page)	750,000			\$5,000	\$2,500
Community Outreach							
Parents (PTA)	30 minutes		27 Clusters			\$8,660	\$7,794

TOTAL COST:**\$513,622****\$258,194**

- Notes: 1. Each class is billed at 8 hours (including expenses)
2. Ongoing training includes 1 additional initial class with 1 hour preparation for each instructional hour
3. Community outreach contract cost are billed at 4 hours/meeting (including expenses)
4. Instructional and community outreach programs include both costs of instruction and time spent in training for LAUSD classified participants

APPENDIX C

**MAINTENANCE & OPERATIONS BRANCH
1998-99 INTEGRATED PEST MANAGEMENT BUDGET**

1 Pest Management Specialist	\$ 52,487
14 Pest Control Technicians	608,260
6 Power Spray Operators	<u>252,353</u>
Salaries	\$ 913,100
Benefits	259,902
Supplies	<u>87,315</u>
<u>21</u>	\$ 1,260,317

Gardening Budget Devoted to Weed Abatement
(Weed abatement time is estimated at 1/6 of Gardening time)

Salaries	\$ 104,186
Benefits	33,467
Supplies/Equipment	31,250
Dumping	<u>16,708</u>
	\$ 185,611
TOTAL	\$ 1,445,928

APPENDIX C (CONTINUED)

**MAINTENANCE & OPERATIONS BRANCH
PROPOSED ADDITIONS TO SUPPORT IPM POLICY IMPLEMENTATION**

SANITATION

Cleanliness of kitchens is one of the keys to an effective IPM policy. The IPM expert has identified cleanliness as a function where additional effort needs to be implemented. It is proposed that this be done through supplementing two functions currently in place, the Year-Round Cleaning Crews (centrally administered) and the Area Cleaning Crews (administered in each Maintenance and Operations Area.

- A. Year-Round schools currently have their kitchens thoroughly cleaned every other year. The following new positions and overtime funding would be added to provide deep cleaning of year-round kitchens twice a year.

		Salary and Benefits
1	Plant Manager IV	\$55,165
2	Senior Wall Washers	91,113
2	Window/Wall Washers	83,247
2	Building & Grounds Workers	59,678
	Supplies	5,000
TOTAL FOR TWO CREWS		\$294,203

Overtime for existing Year-Round crews for deep cleaning of kitchens two Saturdays per month

2	Senior Wall Washers \$25 per hour, 384 hours annually = \$9,600	
8	Wall Washers \$22.50 per hour, 1,152 hours annually = \$25,920	
	Supplies \$4,000	

TOTAL ANNUALLY **\$39,520**

- B. Traditional Calendar Schools currently have their kitchens thoroughly cleaned during the summer months. To increase the cleanliness of the kitchens, two crews will be provided per M&O Area to clean behind and under stoves and refrigerators as well as walls and stove hoods. Work will occur two Saturdays each month.

7	Senior Wall Washers	\$25 per hour for 1,344 hours annually = \$33,600
28	Wall/Window Washers	\$22.50 per hour for 4,032 hours annually = \$90,720
	Supplies	\$14,000

TOTAL **\$138,320**

APPENDIX C (CONTINUED)

**MAINTENANCE & OPERATIONS BRANCH
PROPOSED ADDITIONS TO SUPPORT IPM POLICY IMPLEMENTATION**

- C. Eight Exclusion Crews will be utilized to close openings and make kitchens and cafeterias inaccessible to pests. There will be one exclusion crew per M&O Area as a one-time cost for one year. One crew will be assigned to the IPM group to work at the call of the IPM expert.

	Salary and	
	Benefits	
8	Carpenters	\$358,720 Salaries
8	Maintenance Workers	225,400 Salaries
		186,651 Benefits
		60,000 Supplies
TOTAL FOR 8 CREWS	\$830,771	

WEED ABATEMENT

Since spraying of grounds will be discontinued under the IPM policy, an hour per week at each school will be needed for nonchemical weed abatement. Although the hours will be added to gardening crews current hours, the effect is to add 15 full time equivalent gardeners for 600 sites.

15	Gardeners	\$342,450 Salaries
		134,850 Benefits
		140,000 7 Trucks
		30,000 Supplies and Equipment
TOTAL	\$647,300	

LIST OF NAMES AND ORGANIZATIONS

FIRST NAME	LAST NAME	ORGANIZATION
JIM	BARNARD	UCLA, PROFESSOR OF PHYSIOLOGY
TOM	BOXWELL	LAUSD, EHSB
WENDY	COHEN	PARENT
JULIE	CRUM	LAUSD, M&O
BILL	CURRIE	IPM INSTITUTE
DIANE	DOI	LAUSD, FOOD SERVICES
MARTHA	DOSTER	LAUSD, CHILD DEVELOPMENT DIVISION
HELEN	FALLON	PTA, 10 TH DISTRICT
MARTIN	GALINDO	LAUSD, SOUTH OPERATIONS ADMINISTRATOR
CHRISTINA	GRAVES	PESTICIDE WATCH
LYNDON	HAWKINS	CALIFORNIA DEPARTMENT OF PESTICIDE REGULATION
RICK	HENRY	LAUSD, M&O
WILLIAM	HICKS	LAUSD, M&O
MARLENE	ISARA	LAUSD, M&O
ANNE	JACKSON	ENVIRONMENTAL HEALTH ASSOCIATION
YI HWA	KIM	LAUSD, EHSB
DAVID	LERMA	LAUSD, LOCAL 99
DON	MOTLEY	LAUSD, FOOD SERVICES
KIRK	MURPHY	UCLA MEDICAL, PHYSICIANS FOR SOCIAL RESPONSIBILITY
YVONNE	NELSON	ACTION NOW
GARY	PONS	LAUSD, EHSB
ASHLEY	POSNER	PARENT
DEBBIE	RAPHAEL	CITY OF SANTA MONICA
SANDRA	SCHUBERT	LA SAFE SCHOOLS COALITION
ROBINA	SUWOL	LA SAFE SCHOOLS COALITION
HOLLY	TILSON	PTA, 10 TH DISTRICT
GAIL	VAN GORDON	LA COUNTY HEALTH DEPARTMENT
MARIA	WALE	LAUSD, VALLEY OPERATIONS ADMINISTRATOR
ANNIE	WATERMAN	ACTION NOW
JAY	WINTERS	UTLA

APPENDIX D

DEFINITIONS

TERM	DEFINITION
ACTIVE INGREDIENT	An ingredient in a pesticide that destroys, repels, mitigates, desiccates, defoliates, or retards the growth of a target pest or plant as defined in FIFRA (7 USC 136(a)).
HALF-LIVES	The amount of time during which the biological activity of a pesticide product decreases by one-half of its original concentration. Five half-lives reduce the biological activity of a pesticide product to 3.125% of its original concentration. Reduced concentration is a component of reduced risk.
INDEPENDENT	One who does not have a direct financial stake in the traditional pest control industry.
INTEGRATED PEST MANAGEMENT	<p>Integrated Pest Management (IPM) is the coordinated use of pest and environmental information with available pest management methods to prevent unacceptable levels of pest damage with least possible risk to human health and the environment, while remaining economically feasible. The goal of the IPM approach is to manage pests and the environment so as to protect human health and environmental quality. IPM systems utilize a high quantity and quality of technical information on the pest and its interaction with the environment (site). Because IPM programs apply a holistic approach to pest management decision-making, they take advantage of ALL low risk management options, emphasizing natural biological methods, and the appropriate use of selective pesticides as a last resort. IPM strategies incorporate environmental considerations by emphasizing pest management measures that minimize intrusion on natural bio-diversity ecosystems. Thus, IPM is:</p> <ul style="list-style-type: none"> • A system utilizing multiple methods • A decision-making process • A risk reduction system • Information intensive • Biologically based • Cost effective • Site specific
IPM COORDINATOR	An existing District position responsible for oversight and implementation of the District's IPM policy.
PEST ACTION THRESHOLD	A pest action threshold is a tolerance level determined by the sensitivities of the occupants and should reflect the pest management objective for the site. The presence of a pest does not, in itself, necessarily require pesticidal action. When pest populations exceed action thresholds, action will be taken. Precise recommendations or actions to achieve specific results are an essential part of the IPM program. Specific recommendations including an explanation of the benefits should be based on the evaluation of all available data obtained through monitoring.
PESTICIDE	(1) Any substance or mixture of substances intended for preventing, destroying, repelling, or mitigating any pest, and (2) any substance or mixture of substances intended for use as a plant regulator, defoliant, or desiccant [FIFRA, 7 USC 136(u)]
PEST MANAGEMENT OBJECTIVE	A pest management objective is a road map for pest control that defines goals to be accomplished. The pest management objective is specific to the site's needs and considers the occupants, conditions, pest problems, and resources available.

APPENDIX D

DEFINITIONS CONTINUED

PROGRESSIVE NONCHEMICAL METHODS AND TECHNIQUES	Sanitation, exclusion, reduced temperature or increased temperature changes in plant health for turf and ornamentals, and physical lethal control measures such as snap traps, and the introduction of natural parasites, predators, or disease organisms are non-chemical methods and techniques. These approaches modify the habitat to reduce pest populations and minimize the role of chemical controls in pest management.																									
REDUCED RISK PROGRESSIVE PESTICIDE SELECTION	Selection of reduced risk products takes into consideration toxicity, volatility, longevity of the product, mode of application, placement of the material, effectiveness, and other physical characteristics of the product. Reduced risk products are essentially non-volatile, effective, relatively low toxicity products. Progressive selection requires the use of lowest-risk products first.																									
SIGNAL WORD	<p>All EPA-registered pesticides have a signal word on the label that indicates its toxicity. EPA-designated signal words include: Danger, Warning, and Caution. These signal words refer to the acute hazard of the product, not to the potential for long-term effects. Signal words are defined by the EPA as:</p> <table data-bbox="597 863 1049 961"> <tr> <td>Danger</td> <td>Highly Toxic</td> </tr> <tr> <td>Warning</td> <td>Very to Moderately Toxic</td> </tr> <tr> <td>Caution</td> <td>Minimally Toxic</td> </tr> </table>	Danger	Highly Toxic	Warning	Very to Moderately Toxic	Caution	Minimally Toxic																			
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STRUCTURAL AND BEHAVIORAL MODIFICATION	Non-pesticidal methods for managing pest populations, which includes modification of structures to exclude or eliminate life support for pests. Behavioral modifications are changes in the way students, staff, and District personnel take action such as removing trash and garbage at close of business, thorough cleaning actions, and not eating in classrooms.																									
TOXICITY CATEGORY	<p>The EPA uses the LD₅₀* to rank pesticides into four toxicity categories. The most acutely toxic pesticides are in Category I and the least toxic in Category IV.</p> <p><i>*To measure acute toxicity, pesticides are fed to laboratory animals to see how much it takes to kill half of the test population. The result is the LD₅₀ – the lethal dose for 50% of the test population.</i></p> <p>The following demonstrates how the signal word relates to the toxicity category:</p> <table data-bbox="548 1444 1321 1625"> <thead> <tr> <th>EPA Toxicity</th> <th>Label Word</th> <th>Signal Word</th> <th>Fatal Dose in Humans</th> <th>Oral LD₅₀ (mg/kg)</th> </tr> </thead> <tbody> <tr> <td>Category I</td> <td>Highly Toxic</td> <td>Danger</td> <td>A few drops</td> <td><50</td> </tr> <tr> <td>Category II</td> <td>Very Toxic</td> <td>Warning</td> <td>Up to one ounce</td> <td>50 to 500</td> </tr> <tr> <td>Category III</td> <td>Moderately Toxic</td> <td>Caution</td> <td>Up to one pint</td> <td>500 to 5,000</td> </tr> <tr> <td>Category IV</td> <td>Least Toxic</td> <td>Caution</td> <td>Up to one quart</td> <td>>5,000</td> </tr> </tbody> </table>	EPA Toxicity	Label Word	Signal Word	Fatal Dose in Humans	Oral LD ₅₀ (mg/kg)	Category I	Highly Toxic	Danger	A few drops	<50	Category II	Very Toxic	Warning	Up to one ounce	50 to 500	Category III	Moderately Toxic	Caution	Up to one pint	500 to 5,000	Category IV	Least Toxic	Caution	Up to one quart	>5,000
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**Office of the Inspector General
Los Angeles Unified School District**

**Performance Audit of
Integrated Pest Management Program**

OA 22-1350

June 29, 2022



Los Angeles Unified School District
Office of the Inspector General

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Interim Inspector General

June 29, 2022

Mr. Robert Laughton, Director
Maintenance & Operations Division
Los Angeles Unified School District
333 S. Beaudry Ave., 22nd floor
Los Angeles, CA 90017

RE: Integrated Pest Management Program

Dear Mr. Laughton:

This is our Performance Audit report of Integrated Pest Management Program.

The objectives of the audit were to determine: (1) whether the District's Integrated Pest Management (IPM) Program was effective and functioning in compliance with the Healthy Schools Act to provide all students and staff a healthier, safe learning and work environment; (2) whether the District's IPM Team was operating in accordance with state and federal guidelines and District policy. The audit covered the period from July 1, 2020, through June 30, 2021.

We appreciate your continued support of our services.

Sincerely,

Austin E. Onwualu

Digitally signed by Austin Onwualu
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Austin E. Onwualu, CPA, CIG
Deputy Inspector General, Audits

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EXECUTIVE SUMMARY

We conducted an audit of the Los Angeles Unified School District (LAUSD or District) Integrated Pest Management (IPM) program. The objectives of the audit were to determine: (1) whether the District's Integrated Pest Management (IPM) Program was effective and functioning in compliance with the Healthy Schools Act¹ to provide all students and staff a healthier, safe learning and work environment, and (2) whether the District's IPM Team was operating in accordance with state and federal guidelines and District policy². The audit covered the period from July 1, 2020, through June 30, 2021.

Our audit determined that the District's Integrated Pest Management program generally complied with the requirements of the Healthy Schools Act (HSA)¹. We noted that an integrated pest management plan was on file, the District had an interim IPM Coordinator (until one could be permanently hired), Pest Technicians were visiting their assigned schools monthly, and routine services and internal controls were in place for the purchase, receipt, issuance, and control of pesticides and non-toxic pest supplies.

We visited seven (7) schools selected from each of the seven school Board Member districts together with the Newman Nutritional Center. We confirmed that District Pest Technicians were licensed by the State of California, parents received annual notification of potential pesticide application, and prior year annual pesticide usage reports at LAUSD sites were provided to the state. Also, the IPM oversight team was in place to approve the use of pesticides at District schools. We reviewed the IPM Team member process to determine whether the team was operating in accordance with documented procedures and the selection/approval of IPM oversight team members.

Our audit identified a few areas where improvements were needed. We provided the Pest Management Unit with three recommendations to comply with the HSA requirements and District policy. The details of our findings and recommendations are provided in the **Results of Audit** section of this report.

We conducted a Survey (through Survey Monkey) of a select group of elementary, middle, and senior high school Pest Technicians, Principals, Plant Managers and Cafeteria Managers representing all Board member districts. The goal of the Survey was to evaluate the effectiveness of the District's IPM program in controlling pests without the use of pesticides. The Survey included questions related to their familiarity with the state IPM mandate, the District's IPM policies and procedures, the Healthy Schools Act, their roles and responsibilities under the program and their evaluation of the effectiveness of the program at their respective school sites. In addition, we also sent a separate Survey questionnaire to the IPM Team members.

The Survey was sent out to 1,058 IPM participants (Pest Technicians, Principals, Plant Managers and Cafeteria Managers) from 361 selected elementary, middle and senior high schools. The Survey results are provided in **Exhibits A - F** of this report.

¹ Healthy Schools Act; https://www.cdpr.ca.gov/docs/pestmgt/pubs/hsa_factsheet.pdf

² LAUSD IPM Policy, Rev. 05/23/02; <https://www.laschools.org/employee/mo/ipm/docs/ipmpolicyretype.pdf#:~:text=Integrated Pest Management Program>

INTRODUCTION

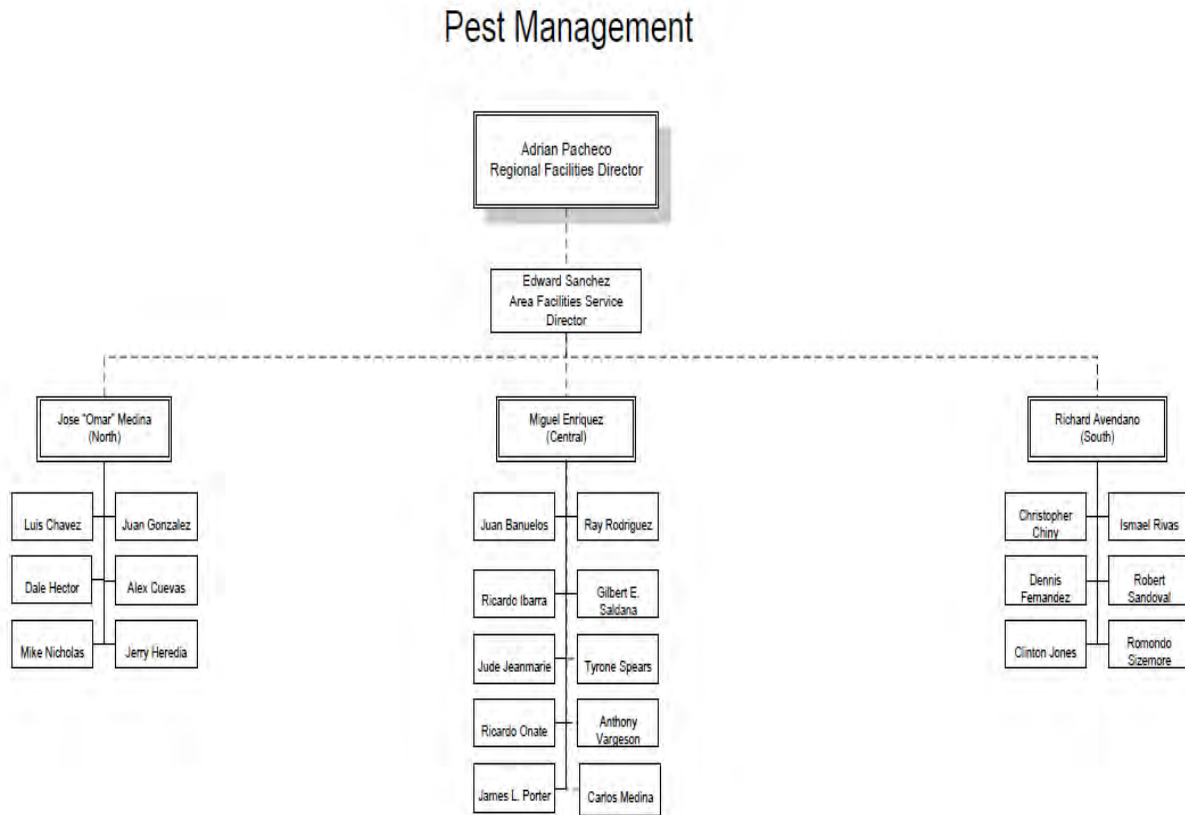
In March 1999, the Board of Education adopted a revised Integrated Pest Management (IPM) program. It is the policy of the Integrated Pest Management, (defined as the coordinated use of pest and environmental information with available pest management methods), to prevent unacceptable levels of pest damage by the most economical means and with the least possible exposure to people and the environment. The state enacted the California Healthy Schools Act (HSA) in 2000 to protect school children. The law requires public schools and childcare facilities to keep a record of pesticide use, notify parents about pesticide use and post warning signs when pesticides are applied. The law also favors safer, greener pest management techniques, known as integrated pest management over conventional pesticide-reliant treatments.

The California Healthy Schools Act has 7 requirements that all public schools and childcare facilities must adhere to: (i) select an IPM Coordinator, (ii) create an IPM Plan, (iii) provide annual HSA training to all participants, (iv) post warning signs in pesticide application areas, 24-72 hours in advance as applicable, (v) give participants an opportunity to register for notification prior to pesticide application, (vi) maintain records of pesticide applications, and (vii) submit annual pesticide use records to the State Department of Pest Regulation (DPR). The Pest Management Unit under the direction of the IPM Coordinator is responsible for ensuring that HSA requirements are met.

Pest Technicians

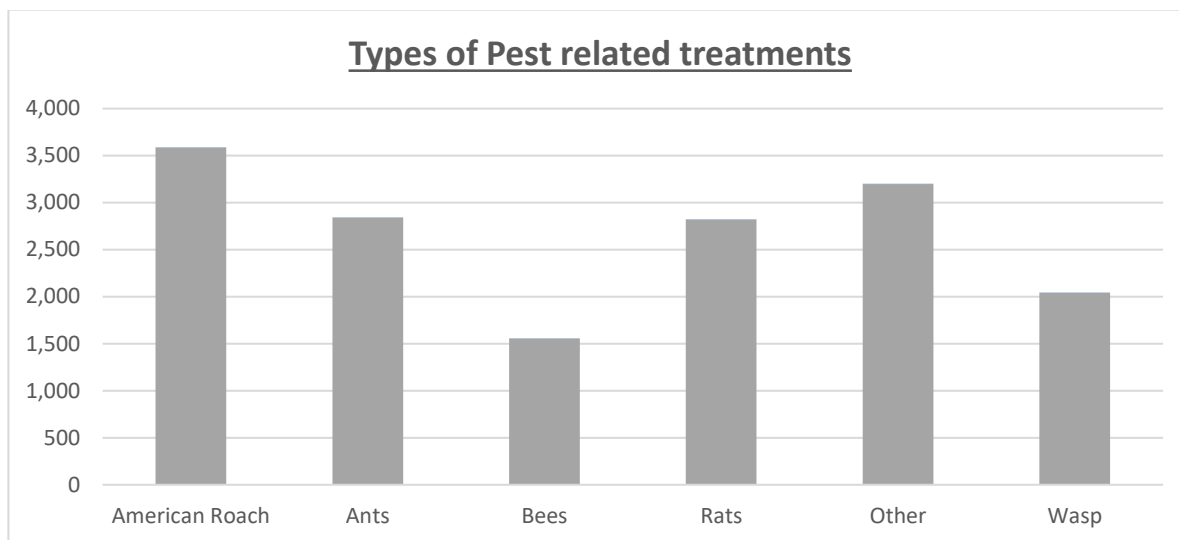
The Pest Management Unit provides pest management services to all school sites and facilities within the Los Angeles Unified School District. Pest Technicians are required to identify the various pest species within the District and to determine the necessary methods that can be used to both control the problem and conform to the guidelines of the District's IPM program.

The District’s Pest Management Unit organization structure is as follows:



To further evaluate Pest Technicians’ service effectiveness to the school District, we obtained and reviewed the Pest Management records from M&O for the period September 2017 through September 2021. The M&O Pest Management Unit received more than 18,000 service calls per year. Those service calls fall under the categories of: **Emergency** calls for situations that may cause immediate danger to students or staff members, **Urgent** calls for situations that may disrupt the learning environment in a classroom and **Routine** calls for situations that call for pest treatments that do not pose immediate threat to the safety of students and staff or that may cause major program disruption.

The records listed all the Pest Site Inspection Details recorded by the Pest Technicians after completing each inspection call. We noted that most of the pests treated were the American roach, ants, rats, wasp and bees. Others included mosquitos, pigeons, raccoons, fleas, mice etc. Based on the Pest Inspection Report and our school visits, we concluded that the Pest Management Unit provided satisfactory oversight of the IPM Program. The figure below shows the number of pest treatments performed from September 2017 through September 2021.



Pest Treatments 9/2017 through 9/2021

RESULTS OF AUDIT

Objective: To determine whether the District’s Integrated Pest Management (IPM) Plan was effective and functioning in compliance with the Healthy Schools Act to provide all students and staff a healthier, safe learning and work environment.

We determined that the Pest Management Unit generally complied with the Healthy Schools Act requirements for Pest Control. However, our audit identified areas where improvements were needed including training for stakeholders on IPM procedures; and giving school participants the opportunity to register for advance notification of pesticide applications not included in the annual notice. Our audit noted the following:

(i) Compliance with HSA Requirements

IPM did not fully comply with the HSA requirements. Per the requirements of the Healthy Schools Act, the M&O Branch - Pest Management Unit was responsible for providing IPM program education to IPM participants. Additionally, schools were required to set-up a notification registry for all parents, guardians, and staff who required advance notice of special pesticide treatments at their school sites.

Our interviews and surveys conducted among IPM school participants, revealed the following:

- 55 School Principals (76%) stated that they did not receive lectures and brochures on IPM from M&O Pest Management Unit on a consistent basis.
- 110 Plant Managers (51%) stated that they had not received the initial 6-hour training and/or the 4-hour annual Refresher IPM Training Course.
- 122 Cafeteria Managers (53%) stated that they had not received any initial and/or an annual refresher IPM training course.

- 64 School Principals (89%) stated that the community through the PTA had not received any IPM lecture or training.
- 4 IPM Team Members (21%) stated that they had not received any training in IPM procedures with respect to their assigned roles.
- 5 Pest Technicians (26%) stated that they had not received the initial training or the annual refresher IPM training.
- All Pest Technicians surveyed were licensed by the State of California Structural Pest Control Board (SPCB) and/or the State Department of Pesticide Regulations (DPR). A review of the State websites indicated that all licenses were current and free of customer complaints

Additionally, we asked the school Principals if the schools maintained a list of individuals who wanted to be notified when pesticides were used at the school, 36 Principals (50%) who responded to the Survey answered no.

The above conditions occurred because there were no formal procedures in place for educating and training IPM participants. In addition, there was no oversight process in place by the Pest Management Team to monitor for non-compliance with IPM requirements.

As a result, all participants were not aware of their roles and responsibilities for the IPM program and may not have complied with HSA requirements. The conditions noted increased the probability that the students and staff may have been at risk of exposure to hazardous substances due to lack of advance notice of pesticide usage.

Recommendation 1: We recommend the following: (i) The IPM Coordinator should develop a formal training program for each stakeholder based on their roles and responsibilities, and (ii) periodically remind IPM participants of the IPM information/training opportunities that are available on the M&O website

Maintenance and Operations Division Response: The Maintenance and Operations Division agreed with this recommendation and stated that appropriate and consistent trainings and reminders will be implemented and utilized by January 1, 2023.

Recommendation 2: We recommend that the IPM Coordinator, establish a process to review school documents to help ensure that they were complying with HSA requirements.

Maintenance & Operations Division Response: The Maintenance and Operations Division agreed with this recommendation and stated that appropriate and consistent processes will be implemented and utilized across all schools by January 1, 2023

Objective: To determine whether the District's IPM Team was operating in accordance with state and federal guidelines and District policy.³

(ii) Documentation to Support IPM Policy Changes

The District's revised *IPM Policy, dated 05/23/2002* and *IPM Procedures Manual*³, dated *October 2000* state the following: (i) the Board of Education's School Safety and Campus Environment Committee must approve all assignments to the District's Pest Management Team; (ii) IPM Team members must immediately fill team vacancies; (iii) the term limit for IPM team members is 2 years; and (iv) the IPM policy procedures manual would be updated and approved within 9 months after the 05/23/2002 date of the revised policy.

The IPM Procedures Manual also states that: *"the Pest Management Team (IPM Team) will provide guidance regarding procedures, program implementation, and will recommend resolutions when the IPM policy conflicts with other District policies...a quorum of ten members is required to convene a meeting...the Board of Education's Facilities Committee must approve all assignments to the Team...the Team term is two years."*

To assess the level of participation of the individual IPM Team members, we obtained various records from their regular meetings such as sign-in sheets, minutes of meetings, and other available documents. In addition, we requested the Pest Management Unit to provide copies of the confirmation of the IPM Team members by the Board of Education. One of the primary duties of the team was to approve products for routine use by the District. Product approvals require a quorum vote of 10 members.

As a result of our assessment, we noted the following conditions:

- No documentation was on file to support the assignment and approval of the current elected IPM Team members.
- The team does not have a permanent IPM Coordinator due to the retirement of the prior Coordinator. An interim Coordinator has been assigned.
- ***Changes were made to the established IPM policies and procedures without proper documentation and approval of the Pest Management unit. One of the changes made was the extension of term limits from 2 years to unlimited.***
- ***Many of the current team members have been in their present position longer than the two-year term limit.***
- One Team member assignment (Parent) was vacant and had been vacant for over a year.
- The IPM policy manual has not been updated in accordance with the revised policy change memo dated 05/23/2002.
- The Policy and Procedures manual is not clear as to whether an IPM team member can serve in one category and then serve under another category after their term expires.

Details of IPM Team Member Survey results are shown in **Exhibit E** of this report.

³ [ipm-procedures-manual.pdf \(laschools.org\)](http://ipm-procedures-manual.pdf(laschools.org))
Integrated Pest Management Program

Recommendations 3: We recommend that the IPM Procedures manual be updated and include the following:

- Current changes in federal and state IPM regulations, if applicable.
- Clarification as to whether assigned team members can serve in another team assignment after their initial term has expired.
- Term limits for team members not exceeding 3 – 5 years. Limits should be established and strictly enforced.
- Specific guidelines on how open positions will be recruited for to help ensure that vacancies are filled in a timely manner.
- Specific procedures for the selection and approval of IPM Team members. Final approval of Team members should be the responsibility of a separate committee assigned by the District or by M&O, Pest Management Unit Senior Managers.

Maintenance & Operations Division Response: Maintenance and Operations Division agreed with these recommendations and will implement these recommendations by January 1, 2023.

Pesticide and Non-toxic Pest Supplies

We obtained available records related to the recording and tracking of pesticide and pest management supplies inventory for the period July 1, 2020, through June 30, 2021. We also interviewed the M&O Stores Warehouse (C3) Head Stock Clerk to determine if controls were in place over the inventory process of all pest-related supplies.

We noted that:

- Adequate procedures were in place at the District for the purchasing, receiving, storage and control of pest control inventory.
- M&O had developed a flow chart that outlined the inventory process by department for the purchase and approval of inventory, the receipt of goods in the warehouse, the recording of the merchandise to the financial system and the taking of semi and annual inventory.
- Supplies on hand were monitored and recorded. The replenishment of pesticide and pest supplies was based on usage and available inventory.
- Standard procedures were in place for documenting, recording and monitoring of pest control products and supplies purchases and requisitions.

Pictures of Stores Warehouse Pesticides and Nontoxic Pest Control Supplies & Pesticides Controlled Storage



School Visits and Newman Nutritional Center

To determine the effectiveness of the Pest Technicians school site visits, record keeping, notification and compliance with the school IPM preventive maintenance guidelines, we visited seven (7) schools from each of the seven School Board Districts and the Newman Nutritional Center.

- We obtained and reviewed the IPM logbooks to ensure the Pest Technicians logged in each time they serviced the school, and the details matched the Pest Site Inspection Details
- We used the District adopted IPM School Tool Kit Checklist to interview both the Plant Managers and the Cafeteria Managers to ensure that they were aware of the District IPM program and the Pest Technicians duties in addressing pest problems at their respective schools.
- We verified that the Plant Managers and the Cafeteria Managers received the Pest Site Inspection Details describing the work performed, findings and corrective actions taken, if applicable.
- We inspected the custodial and hopper rooms to ensure proper storage of cleaning supplies and equipment, making sure that cleaning and disinfecting products were stored in secure areas inaccessible to children.
- We visited the Newman Nutritional Center and noted that the Pest Technicians placed pest traps and treated the facility more frequently. Pest traps were placed in various corners, food storage and food preparation areas.

Based on our visits to the schools and the Newman Nutritional Center, we concluded that Pest Technicians serviced the schools on a monthly basis and responded timely when needed. The school facilities were treated with non-toxic chemicals when such treatments were applicable. We noted placement of pest traps in various kitchen areas and hopper rooms. We also noted that the Newman Nutritional Center was treated more frequently, and pest traps were strategically placed in various areas of the facility. Shown below are some pictures taken during our visits:



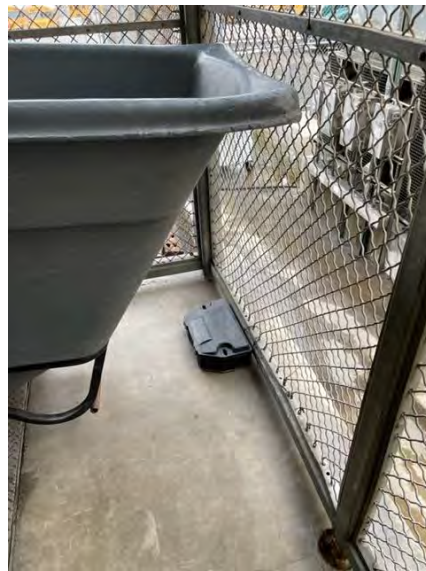
Newman Nutrition Center



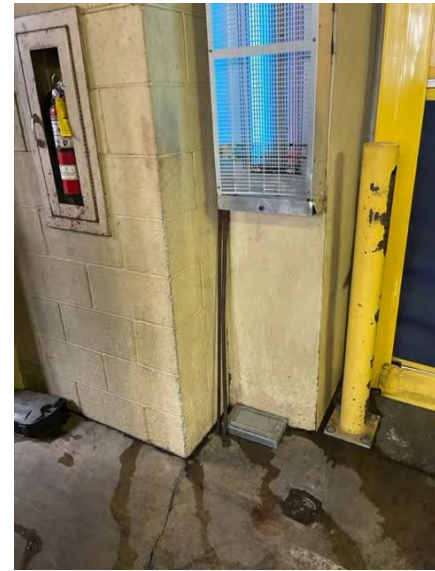
Pest Trap @ NNC



Storage Room



Pest Trap



Pest Trap



Kitchen Storage Shelves



Kitchen Sink w/pipes, disposal conduits and drain fittings

At Huntington Park High School



Pest Trap located behind hot water tank in the Cafeteria Kitchen @ 135th Elementary School



Cafeteria Area at Annandale Elementary



Trash bins at Annandale Elementary



Kitchen storage area at Edward Roybal Learning Center



Outdoor eating area at Edward Roybal Learning Center

AUDIT TEAM

This audit was conducted by the Office of the Inspector General’s Audit Team:

Jas Ahmed, Audit Manager
Silas Awujo, Principal Auditor
Valerie Logan, Senior Auditor

APPENDIX A

SCOPE AND OBJECTIVE

The objectives of the audit were to determine: (1) whether the District's Integrated Pest Management (IPM) Program was effective and functioning in compliance with the Healthy Schools Act⁴ to provide all students and staff a healthier, safe learning and work environment, and (2) whether the District's IPM Team was operating in accordance with state and federal guidelines and District policy⁵. The audit covered the period from July 1, 2020, through June 30, 2021.

We conducted this performance audit in accordance with *Generally Accepted Government Auditing Standards (GAGAS)*. Those standards require that we plan and perform the audit to obtain sufficient, appropriate evidence to provide a reasonable basis for our findings and conclusions based on our audit objectives. We believe that the evidence obtained provides a reasonable basis for our findings and conclusions based on our audit objectives. The audit covered the period from July 1, 2020 through June 30, 2021.

METHODOLOGY

To accomplish our audit objectives, we performed certain procedures, which included but not limited to the following:

- Reviewed federal and state laws and regulations for integrated pest management practices as well as the District's IPM policies and procedures.
- Conducted field visits to selected schools and the Newman Nutrition Center.
- Discussed the overall IPM process for schools and other facilities with the District's IPM Interim Coordinator.
- Interviewed personnel from Maintenance and operations Division, senior pest managers, pest technicians, M&O storage warehouse, head stock clerk, and school IPM participants.
- Developed and distributed internal control questionnaire to selected IPM school participants (Pest Technicians, Principals, Plant Managers and Cafeteria Managers).
- Reviewed pesticide purchases, receipts, issuance, usage, storage and inventory process controls including the annual physical inventory counts.
- Reviewed documents for compliance with DPR annual reporting requirements.
- Confirmed that Pest Technicians had current licenses issued by the State of California Structural Pest Control Board (SPCB) and/or the Department of Pesticides Regulations (DPR) and that they received appropriate pest management training.
- Sent out Survey questionnaire to School Principals, Pest Technicians, Plant Managers, Cafeteria Managers and the IPM Committee members.

⁴ Healthy Schools Act; https://www.cdpr.ca.gov/docs/pestmgmt/pubs/hsa_factsheet.pdf

⁵ LAUSD IPM Policy, Rev. 05/23/02; <https://www.laschools.org/employee/mo/ipm/docs/ipmpolicyretype.pdf#:~:text=Integrated Pest Management Program>

EVALUATION OF INTERNAL CONTROLS

In accordance with *Government Auditing Standards*, we obtained an understanding of internal control that is significant within the context of the audit objectives. We assessed whether internal controls were properly designed and implemented. For those controls that were deemed significant, we obtained sufficient, appropriate evidence to support our assessment about the effectiveness of those controls.

We are required to report deficiencies in internal controls that are significant within the context of the audit objectives. A deficiency in internal controls exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct (i) impairments of effectiveness or efficiency of operations, (ii) misstatements in financial or performance information; or (iii) noncompliance with provisions of laws, regulations, contracts, or grant agreements on a timely basis. Based on our audit, we did not find any deficiencies in internal controls, however, certain control activities and processes could be strengthened and improved, details of which are provided in the **Results of Audit** section of this report.

EXHIBIT ASURVEY RESULTS – PEST TECHNICIANS

Total respondents: 19

IPM School Participants Survey Pest Technicians Survey Results						
Key Areas	Yes	%	No	%	Not Sure	%
<i>Current State License issued by SPCB or DPR</i>	19	100	0	0	0	0
<i>Pest Technicians received an initial 40-hour training on pest management.</i>	6	32	5	26	8	42
<i>M&O provided the Plant Managers a four-hour annual refresher course in IPM.</i>	6	32	10	53	3	15
<i>Performed monthly pest inspection at school Cafeterias</i>	19	100	0	0	0	0
<i>Aware of sign posting/location (48 & 72 hrs.) requirements prior to pesticide treatment.</i>	15	79	2	10.5	2	10.5
<i>Monitored IPM books at schools to ensure they were up to date.</i>	15	79	4	21	0	0
<i>Able to obtain pest supplies/pesticides without Supervisor approval.</i>	1	5	17	90	1	5
<i>Had written copy of procedures issued by Pest Unit to acquire, use, and record pesticide supplies.</i>	12	63	3	16	4	21
<i>Had copy of the District's approved product list for pesticides.</i>	18	95	1	5	0	0

Verbatim Comments from Pest Technicians

Pest Technicians were asked to comment on specific areas that they thought the District's IPM Oversight Team and Sr. Management could improve on to better help them to control pests at District schools. Verbatim comments received were as follows:

- “Have more flexibility with materials approved. Maybe create a way to contact them directly and have them respond in a timely manner. I have been working for the District

for 6 years and have never been contacted by IPM team. It appears the IPM team is set in their ways, and it is easier to dismiss new products than to try and investigate and see if new products might meet approval.”

- “The IPM committee will withdraw effective chemical without provocation. As soon as it is found to be effective, they take it away.”
- “There doesn't seem to be a working knowledge of pest control within the governing group.”
- “Lot of new products that are safe and effective should be considered and approved.”
- “Allow us to use our already approved materials to control pest populations, such as gopher baits and environmentally safe, but EFFECTIVE rodenticides with significant efficacy! That would help! Also, our Spider protocol needs to go! Spider webs, need to be treated not just cleaned!”
- “At this time, we do not have enough manpower to implement a better pest management program.
- “Eliminate the IPM Committee. IPM is not the elimination of pesticides but the IPM committee is that way. Products we are allowed to use may not be effective.”
- “Dissolve the existing committee that has been serving for the past 20 years and create a new IPM committee with new members.”
- “They restrict us to supplies and chemicals that are the least effective. Why are we leaning on these people who are not licensed by the state, have NO pest control experience, and yet they handcuff us to what they decide or what they think is best.”
- “If we had better support from the IPM committee, IPM coordinator and Senior Pest manager in regard to having a broader approved pesticide list, which would be very helpful.”

EXHIBIT B

SURVEY RESULTS – SCHOOL PRINCIPALS*Total respondents: 72*

IPM School Participants Survey School Principals Survey Results						
Key Areas	Yes	%	No	%	Not Sure	%
<i>Aware of federal and state laws mandating that the schools adopt an IPM program</i>	63	87	9	13	0	0
<i>Aware of the District IPM Program</i>	55	76	17	24	0	0
<i>Aware of the roles and responsibilities as an IPM participant</i>	40	56	32	44	0	0
<i>List of Parent Notifications are maintained on file (*)</i>	36	50	36	50	0	0
<i>Maintained a list of parents who requested notification of pesticide usage at schools</i>	38	53	34	47	0	0
<i>Students are given awareness training on IPM (*)</i>	20	28	52	72	0	0
<i>Principals received from M&O lectures and brochures on IPM</i>	17	24	55	76	0	0
<i>The community through the PTA are provided with awareness training on IPM (*)</i>	8	11	64	89	0	0
<i>Current "Approved Product List" on file and available at school sites</i>	68	94	4	6	0	0

Verbatim Comments from School Principals

School Principals were asked to comment on specific areas that they thought the District's IPM Oversight Team and Sr. Management could improve on to better help them to control pests at District schools. Verbatim comments received were as follows:

Positive comments

- “Overall, pest control has been very supportive.”
- “Our pest technician is amazing and always keeps the Plant Manager and I informed regarding school issues.”
- “We have an issue, make a call, same person comes, and issue goes away.”

Needed to Improve

- “We have had an ant issue for years. Pest Technician and Plant Manager both informed me that nothing can be done, but the use of baits that still does not take care of the issue. Students go home with bites.”
- “Rats still roam our campus.”
- “We have had a mosquito problem for some time—parents have complained. Three additional respondents have complained about the mosquito problem.”

EXHIBIT C

SURVEY RESULTS – SCHOOL PLANT MANAGERS

Total respondents: 217

Key Areas	Yes	%	No	%	Not Sure	%
Aware of federal and state laws for IPM Program	167	77	35	16	0	0
<i>Aware of the District IPM Program</i>	189	87	13	6	0	0
<i>Aware of the roles and responsibilities as a IPM participant</i>	181	83	21	10	0	0
<i>An alternate is designated to manage pest related issues who is trained.</i>	104	48	96	44	0	0
<i>Plant Managers received an initial six-hour training on pest management.</i>	90	41	110	51	0	0
<i>M&O provided the Plant Managers a four-hour annual refresher course in IPM.</i>	91	42	109	50	0	0
<i>Kept a log of pest sightings at school sites.</i>	132	61	66	30	0	0
<i>Maintained record of service calls.</i>	187	86	11	5	0	0
<i>Are school staff allowed to bring their own pesticide spray to school.</i>	1	<1	216	>99	2	1
<i>Pest Technician communicates pest problems, and recommendations on correction, if any, after each visit.</i>	146	67	9	4	0	0

NOTE: All Respondents did not reply to all questions in the Survey.

Verbatim Comments from Plant Managers

Plant Managers were asked to comment on specific areas that they thought the District’s IPM Oversight Team and Sr. Management could improve on to better help them to control pests at District schools. Verbatim comments received are as follows:

Positive comments

- “I believe the district’s IPM team is a great resource to have at our disposal.”
- “Pest management does an excellent job in my school”

- “We have an excellent communication with the pest management team.

Needed to Improve

- “Provide training and overview every year of what the IPM program is and to follow it at every school site.”
- “Have big problem with cats and fleas”
- “Let technicians use safe chemicals or techniques that will get rid of pest. It is hard to win the battle with no AMMO.”

The top 5 pests identified inside and outside of schools (as reported by Plant Managers):

<u>Location</u>	<u>Pest Type</u>	<u>Survey Count</u>	<u>Percent</u>
Inside	Ants	122	56
Inside	Cockroaches	89	41
Inside	Rodents	79	36
Inside	Termites	72	33
Inside	Other*	46	21
Outside	Ants	96	44
Outside	Bees	74	34
Outside	Rodents	47	22
Outside	Cockroaches	46	21
Outside	Other*	52	24

*Crickets, flies and bees

EXHIBIT D

SURVEY RESULTS – SCHOOL CAFETERIA MANAGERS*Total respondents: 227*

Key Areas	Yes	%	No	%	Not Sure	%
Aware of federal and state laws for IPM Program	138	61	32	14	0	0
<i>Aware of the District IPM Program</i>	130	57	40	18	0	0
<i>Aware of the roles and responsibilities as a IPM participant</i>	126	56	44	19	0	0
<i>An alternate was designated to oversee pest related issues.</i>	120	53	45	20	0	0
<i>Cafeteria Managers received an initial six-hour training on pest management.</i>	42	19	121	53	0	0
<i>M&O provided the Cafeteria Managers a two-hour annual refresher course in IPM.</i>	29	13	117	52	0	0
<i>Kept a record of pest sighting logs at school sites.</i>	122	54	38	17	0	0
<i>Maintained kitchen inspection/sanitation reports completed by the Pest Technician.</i>	128	56	32	14	0	0
<i>Pest Technician communicated pest problems, and recommendations on correction, if any, after each visit.</i>	113	50	15	6	0	0

Verbatim Comments from Cafeteria Managers

Cafeteria Managers were asked to comment on specific areas that they thought the District’s IPM Oversight Team and Sr. Management could improve on to better help them to control pests at District schools. Verbatim comments received are as follows:

Positive comments

- “I believe that the district’s Pest Management team is a great resource to have at our disposal.”
- “Pest Management does an excellent job in my school”
- “The IPM Team has been very efficient with their inspections and when called upon.”

Needed to Improve

- “The cafeteria is kept free of evidence of pest activity, but classrooms have roaches, ants, and vermin.”
- “Quick access to monthly reports.”
- “There is only one guy who manages gophers for about 30 schools. It would be more efficient if all pest technicians did this not just one.”

The top 5 pests identified (as reported by Cafeteria Managers):

Pest Type	Survey Count	Percent
Ants	97	43
Cockroaches	50	22
Rodents	79	35
Spiders	35	15
Rodents	22	10
Other*	38	17

*crickets, flies and bees

EXHIBIT E

IPM Team Members Survey Results							
Key Areas	Yes	%	No	%	Not Sure	%	Total
<i>Aware of federal and state laws regarding school IPM programs.</i>	13	100	0	0	0	0	13
<i>Aware of the District IPM Program</i>	13	100	0	0	0	0	13
<i>Aware of the roles and responsibilities as a IPM participant</i>	13	100	0	0	0	0	13
<i>Served in other roles on the IPM Team in prior years.</i>	1	8	12	92	0	0	13
<i>Had regular IPM Team Meeting.</i>	13	100	0	0	0	0	13
<i>Sign-in sheet were used to record IPM Team Meeting.</i>	11	84	1	8	1	8	13
<i>IPM Team members had received training related to assigned role.</i>	9	69	4	31	0	0	13
<i>Used metrics/standards in evaluating the effectiveness of the district IPM program.</i>	9	69	4	31	0	0	13
<i>Regularly received meeting minutes after each session.</i>	10	77	3	23	0	0	13

EXHIBIT F

IPM Program Evaluation

To determine whether the IMP program had improved over the last three to five years as of our audit date. We asked the Survey respondents whether they agreed with the following statements: (i) The program improved compared to 3 – 5 years ago.; (ii) The District IPM program was effective.; and (iii) The Pest Technicians serving their schools provided efficient and timely service. The results are noted below:

Consolidated Response from School IPM Participants							
IPM School Participants	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Not Applicable	Total
<i>Do you agree that Pest Infestation Has Improved Compared to 3 or 5 years ago?</i>							
Principals	12 (17%)	18 (25%)	29 (40%)	9 (13%)	4 (6%)	0 (0%)	72
Plant Managers	46 (22%)	89 (42%)	62 (30%)	8 (4%)	5 (2%)	0 (0%)	210
Cafeteria Managers	63 (41%)	54 (35%)	30 (19%)	3 (2%)	4 (3%)	0 (0%)	154
	121 (27%)	161 (37%)	121 (28%)	20 (4%)	13 (3%)	0 (0%)	436
<i>Do you agree that the District has an effective IPM Program at the school site?</i>							
Principals	9 (13%)	28 (39%)	23 (32%)	10 (14%)	2 (3%)	0 (0%)	72
Plant Managers	53 (25%)	98 (49%)	51 (24%)	5 (2%)	3 (1%)	0 (0%)	210
Cafeteria Managers	56 (36%)	71 (46%)	22 (14%)	3 (2%)	2 (1%)	0 (0%)	154
	118 (27%)	197 (45%)	96 (22%)	18 (4%)	7 (2%)	0 (0%)	436
<i>Do you agree that the Pest Technicians provided an efficient and timely service?</i>							
Principals	6 (8%)	25 (35%)	25 (35%)	4 (6%)	12 (17%)	0 (0%)	72
Plant Managers	34 (16%)	84 (40%)	33 (16%)	10 (5%)	49 (23%)	0 (0%)	210
Cafeteria Managers	15 (10%)	56 (36%)	17 (11%)	9 (6%)	57 (37%)	0 (0%)	154
	55 (13%)	165 (38%)	75 (17%)	23 (5%)	118 (27%)	0 (0%)	436



LOS ANGELES UNIFIED SCHOOL DISTRICT
Maintenance and Operations

TO: Austin Onwualu
Deputy Inspector General

DATE: June 15, 2022

FROM: Robert Laughton, Director
Maintenance and Operations

SUBJECT: Maintenance and Operations Responses to the Office of the Inspector General's Draft Report of Integrated Pest Management

Please find below Maintenance and Operations responses to the Office of the Inspector General's Draft report of Integrated Pest management Program Audit Report.

Recommendation 1:

We recommend the following: (i) The IPM Coordinator should develop a formal training program for each stakeholder based on their roles and responsibilities, and (ii) periodically remind IPM participants of the IPM information/training opportunities that are available on the M&O website.

Maintenance and Operations Response to Recommendation 1:

Maintenance and Operations agrees with this recommendation. Appropriate and consistent trainings and reminders will be implemented and utilized by January 1, 2023.

Recommendation 2:

We recommend that the IPM Coordinator, establish a process to review school documents to help ensure that they were complying with HSA requirements.

Maintenance and Operations Response to Recommendation 2:

Maintenance and Operations agrees with this recommendation. Appropriate and consistent processes will be implemented and utilized across all schools January 1, 2023.

Recommendation 3:

We recommend that the IPM Procedures manual be updated and include the following:

- Current changes in federal and state IPM regulations, if applicable.
- Clarification as to whether assigned team members can serve in another team assignment after their initial term has expired.
- Term limits for team members not exceeding 3 – 5 years. Limits should be established and strictly enforced.
- Specific guidelines on how open positions will be recruited for to help ensure that vacancies are filled in a timely manner.



LOS ANGELES UNIFIED SCHOOL DISTRICT
Maintenance and Operations

- Specific procedures for the selection and approval of IPM Team members. Final approval of Team members should be the responsibility of a separate committee assigned by the District or by M&O, Pest Management Unit Senior Managers.
Maintenance and Operations Response to Recommendation 3:
Maintenance and Operations agrees with these recommendations and will implement these recommendations by January 1, 2023.

C: Mark Hovatter
Krisztina Tokes
Kathryn Butler
India Griffin
Ambition Padi
Katharine Monishi
Armando Ng
Derek Kim

Know about fraud, waste or abuse?

Tell us about it.

Maybe you are a school district employee, a parent or just a concerned citizen. Regardless, you can make a difference!

Maybe you know something about fraud, waste, or some other type of abuse in the school district.

The Office of the Inspector General has a hotline for you to call. You can also email or write to us.

If you wish, we will keep your identity confidential. You can remain anonymous, if you prefer. And you are protected by law from reprisal by your employer.

Whistleblower Protection

The Board approved the Whistleblower Protection Policy on February 12, 2002. This policy protects LAUSD employees who make allegations of improper governmental activity from retaliation or reprisal. To assure the reporting of any activity that threatens the efficient administration of the LAUSD, reports that disclose improper governmental activities shall be kept confidential.

General Contact Information

Office of the Inspector General
333 S. Beaudry Avenue, 12th Floor
Los Angeles, CA 90017
Phone: (213) 241-7700
Fax: (213) 241-6826
<https://achieve.lausd.net/oig>

Fraud, Waste and Abuse Hotline
(866) 528-7364 or (213) 241-7778
inspector.general@lausd.net

Attachment C




List of IPM Committee Members,
Resumes and Conflict Forms



LOS ANGELES UNIFIED SCHOOL DISTRICT
Facilities Services Division

Integrated Pest Management (IPM) Committee Members

1.	LAUSD IPM Program Coordinator	Richard Avendano
2.	LAUSD Principal	Maryhelen Torres
3.	LAUSD Non-Management Employee	Robert Sandoval
4.	LAUSD Teacher	Gloria Simosky
5.	LAUSD Food Services	Javier Gutierrez
6.	LAUSD Office Of Environmental Health & Safety	Patty Filous
7.	Parent of LAUSD Student	Kristina Jasiukonis
8.	Parent of LAUSD Student	Ryan Storms
9.	Environmental Representative	Mitzi Shpak
10.	Environmental Representative	Robina Suwol
11.	Community Representative	Adrienne Quarry
12.	Community Representative	Jill Getto Lee
13.	Independent IPM Expert	David Poplin
14.	County Health Representative	Maria Dalusong
15.	Physician	Dr. Clarence Monteclaro

333 South Beaudry Ave, 
 Los Angeles, CA 90017
 (213) 241-0340 
 richard.avendano@lausd.net 

Richard Avendano

IPM Program Coordinator

Licenses:
 CA Structural Pest Control Board
 FR 42615 Branch 2&3
 Qualified Applicator License
 License # 159996 Category B

I am a Pest Management Professional with 17 years of Pest Management experience including the implementation and management of an IPM Program along with excellent interdepartmental skills and relationships to be a successful IPM Program Coordinator.

I am an analytical, results-driven professional that takes pride in providing excellent customer service for the safety of our students, school communities and IPM Participants. I am committed to working alongside with the Districts IPM Committee. Together, we can focus on learning, teaching, managing, and developing pest management practices thru collaboration and advise to the highest potential and to reduce the pesticide use at school sites. I lead by example always striving to motivate and challenge my team to be the best they can be.

APRIL 2022-PRESENT

INTEGRATED PEST MANAGEMENT PROGRAM COORDINATOR/LAUSD LOS ANGELES, CA
 Plan and implement the District's Integrated Pest Management (IPM) Program and serve as the District's Integrated Pest Management Coordinator on the IPM Committee, and serve as the Subject Matter Expert, and provide technical guidance for the District to ensure compliance with the Integrated Pest Management Policy as well as State and Federal statutes and regulations. Plan and implement Integrated Pest Management trainings for M&O staff and all District staff stakeholders. Advise District personnel in the areas of pest management, gardening, landscaping, tree maintenance, plant management, crafts, food services, support staff, school administrators, multiple division directors, and senior management. Assist and establish IPM records and resources on the IPM website.

Experience

JULY 2020 – APRIL 2022

SENIOR PEST MANAGEMENT TECHNICIAN/LAUSD LOS ANGELES, CA.

Manage, delegate, and assist with daily workload. Provide weekly meetings to educate technicians on IPM practices to remain compliant with the Healthy Schools Act. Coordinated continued education hours for license renewals with Youngs Seminars for all pest management technicians and QAL Exam Prep Webinar with PAPAS for Senior Pest Management Technicians. Provide IPM Training to crafts, operations, gardeners, plant managers and food services within the M&O S1 and S2 areas. Coordinate with interdisciplinary teams for A letter, B letter and TO/PO's. Provide continuous support to IPM Program Coordinator designee by acting as Pest Management Subject Matter Expert and ensuring that materials are approved and updated per OEHS and the IPM team and EPA regulations. Actively involved in ongoing IFB R-21020 for TO/PO on bird and rodent exclusions contracts. Meet with Food Service supervisors to provide support at LA County Health Services Hearings for pest concerns.

MARCH 2020– JULY 2020

COVID-19 RESPONSE AND SUPPORT/TOOL ROOM SUPPORT/LAUDS LOS ANGELES, CA

Assisted in the recruitment of staff to provide support for Grab N Go meal sites. Organized and coordinated emergency response vans used to deliver PPE and Grab N Go site set up equipment. Due to minimal staff availability I also volunteered to provide deliveries to ensure that sites were fully stocked with needed materials. Kept inventory of COVID emergency PPE and safety materials.

OCTOBER 2016 – MARCH 2020

PEST MANAGEMENT PROFESSIONAL/LAUDS LOS ANGELES, CA

Provided monthly inspections at kitchens, warehouses, and other non-academic sites while incorporating IPM methodologies. Shared previous experience with rodent exclusionary work to strengthen and incorporate the practice of decreased rodenticide use and increased behavior modification. Advocated for feral cat and wildlife behavior modification to promote their utilization as biological control. This led to more satisfied school sites. Volunteered to assist in resolving bed bug issues at the Beaudry building. Trained colleagues on how to successfully gain bed bug control through stringent sanitation practices and nocturnal monitoring. Upon implementation, along with steam treatments, these practices lead to the eradication of bed bugs. These practices also lead to the eradication of roaches at multiple sites.

MARCH 2010 – OCTOBER 2016

PEST MANAGEMENT PROFESSIONAL/DEWEY PEST CONTROL, PASADENA CA

Began with focus on sales for general pest and termite in the San Gabriel Valley and gradually volunteered to take on more responsibilities until accepting a position in the route manager responsibilities including assistance with managing and balancing routes to meet annual goal and budget, including material use records, orders, and inventory, to maintain an effectively working branch. Vendors subcontracted for aerial lifts, major carpentry repairs, bed bug heat treatments, bird netting and garden irrigation amongst many other services. Did weekly safety meetings and covered pest concerns and issues report. Services provided by VESERIS, formerly known as UNIVAR, to provide continued education workshops to keep team up to date on industry changes in laws, practices, and regulations. Met with techs and management on weekly trainings with a heavy emphasis on IPM practices to provide low risk to non-pesticide services to the many commercial entities, including multiple school districts and childcare centers that were implementing IPM.

MARCH 2007– MARCH 2010

PEST MANAGEMENT PROFESSIONAL/STANLEY PEST CONTROL, EL MONTE, CA

Provided pest management services for customers in the San Fernando and San Gabriel Valley areas. Provided bird, bat and rodent exclusionary work for both residential and commercial accounts. Provided services requiring non-pesticide use, with IPM methodologies, for childcare centers, hospitals and pharmaceutical companies. Obtained a QAC license to provide landscaping pest maintenance and a Fish and Game Trapping license to provide safe, proper, and humane wildlife trapping.

Skills

- Proficient with Maximo • Microsoft Office, Excel, Power Point • Team player • Excellent time management skills • Conflict management • Public speaking • Data analytics
-

Education

ON GOING EDUCATION FOR INDUSTRY COMPLIANCE AND SUCCES

2007-PRESENT

Continued Education Courses in IPM, Structural Pest Control, Qualified Ag Control in Landscape Maintenance and Residential, Institutional Pest Control, Wildlife Trapping, and Biological Pest Management Practices.

- University of California Agriculture and Natural Resources UCANR, UCIPM
- Sacramento State College of Continuing Education dpr trainings
- California Department of Pesticide Regulation trainings and webinars
- Continued Education by Agri-Turf Distributing, LLC- Licensed Pest Control Advisor
- Continued Education by PESTED-Board Certified Entomologist member of National Pest Management Association

High School Diploma

2005

LAUSD Integrated Pest Management Committee

CERTIFICATION OF CONFIDENTIALITY & NO FINANCIAL INTERESTS

Thank you for your interest in supporting LAUSD with your expertise. This certification is intended to maintain integrity in LAUSD decision-making by preserving confidentiality and preventing a conflict of interest between your new official duties and responsibilities for LAUSD and your outside financial, private or personal interests. Please complete and sign the certification, if it is correct and true.

Your Name: Richard Avendano	Impending Position Title on behalf of LAUSD: IPM Program Coordinator	School/Office/or Committee: IPM Committee
Your Primary Outside Employer: N/A	Your Outside Position Title: N/A	Work Phone Number: 213-241-0352
Your Mailing Address: 333 South Beaudry Avenue, Los Angeles, CA. 90017	Your E-mail Address: richard.avendano@lausd.net	Work Fax Number:
Does your Employer do work with or on behalf of LAUSD? If yes, please explain nature and history. N/A		

- I understand that working with LAUSD brings me into the public sphere and requires me to ensure that I'm building public trust by observing LAUSD's Code of Ethics and avoiding any appearances of impropriety.
- I hereby certify that neither I, my spouse, nor any dependent child, has received any income totaling over \$500 in the last 12 months from any business entity that would be impacted by my work with LAUSD's **Integrated Pest Management** Committee.
- I hereby certify that neither I, my spouse, nor any dependent child, serves (paid or unpaid) as an officer, director, committee member, or employee of any business entity that would be impacted by my work for or with LAUSD's **Integrated Pest Management** Committee.
- I certify that neither I, my spouse, nor any dependent child, has stock, conducts business, or has other direct or indirect financial interest or liability (i.e. any holding in excess of \$2000), in any business entity that would be impacted by my work for or with LAUSD's **Integrated Pest Management** Committee.
- I certify that I do not know of any other matters, including family or personal relationships, as defined by Section 8 of LAUSD's Code of Ethics which might give rise to an apparent or possible conflict of interest involving my work for or with LAUSD's **Integrated Pest Management** Committee.
- I certify that I am not engaged in lobbying activities to influence LAUSD officials in their decision-making for LAUSD.
- I certify that I do not perform any other work or activities (including consultancies or other non profit or government work) that would conflict with my official duties on behalf of LAUSD's **Integrated Pest Management** Committee.
- I am aware of the prohibitions regarding gift acceptance (no gifts totaling over \$100 in the past 12 months, or in a calendar year) from any business entity with whom I may work with through the course of my duties on behalf of LAUSD's **Integrated Pest Management** Committee, and I certify that these prohibitions have not and will not be violated.
- I commit to maintaining confidentiality of information as required, so that my participation as an **Integrated Pest Management** Committee member will not result in personal or private advantage or gain.
- Finally, I understand it is my responsibility when the occasion arises to immediately disclose any known or possible conflicts or ethics concerns to my committee leadership or to LAUSD's Ethics Office, so that an assessment can be made as to whether or not I need to disqualify myself from further actions.

I CERTIFY THAT THE ABOVE STATEMENTS ARE TRUE AND CORRECT TO THE BEST OF MY KNOWLEDGE AND BELIEF.

Signature

08/29/2024

Date

If you cannot certify or give an affirmative response to the statements above, contact the Ethics Office immediately (213-241-3330). Please provide your completed certification with your electronic signature to: AskEthics@lausd.net

Maryhelen Torres

(213)241-5337

Maryhelen.torres1@lausd.net**Employee Number: 539348****OBJECTIVE**

To increase student achievement by serving as the Administrator of Operations

EDUCATION

Master of Arts, Education Administration, California State University,	Los Angeles 1992
Bachelor of Arts, Child Development, California State University,	Los Angeles 1992
Associate of Arts, General Education, Mount Saint Mary's College	Los Angeles 1988

CREDENTIALS

Administrative Services, State of California	Expires: 08/02/2026
Multiple Subjects, State of California	Expires: 08/01/2026
Cross Cultural Language, State of California	
Academic Development Certificate, State of California	

PROFESSIONAL EXPERIENCE

Administrator of Operation, Los Angeles Unified School District Nov 2020-Present

- Provide leadership and operations support to the entire district
- Supervise, support and collaborate with Division Leads and Region Offices
- Plan, professional development for Principals district wide
- Respond to crisis and emergency situations district wide
- Work with school communities to bridge a higher level of accountability for multi-faceted students success and shared responsibility "Bridging Operations to Instruction"

Lead Operations Coordinator, Los Angeles Unified School District July 2020 - Nov 2020

- Provide leadership and operations support to 130 K-12 schools; approximately 95,000 students
- Supervise, support and collaborate with seven departments with over 45 staff members
- Plan, provide, and evaluate professional learning for Principals, Assistant Principals, and School Administrative Assistants
- Respond to crisis and emergency situations to lend support to school communities

Operations Coordinator July 2015 – Nov 2020

- Provide leadership and direction in school safety, child abuse reporting and procedures, positive discipline foundation policy, suspension/opportunity transfer appeals, athletics, threat assessment, emergency preparedness
- Provided support with crisis team implementation, incident and crime reporting, sexual harassment reporting, transportation issues, budget and personnel related issues, and uniform complaint procedures
- Communicates with the community, parents, schools, and central office staff regarding emergency and safety initiatives

Principal, Los Angeles Unified School District July 2007 – June 2016

- Served as the Instructional leader and operational manager of Pre-K-6 schools, worked with all stakeholders to evaluate the effectiveness of the instructional program. Supervised, observed and evaluated certificated and classified personnel.
- Conducted professional learning sessions for teachers, Para educators, classified staff, and parents

- Worked with school community and parents to develop a strong relational culture with the school site

Assistant Principal, Los Angeles Unified School District

Feb 2001 – June 2006

- Worked alongside school principal to plan, organize, and implement professional learning aligned with district priorities
- Responsible for all operations at the school site.
- Oversaw all Special Education components of the school . Implemented school safety committee to use multiple sources of data to direct resources to support and promote school safety
Responsible for implementing of school-wide positive discipline model

Categorical Program Advisor Title I, Los Angeles Unified School District

Jan 2000- Feb 2001

- Responsible for the development of the Single Plan for Student Achievement
- Evaluated student activities and progress of at-risk students to improve the effectiveness of the instructional program
- Coordinated parent involvement activities

Elementary Teacher, Los Angeles Unified School District

Sept 1995-Feb 2001

- Taught grades one through three
- Served as the Faculty Chairperson for 30 teachers
- Served as a Master Teacher for student teachers from the University

PROFESSIONAL TRAININGS

- Violence Threat Risk Assessment
 - Adaptive Schools
 - Cognitive Coaching
 - Behavior Safety –Care Emergency Training BSET
-

REFERENCES

Andres Chait, Chief of School Operations (213) 241-7921
Alfonzo Webb II, ED.D Senior Director (213) 241-7000

LAUSD Integrated Pest Management Committee

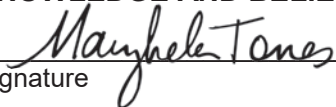
CERTIFICATION OF CONFIDENTIALITY & NO FINANCIAL INTERESTS

Thank you for your interest in supporting LAUSD with your expertise. This certification is intended to maintain integrity in LAUSD decision-making by preserving confidentiality and preventing a conflict of interest between your new official duties and responsibilities for LAUSD and your outside financial, private or personal interests. Please complete and sign the certification, if it is correct and true.

Your Name: Maryhelen Torres	Impending Position Title on behalf of LAUSD: Administrator of Operations	School/Office/or Committee: Division of School Operations
Your Primary Outside Employer:	Your Outside Position Title:	Work Phone Number: 213) 241-5337
Your Mailing Address: 333 S. Beaudry Ave., 23rd Floor, LA 90017	Your E-mail Address: maryhelen.torres@lausd.net	Work Fax Number: 213) 241-8950
Does your Employer do work with or on behalf of LAUSD? If yes, please explain nature and history.		

- I understand that working with LAUSD brings me into the public sphere and requires me to ensure that I'm building public trust by observing LAUSD's Code of Ethics and avoiding any appearances of impropriety.
- I hereby certify that neither I, my spouse, nor any dependent child, has received any income totaling over \$500 in the last 12 months from any business entity that would be impacted by my work with LAUSD's **Integrated Pest Management** Committee.
- I hereby certify that neither I, my spouse, nor any dependent child, serves (paid or unpaid) as an officer, director, committee member, or employee of any business entity that would be impacted by my work for or with LAUSD's **Integrated Pest Management** Committee.
- I certify that neither I, my spouse, nor any dependent child, has stock, conducts business, or has other direct or indirect financial interest or liability (i.e. any holding in excess of \$2000), in any business entity that would be impacted by my work for or with LAUSD's **Integrated Pest Management** Committee.
- I certify that I do not know of any other matters, including family or personal relationships, as defined by Section 8 of LAUSD's Code of Ethics which might give rise to an apparent or possible conflict of interest involving my work for or with LAUSD's **Integrated Pest Management** Committee.
- I certify that I am not engaged in lobbying activities to influence LAUSD officials in their decision-making for LAUSD.
- I certify that I do not perform any other work or activities (including consultantships or other non profit or government work) that would conflict with my official duties on behalf of LAUSD's **Integrated Pest Management** Committee.
- I am aware of the prohibitions regarding gift acceptance (no gifts totaling over \$100 in the past 12 months, or in a calendar year) from any business entity with whom I may work with through the course of my duties on behalf of LAUSD's **Integrated Pest Management** Committee, and I certify that these prohibitions have not and will not be violated.
- I commit to maintaining confidentiality of information as required, so that my participation as an **Integrated Pest Management** Committee member will not result in personal or private advantage or gain.
- Finally, I understand it is my responsibility when the occasion arises to immediately disclose any known or possible conflicts or ethics concerns to my committee leadership or to LAUSD's Ethics Office, so that an assessment can be made as to whether or not I need to disqualify myself from further actions.

I CERTIFY THAT THE ABOVE STATEMENTS ARE TRUE AND CORRECT TO THE BEST OF MY KNOWLEDGE AND BELIEF.


Signature

9/13/2024

Date

If you cannot certify or give an affirmative response to the statements above, contact the Ethics Office immediately (213-241-3330). Please provide your completed certification with your electronic signature to: AskEthics@lausd.net

Gloria Simosky
Masters - Educational
Leadership - USC 2010
BS Elementary Education
Southern IL University
1972

Resume: Gloria Simosky
Taught 30 years LAUSD
1990 - 2020
1990 Figueroa St Elem 2003
2003 Florence Ave Elem - 2015
2015 95th St School 2020
National Board Certified
2001 - 2020
Teheran American School
1972 - 1973
Manager Round Table Pizza
1975 - 1998

I have been the
teacher representative
from UTLA on the
IPM Team since 2000

LAUSD Integrated Pest Management Committee

CERTIFICATION OF CONFIDENTIALITY & NO FINANCIAL INTERESTS

Thank you for your interest in supporting LAUSD with your expertise. This certification is intended to maintain integrity in LAUSD decision-making by preserving confidentiality and preventing a conflict of interest between your new official duties and responsibilities for LAUSD and your outside financial, private or personal interests. Please complete and sign the certification, if it is correct and true.

Your Name: Gloria Simosky	Impending Position Title on behalf of LAUSD: Teacher - UTLA	School/Office/or Committee:
Your Primary Outside Employer: Retired	Your Outside Position Title: Retired	Work Phone Number:
Your Mailing Address: 4449 W 162nd St	Your E-mail Address: gloriasimosky@gmail.com	Work Fax Number:
Does your Employer do work with or on behalf of LAUSD? If yes, please explain nature and history.		

- I understand that working with LAUSD brings me into the public sphere and requires me to ensure that I'm building public trust by observing LAUSD's Code of Ethics and avoiding any appearances of impropriety.
- I hereby certify that neither I, my spouse, nor any dependent child, has received any income totaling over \$500 in the last 12 months from any business entity that would be impacted by my work with LAUSD's **Integrated Pest Management** Committee.
- I hereby certify that neither I, my spouse, nor any dependent child, serves (paid or unpaid) as an officer, director, committee member, or employee of any business entity that would be impacted by my work for or with LAUSD's **Integrated Pest Management** Committee.
- I certify that neither I, my spouse, nor any dependent child, has stock, conducts business, or has other direct or indirect financial interest or liability (i.e. any holding in excess of \$2000), in any business entity that would be impacted by my work for or with LAUSD's **Integrated Pest Management** Committee.
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I CERTIFY THAT THE ABOVE STATEMENTS ARE TRUE AND CORRECT TO THE BEST OF MY KNOWLEDGE AND BELIEF.

Gloria J Simosky
Signature

September 6, 2024
Date

If you cannot certify or give an affirmative response to the statements above, contact the Ethics Office immediately (213-241-3330). Please provide your completed certification with your electronic signature to: AskEthics@lausd.net

JAVIER F. GUTIERREZ

14017 Badger Ave

❖ Sylmar Ca 91342

(818) 425-1087

OBJECTIVE:

I am seeking a multi-unit operation position Director/Manager in the food services industry.

QUALIFICATIONS:

- Over 30 **years** of experience in professional restaurant/school meal program management.
- Successfully completed Undergraduate Bachelor Science in Applied Management from Grand Canyon University (GCU).
- Certified Food Handler - State of California.
- Culinary Education and cooking background provides the ability to develop menus that meet and exceed expectations.
- Excellent negotiation and interpersonal communication skills; establish professional relationships and relates well with corporate management, site staff, vendors, and customers. Fluent in Spanish and English.
- Knowledgeable in all aspects of restaurant/school cafeteria operations, P & L analysis, staff training and development, inventory control, operations administration, bookkeeping, budgeting, knowledge of NSLP guidelines established by USDA.
- Experienced in hiring, training, motivating, and supervising up to 40 school cafeteria site personnel; utilize individual strengths and talents to build effective teams.
- Strong troubleshooting abilities: identify operational, customer, or computer-related problems and implement appropriate solutions—multiple tasks operator.
- Proven organizational skills, results-oriented, ability to see assignments through to successful completion and meet all goals.
- Knowledge of Word, Excel, and PowerPoint.

EMPLOYMENT:

Los Angeles Unified School District (LAUSD)

May 2018 to present

Food Production Manager: Responsible for the proper planning, processing of high food production of pre-plated meals. Directs the preparation, assembling, and packaging of food. Works in collaboration with transportation in the development of routes to maximize time and accomplish deliveries on time. Collaborates with Food services leadership team on the menu development following federal, State, and Food Services Division rules, regulations, and policies. Responsible for establishing and maintain appropriate facility sanitation, safe work environment. Ensure that Hazard Analysis Critical Points (HACCP) are installed and executed correctly in the daily food Production Practices. Responsible for overseeing the ordering, receiving, and proper storage of products while maintaining acceptable inventory levels. Budget development process to maintain reasonable food cost and healthy financial status in all areas. Plan and develop training for Newman Nutrition Center employees. Maintains healthy relationships with all stakeholders and vendors always to keep resources available. Get involved in making recommendations to the proper divisions and vendors, in charge of interviewing and evaluating employees. Meet with the adequate stakeholders to discuss food quality, menu acceptability, and engage in conversations about how the meals and program can be improved. Facts of the Newman Nutrition Center: serves close to 180 schools for 110,000 meals daily. It could produce sauces, dressings, pasta, and soups from scratch. Manage and leads a total of 80 employees, including transportation.

2008 to 2018

Los Angeles Unified School District (LAUSD)

Area Food Services Supervisor: Responsible for management of 30 + school operations. Including managing Financial performance to budgets, focusing on labor, cash, R & M, food costs, and operating expenses. Embody, promote and teach LAUSD NSLP guidelines and policies established by USDA. Responsible for ongoing training in all aspects of cafeteria operations, including customer service, employment, public accommodations, and community goodwill.

- Cafeteria manager of the year 2006-07.

2003 to 2008

ARLETA HS / GRANT HS (LAUSD)

Arleta, CA

Café LA Manager: Responsible for the overall management of cafeteria operations, including training new employees, assigning, supervising, and developing crew members. Maintained inventory and equipment. Ordered food and other supplies. Analyzed participation, labor, and additional costs to establish participation goals and targets. Ensured that the cafeteria adhered to USDA requirements as well as local/company health and safety codes. Generated and reviewed periodic financial reports. Handled customer service and employee-related issues.

- Responsible for the planning, training for the opening of this brand-new school/ cafeteria In Arleta, Ca.

1997 to 2003

ACAPULCO MEXICAN RESTAURANT

GLENDALE, CA

Restaurant General Manager: Responsible for the overall management of restaurant operations, including screening prospective employees, training, assigning, supervising, and developing crew members. Maintained inventory and equipment. Ordered food and other supplies. Analyzed sales, labor, and additional costs to establish sales goals and growth targets. Ensured that the restaurant adhered to OSHA requirements as well as local/company health and safety codes. Generated and reviewed periodic financial reports. Handled customer service and employee-related issues.

- Training site for region # 1. Trained and prepared new incoming managers.

1995 to 1997

ACAPULCO MEXICAN RESTAURANT

ATWATER/HOLLYWOOD CA

Restaurant General Manager: Responsible for the overall management of restaurant operations, including screening prospective employees, training, assigning, supervising, and developing crew members. Maintained inventory and equipment. Ordered food and other supplies. Analyzed sales, labor, and additional costs to establish sales goals and growth targets. Ensured that the restaurant adhered to OSHA requirements as well as local/company health and safety codes. Generated and reviewed periodic financial reports. Handled customer service and employee-related issues.

- Achieved rookie and turnaround manager for the year.
- Achieved Substantially above Target sales and profits.

ACAPULCO MEXICAN RESTAURANTS
1995 to 1995

GLENDALE CA

Assistant Manager: Responsible for assisting with the overall management of restaurant operations, including new manager onboarding, orientation, training, and supporting new manager transitions.

- The unit was certified as a Training Restaurant.
- Effectively developed and trained Assistant Managers.

EDUCATION:

UNDERGRADUATE:

Grand Canyon University (GCU)

Successfully graduated with a bachelor's Science in Applied Management from Grand Canyon University.

MISSION COLLEGE

Sylmar CA

- Culinary classes
- Cost control
- Nutrition
- Health.

This are only few of the classes that are required to graduate with an FSM Degree

ACAPULCO MEXICAN RESTAURANTS

- Food Handling, Customer Service, Management.
- Performance Management.
- Culinary classes at Mission College
- ServSafe Workshop.
- Sexual Harassment Workshop.
- Si we can! Philosophy Workshop.
- Train the trainer workshop.

LAUSD Integrated Pest Management Committee

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Your Name: Javier Gutierrez	Impending Position Title on behalf of LAUSD: Regional Food Service MGR.	School/Office/or Committee: Food Services
Your Primary Outside Employer:	Your Outside Position Title:	Work Phone Number: 323 441-4523
Your Mailing Address: 2310 Charlotte st LA CA 90033	Your E-mail Address: jxg8390@lausd.net	Work Fax Number:
Does your Employer do work with or on behalf of LAUSD? If yes, please explain nature and history.		

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I CERTIFY THAT THE ABOVE STATEMENTS ARE TRUE AND CORRECT TO THE BEST OF MY KNOWLEDGE AND BELIEF.

Javier Gutierrez
Signature

September 9, 2024
Date

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Patricia H Filous

Environmental Health Supervisor

PROFESSIONAL SUMMARY

I have worked in the Los Angeles Unified School District's Office of Environmental Health & Safety for over 38 ½ years. I have held the following positions: Environmental Health Technician, Environmental Health Specialist, Assistant Industrial Hygienist, Environmental Safety Officer, and Environmental Health Supervisor. I have dedicated my career to ensuring that the students and staff of Los Angeles Unified School District are learning and working in a safe environment.

SKILLS

| PROFESSIONAL

Team Building
 Problem Solving
 Decision Making
 Conflict Resolution
 Staff Relations
 Process Improvement

| TECHNICAL

Certified Playground Safety
 Inspector (CPSI)
 CDPH Lead Inspector Assessor
 HazWOPER,
 Lead Renovation, Repair and
 Painting
 First Aid/CPR
 Asbestos Building Inspector
 Asbestos 16 Hour O&M
 OSHA 30-Hour Construction
 General Industry

EDUCATION

| Bachelor of Science

Environmental & Occupational Health

California State University,
 Northridge, 18111 Nordhoff
 Street, Northridge, CA 91330
 1992

WORK EXPERIENCE

Environmental Health Supervisor

LAUSD Office of Environmental Health & Safety | 2016 to Present

Oversee the daily operations of the West Region Team

- Manage the Chemical Safety Coordinator's Program
- Review lab Invoices; Conduct Equipment Approvals
- Attend ARC, VIP, CSC Meetings
- Act as OEHS representative to the IPM Committee
- Conduct Regulatory Inspections
- Respond to Wild Fire Assessments: Emergency Responses
- Routine Safe School Inspections; Trainings
- Attend Safety Collaboration Meetings for Local Regions

Environmental Safety Officer/Assistant IH

LAUSD Environmental Health & Safety Branch | 1998-2016

- Implement, evaluate and investigate effectiveness of components of accident prevention, traffic safety, and environmental health & safety compliance programs. Prepare written reports,
- Conduct safety audits, construction inspections, check equipment and facilities for hazardous conditions, and recommend corrective actions as required by Cal OSHA, AQMD, LA County Public Health, and Fire Dept.
- Provide training to LAUSD employees-ensure regulatory compliance

Environmental Health Technician & Specialist

LAUSD Safety Section | 1986-1998

- Perform field work (e.g. site inspections, audits, & investigations related to occupational safety and health environmental assessment or compliance
- Perform field tests using direct read instruments-multi-gas meters, noise dosimeters, mold bio-pumps, mercury vapor analyzer, OBZ sampling
- Calibrate, operate and maintain sampling equipment
- Provide technical information related to environmental health & safety issues to employees, students and the public
- Write technical reports; Conduct Accident Investigation
- Review reference materials to determine compliance
- Respond to emergency calls related to chemical spills, fires or other hazards

LAUSD Integrated Pest Management Committee

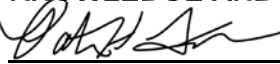
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Your Name: Patricia H Filous	Impending Position Title on behalf of LAUSD: IPM Committe Member	School/Office/or Committee: Office of Environmental Health & Safety
Your Primary Outside Employer: Los Angeles Unified School District	Your Outside Position Title: Environmental Health Supervisor	Work Phone Number: (213) 241-3199
Your Mailing Address: 333 S. Beaudry, LA CA	Your E-mail Address: patty.filous@lausd.net	Work Fax Number:
Does your Employer do work with or on behalf of LAUSD? If yes, please explain nature and history. I work for the Office of Environmental Health & Safety @ Los Angeles Unified School District.		

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Signature

9/4/2024
Date

If you cannot certify or give an affirmative response to the statements above, contact the Ethics Office immediately (213-241-3330). Please provide your completed certification with your electronic signature to: AskEthics@lausd.net

Kristina L. Jasiukonis, M.A.

Sherman Oaks, CA 91403

(818) 430-1169

Kjasiukonis@gmail.com

Experienced Educator who is passionate about promoting the value of quality education for young children and youth. Excellent ability to identify needs across a diverse demographic. Demonstrated techniques in crafting an effective action plan for individuals as well as large groups. Advocate for children, families and educators. Energetic leader with exceptional communication skills and able to navigate with authentic interpersonal connection.

SKILLS AND ABILITIES:

- Specializing in Early Childhood Education and mentorship with educators.
- Long term relationship with a network of leaders in education both local and global.
- Resourceful, proven ability to defuse and resolve complicated situations.
- Works well with others and can work independently to complete projects and tasks.
- Excellent organizational skills.
- Strong record in developing and implementing successful programming and space design.
- Enthusiastic, self-starter, flexible, reflective and patient.

EXPERIENCE

- Educator for children 6 weeks to 16 years of age. 20+ years
- Successful Directorship of two large preschools.
- Lead project coordinator for several summer programs, toddler programs and intergenerational preschool events.
- Past President for North Bay (an affiliate of NAEYC).
- Board Member for the California Association for the Education of Young Children.
- Committee Member of the Africa Foundation (building preschools in rural communities).
- Parent Representative for the IPM team/oversight committee for LAUSD.
- Volunteer for the Edible Schoolyard project led by Alice Waters.
- Docent for the new Wallis Annenberg Wildlife Crossing in Agoura, Ca.
- Parent Volunteer for the YMCA, Youth & Government, Korea Town, Ca.

EMPLOYMENT:

9/22-Present Master Teacher, Pacific Oaks College & Children's School, Pasadena, Ca
 9/08-Present Professional Growth Advisor, Child Development Training Consortium, Ca
 2000-Present Child Development Specialist, Private Consultant, Los Angeles, Ca.
 2017-2019 Executive Director, Non-profit Cooperative Preschool, Sherman Oaks, Ca

EDUCATION:

Pacific Oaks College	Pasadena, Ca
M.A. Human Development	2023
Specialization: Social Change	
Specialization: Leadership in Education	
Pacific Oaks College	Pasadena, Ca
B.A. Human Development	1999
Specialization: Child Development	

LAUSD Integrated Pest Management Committee

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Your Name: Kristina Jasiukonis, M.A.	Impending Position Title on behalf of LAUSD:	School/Office/or Committee:
Your Primary Outside Employer Pacific Oaks College:	Your Outside Position Title: Master Teacher at the Children's School	Work Phone Number: 626-529-8019
Your Mailing Address: 5153 Vista Del Monte Ave, Sherman Oaks, Ca 91403	Your E-mail Address: Kjasiukonis@gmail.com Kjasiukonis@pacificoaks.edu	Work Fax Number:
Does your Employer do work with or on behalf of LAUSD? If yes, please explain nature and history. No.		

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Kristina Jasiukonis, M.A. Signature *September 7, 2024* Date

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Tuesday, March 4, 2025 at 13:06:50 Pacific Standard Time

Subject: BIO / Resume

Date: Wednesday, October 16, 2024 at 3:32:52 PM Pacific Daylight Time

From: Ryan Storms

To: McLean, Michael

CC:  Robina Schools

CAUTION: EXTERNAL EMAIL

Good afternoon Michael,

Please let the below biographical statement serve as my bio/resume required for my role as Parent Representative on the IPM Committee.

Ryan Storms went to San Diego State University (SDSU), majoring in Criminal Justice, from 2005-2009. From 2009- 2012, Ryan Storms went to Thomas Jefferson Law School, with an emphasis in Alternate Dispute Resolution. Ryan Storms passed the Iowa Bar in 2012. Ryan Storms went to Pepperdine School of Law from 2015-2026, specializing in Alternate Dispute Resolution, L.L.M. Ryan Storms passed the California Bar in 2016. Ryan Storms has maintained both bar licenses in Iowa and California. Ryan Storms currently has three children, ages 2, 7, and 10 years of age, within the school system of LAUSD for his two older children. Ryan Storms has been a PTA member for all years his children has went to grade school and PTA President for two of those years.

Respectfully,
Ryan Storms

LAUSD Integrated Pest Management Committee


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Your Name: Ryan Storms	Impending Position Title on behalf of LAUSD: Parent Representative	School/Office/or Committee: IPM
Your Primary Outside Employer: Department of Homeland Security	Your Outside Position Title: Immigration Officer	Work Phone Number: 619-715-2084
Your Mailing Address: 22345 Lanark Street, Canoga Park CA 91304	Your E-mail Address: Ryan.Storms@yahoo.com	Work Fax Number: N/A
Does your Employer do work with or on behalf of LAUSD? If yes, please explain nature and history. No.		

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Signature

09/09/2024
Date

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Bio: Mitzi Shpak

My commitment to least toxic pest control goes back to my childhood upbringing on our two organic chicken ranches where our natural fly control methods were written up in California Farmer magazine.

As a founding member in 1990 of Action Now, an environmental justice non-profit dedicated to reducing/eliminating the use of toxic pesticides, I was instrumental in the successful effort to cease the practice of broadcast spraying malathion over populated areas in the effort to eradicate the medfly in California. Action Now, along with other organizations went on to campaign the Los Angeles Unified School Board to adopt the Precautionary Principle in its pest control management. That effort was eventually successful when the LAUSD Board adopted the IPM Policy. During this time I received my BSc in Biotechnology, interned at the USEPA in Corvallis OR, interned on the Human Genome Project at Caltech, engaged in cancer research at Beckman Institute City of Hope and The Institute for Genetic Medicine at USC (now Keck) School of Medicine and went on to become Research Assistant to Ed Lewis, 1995 Nobel Laureate in Medicine & Physiology at Caltech where I have recently retired after 23+ years.

As Executive Director of Action Now I have served as an Environmental Representative on the LAUSD IPM Committee since its inception.

LAUSD Integrated Pest Management Committee

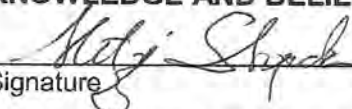
CERTIFICATION OF CONFIDENTIALITY & NO FINANCIAL INTERESTS

Thank you for your interest in supporting LAUSD with your expertise. This certification is intended to maintain integrity in LAUSD decision-making by preserving confidentiality and preventing a conflict of interest between your new official duties and responsibilities for LAUSD and your outside financial, private or personal interests. Please complete and sign the certification, if it is correct and true.

Your Name: MITZI SHPAK	Impending Position Title on behalf of LAUSD: Envirnmental Repreentative	School/Office/or Committee: IPM Committee
Your Primary Outside Employer: Action Now/Caltech	Your Outside Position Title: Executive Director/retired	Work Phone Number: 626-825-9795
Your Mailing Address: 8635 Golden Valey Dr	Your E-mail Address: mmsmshpak@gmail.com	Work Fax Number:
Does your Employer do work with or on behalf of LAUSD? If yes, please explain nature and history. No		

- I understand that working with LAUSD brings me into the public sphere and requires me to ensure that I'm building public trust by observing LAUSD's Code of Ethics and avoiding any appearances of impropriety.
- I hereby certify that neither I, my spouse, nor any dependent child, has received any income totaling over \$500 in the last 12 months from any business entity that would be impacted by my work with LAUSD's **Integrated Pest Management** Committee.
- I hereby certify that neither I, my spouse, nor any dependent child, serves (paid or unpaid) as an officer, director, committee member, or employee of any business entity that would be impacted by my work for or with LAUSD's **Integrated Pest Management** Committee.
- I certify that neither I, my spouse, nor any dependent child, has stock, conducts business, or has other direct or indirect financial interest or liability (i.e. any holding in excess of \$2000), in any business entity that would be impacted by my work for or with LAUSD's **Integrated Pest Management** Committee.
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I CERTIFY THAT THE ABOVE STATEMENTS ARE TRUE AND CORRECT TO THE BEST OF MY KNOWLEDGE AND BELIEF.


Signature

29 August 2024
Date

If you cannot certify or give an affirmative response to the statements above, contact the Ethics Office immediately (213-241-3330). Please provide your completed certification with your electronic signature to: AskEthics@lausd.net

Robina Suwol

818.785.5515

P.O. Box 2756, Toluca Lake, California 91610

Professional Profile

Founder & Executive Director of California Safe Schools

- Education
- Outreach
- Advocacy
- Community Organizing
- Environmental Health
- Environmental Justice

Professional Accomplishments

California Safe Schools (CSS) is a children's environmental health non-profit that achieved national prominence by spearheading the Los Angeles Unified School District's Integrated Pest Management (IPM) Policy, the most stringent pesticide policy in the nation for K-12 public schools and the first to embrace the "Precautionary Principle" and "Right to Know" that led to legislation with the passage of California's Healthy Schools Act. With 26 years of success, the LA Unified IPM policy serves as an international model for school districts and communities nationwide.

On October 6, 2005, Governor Schwarzenegger signed AB 405 (Montanez) sponsored by California Safe Schools. The bill bans experimental pesticides, whose health effects are unknown, from California K-12 public schools. CSS also works closely with diverse communities and regulatory agencies on toxic issues involving air, water, and soil.

Environmental Health & Environmental Justice

- UTNE Magazine named Robina Suwol "One of Fifty Visionaries Changing the World"
- Volvo Award Environmental Finalist (3rd & 5th), Women of Spirit Award
- USEPA Environmental Award, Los Angeles Children's Council Award, Beacon Award
- Charles Gibb Environmental Award, US Pollution Prevention Award
- South Coast Air Quality Management Award, Mayor of Los Angeles Mayor's Award
- WebMD Hero Award, Casa Colina "Helping Helpless Children Award"

Work History

Founder & Executive	California Safe Schools Los Angeles, CA	1998 - Current
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Director

Professional Actress	Los Angeles – NYC Stage, Film, TV	1971 - 1998
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Education

BFA Degree	United States International University, San Diego, California
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Your Name: ROBINA SUWOL	Impending Position Title on behalf of LAUSD: ENVIRONMENTAL Rehabilitation	School/Office/or Committee: IPM
Your Primary Outside Employer: CA SAFE SCHOOLS	Your Outside Position Title: EXECUTIVE DIRECTOR	Work Phone Number: 818 785-5515
Your Mailing Address: 5925 TOBIAS Ave VAN, CA 91411	Your E-mail Address: robinalisesuwol@gmail.com	Work Fax Number:
Does your Employer do work with or on behalf of LAUSD? If yes, please explain nature and history. NO		

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I CERTIFY THAT THE ABOVE STATEMENTS ARE TRUE AND CORRECT TO THE BEST OF MY KNOWLEDGE AND BELIEF.

Signature *Robina Suwol*

Date 8/29/2024

If you cannot certify or give an affirmative response to the statements above, contact the Ethics Office immediately (213-241-3330).
 For more information on this certification with your electronic signature to: AskEthics@lausd.net

ADRIENNE J. QUARRY

5752 CEDROS AVENUE • SHERMAN OAKS, CA 91411
TELEPHONE (714) 244-2863 • E-MAIL ADRIENNEQUARRY@GMAIL.COM

PROFESSIONAL EXPERIENCE

Law Office of Adrienne Quarry, Sherman Oaks, CA *December 2013 – Present*
Litigation Attorney (International Human Rights Law/ Civil Rights)

Litigation Attorney focusing on international and domestic civil rights cases; conduct all phases of litigation through trial and appeal

Law Offices of Dale K. Galipo, Woodland Hills, CA *January 2010 – December 2013*
Litigation Attorney (Civil Rights Law)

Litigation Attorney focusing on federal civil rights cases; conducted all phases of litigation in preparation for trial and appeals in both state and federal court

Schonbrun, DeSimone, Seplow, Harris & Hoffman, LLP, Venice, CA *September 2005 – January 2010*
Litigation Attorney (International Human Rights Law)

Litigation Attorney focusing on international human rights cases; conducted all phases of litigation through trial and appeal; assisted in research and drafting for legal casebook entitled, “International Human Rights Lawyering”

Office of the Federal Public Defender, Santa Ana, CA *June 2004 – August 2004*
Summer Law Clerk (Federal Criminal Defense)

Summer Law Clerk focusing on federal criminal law; drafted motions to exclude unlawfully obtained evidence; drafted legal memoranda on financial transaction fraud, drug trafficking and U.S. Sentencing Guidelines

EDUCATION

The University of Notre Dame Law School, South Bend, IN, 2005

Juris Doctorate

White Scholar; Notre Dame Journal of Law, Ethics & Public Policy (Articles Editor);
American Jurisprudence Award

Georgetown University, Washington, D.C., 2000

Bachelor of Arts in Government

Concentration: International Relations; Minor: Justice and Peace Studies

BOARD OF DIRECTORS/COMMITTEE ASSIGNMENTS

Women’s Community Health Alliance, Board Member *January 2024 – Present*
Integrated Pest Management Oversight Committee, Community Representative *March 2019 – Present*
Valley Waldorf City School, Board Member *2018 – 2022*

PUBLICATIONS

Paul Hoffman & Adrienne Quarry, *The Alien Tort Statute: An Introduction for Civil Rights Lawyers*, Los Angeles Public Interest Law Journal (2010)

LAUSD Integrated Pest Management Committee

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Your Name: Adrienne Quarry	Impending Position Title on behalf of LAUSD: Community Representative	School/Office/or Committee: IPM Committee
Your Primary Outside Employer: Self	Your Outside Position Title: Attorney	Work Phone Number: (818)380-3097
Your Mailing Address: 5752 Cedros Avenue, S	Your E-mail Address: adriennequarry@gmail.com	Work Fax Number:
Does your Employer do work with or on behalf of LAUSD? If yes, please explain nature and history. NO		

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I CERTIFY THAT THE ABOVE STATEMENTS ARE TRUE AND CORRECT TO THE BEST OF MY KNOWLEDGE AND BELIEF.

/s/ Adrienne Quarry
Signature

October 16, 2024
Date

If you cannot certify or give an affirmative response to the statements above, contact the Ethics Office immediately (213-241-3330). Please provide your completed certification with your electronic signature to: AskEthics@lausd.net

JILL GETTO LEE, M.A.

11645 Acama St, Studio City, CA 91604 *(818) 370-2596 * | jgettolee@gmail.com | www.jillgettolee.com

EXECUTIVE SUMMARY

An authentic and forward thinking leader with over 30 years of partnership building and programming experience in nonprofit and community settings. Demonstrated ability to develop collaborative, inclusive educational programs and develop partnerships with a diverse group of organizations. Personable, adaptable, organized and goal-oriented leader who is passionate about quality education and seeing people thrive. Areas of expertise include:

Executive Leader

Child Development Instructor

Public Speaking and Facilitation

Multi-Cultural Instructor

Relationship Building

International Consultant

Mentor Teacher

Trauma Informed Care

Infant & Early Childhood Mental Health
Clinician (IECMHC)

Producer

PROFESSIONAL EXPERIENCE

Union Institute and University

2022 - 2024

Affiliate Professor

- ECS 280 Infant Toddler Programming
- TRST 310 Neurobiology of Trauma

WESTED

IECMHC Consultant Specialist

2024 - Present

- California Infant and Early Childhood Mental Health Consultation (IECMHC) Network
- providing infant and early childhood mental health consultation to early learning and care center-based programs, family child care providers and family, friend and neighbor caregivers across California

Chair, Resources for Infant Educators® (RIE®) Board of Directors

2022 - 2023

- Presides at all meetings of the Board of Directors
- Leads and sets the tone for the Board
- Prepares agendas for Board and Executive Committee Meetings
- Development and positioning of the organization

Resources for Infant Educators® (RIE®), Los Angeles, CA

2012 - Present

Child Development Instructor

- Course instructor for over 45 course sections

Foundations Theory and Observation™ Course Instructor

2016 - Present

- Course instructor for a diverse international student body of childcare directors and staff, in home daycare staff, parents, pediatricians and other professionals
- Organizing and supervising course field work

- Experiential instruction

Before Baby Pre-Natal Course Instructor**2012 - Present**

- Course instructor for expectant couples, waiting to adopt, or thinking about having a baby

Nanny Course Instructor**2016 - Present**

- Teaching a culturally and socioeconomically diverse student body how to optimally care for babies
- Part of a team to develop the Nurturing Nanny™ curriculum

Parent-Infant Guidance Class Instructor**2011 - Present**

- Facilitated over 100 RIE® Center Certified Parent-Infant Guidance Classes with over 700 families
- Each class stays together for two years implementing continuity of care
- Established and maintained private practices in Sherman Oaks at BINI Birth, in West LA At Sinai Akiba Academy, and currently in Echo Park.

Parent Education Workshop Instructor**2012 - Present**

- Titles include: Nursery school selection, How to support the development of empathy in infants, Enforcing boundaries for toddlers, Time in not out, Be better work better, What is the curriculum in a daycare setting?

Orientation Instructor**2011 - Present**

- Conducting orientations for onboarding new and expecting parents and professionals

Mexican American Opportunity Foundation (MAOF)**2017**

- Early Childhood Education Instructor

Mentor® Teacher**2016 - Present**

- Mentored over 78 students

RIE® Board of Directors Program Committee Chairperson**2017- 2023**

- Oversight for over 7 programs, advising and developing curriculum
- Mentored new instructors for how to teach programs
- Responsible for organizing annual RIE Conference and selecting venue
- Responsible for finding and securing keynote speakers and all program content
- Responsible for writing RFP for the annual conference

California Safe Schools Member**2017-Present**

- Los Angeles Unified School District's IPM team member
- Works collaboratively for the past six years surrounding the Los Angeles Unified School Districts groundbreaking pesticide policy
- Works collaboratively with government agencies such as the Environmental Health and Safety Dept., Food Services, California Office of Environmental Health Hazard Assessment and more

Los Angeles County Office of Child Care**2015-Present**

- Registered Consultant for Early Childhood Education

Los Angeles County Office of Child Care**2014-2016**

- Early Childhood Specialist for RACE TO THE TOP Early Learning Challenge (RTT-ELC)

Producer WDIV/TV4, Detroit, Michigan

- Promotional News Producer

Associate Producer Pacific Ocean Post, Santa Monica, CA**1991-1993**

- Associate Producer 'Comic's Only' for Comedy Central

FEATURED SPEAKER

- **Globe Talks TCS Education System** **2023**
 Becoming Who We Are: How the Earliest Years Help Shape Us
- **Association of Child Development Specialists (ACDS-LA)** **2022**
 How to Care for an Infant Respectfully and the Neuroscience that Supports That
- **Annual Resources for Infant Educators Conferences** **2014-2019**
 Various Early Childhood Development topics
- **How Respectful Care leads to Competency and Autonomy** **2019**
 6th International Infant and Toddler Conference, Broken Arrow, OK
- **Setting Babies up for Somatic Authenticity** **2018**
 United States Association for Body Psychotherapy (USABP) Conference: The Science Of Connection , Santa Barbara, CA
- **How to Support the Development of Empathy in Infants** **2018**
 New Zealand Infant and Toddler Consortium, Auckland, NZ
- **Introduction to Respectful Infant-Toddler Care and Somatic Competency** **2018**
 NANNYPALOOZA, Santa Ana, CA
- **Webinar Interview Panel of Experts** **2017**
 The Conscious Parent Summit Webinar
- **Instructor training for teachers of the course curriculum** **2017**
 Curriculum Presentation Pre-Natal Course
- **What Happened to the Children?** **2016**
 NAEYC'S 2016 Annual Conference and Expo, Los Angeles, CA

EDUCATION

M.A., Human Development, Specialization: Early Childhood Education **GPA 4.0**
 Pacific Oaks College - Pasadena, CA

B.S. Psychology, Vocal Music, Theater, Central Michigan University, Mt. Pleasant, MI

2024-2025 UNIVERSITY OF CALIFORNIA DAVIS CPE **2024 - Present**
Infant-Parent Mental Health Fellowship Program in Napa, CA
 Dr. Bruce Perry and Dr. Kristie Brandt: Napa Fellow first ever training in NMT-EC

Dr. Stephen Seligman, A Better Way Training **2023 - Present**
 Academic Learning Group: Meeting the Ongoing Developmental Needs of Children (0-5) in Foster Care

Dr. Terry Marks-Tarlow, Editorial Board American Journal of Play **2020 - Present**
 Academic Learning Group: Awaken Clinical Intuition, Psychology

Dr. Allan N. Schore, UCLA David Geffen School of Medicine **2017 - Present**
 Academic Learning Group: Right Brain Psychotherapy, Psychology

PROFESSIONAL DEVELOPMENT & CERTIFICATIONS

- Parent-Child Interaction (PCI) Feeding Scale:** University of Washington, **2024**
 Parent-Child Relationship Programs at the Barnard Center;
 training February 16-18, 2024; Certified reliable by the UW PCR
 Programs 2-20-24 (for use with children age 0-12 months). Training provided as
 part of the University of California Davis CPE 2024-2025
 Napa Infant-Parent Mental Health Fellowship
- Parent-Child Interaction (PCI) Teaching Scale:** University of Washington, **2024**
 Parent-Child Relationship Programs at the Barnard Center;
 training April 19-21, 2024; Certified reliable by the UW PCR
 Programs 2-20-24. Training provided as
 part of the University of California Davis CPE 2024-2025
 Napa Infant-Parent Mental Health Fellowship
- The Newborn Behavioral Observations (NBO) System** **2024**
 Becoming Brazelton Institute Certified in August 2024
- Neurosequential Model in Reflection & Supervision Training** **2023-2024**
 NMRS Training Dr. Bruce Perry and Kristie Brandt
- Resources for Infant Educators® (RIE®) Certification** **2004-2010**
 RIE® Mentor
 RIE® Center, Los Angeles, CA
 RIE® Professional Development Practicum
 RIE® Professional Series Training (RIE 1-3)
 RIE® Foundations Theory and Observation Provisional Instructor
- Pikler Trainings** **2017-2019**
In Peace with Oneself - In Peace with Others: The beginning of social learning
 Advanced Level Pikler® Training, Los Angeles, CA
Ways of Being with Oneself and with Children, An Atmosphere of Joy A Week with Ute Strub
 Advanced Level Pikler® Somatic Training with renowned physiotherapist Ute Strub

LAUSD Integrated Pest Management Committee

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Your Name: Jill Lee	Impending Position Title on behalf of LAUSD: Community Member	School/Office/or Committee: IPM
Your Primary Outside Employer: Self employed	Your Outside Position Title: IECMHC Infant Mental Health	Work Phone Number: (818) 370-2596
Your Mailing Address: 11645 Acama St, Studio City	Your E-mail Address: jgettolee@gmail.com	Work Fax Number: 818-301-2065
Does your Employer do work with or on behalf of LAUSD? If yes, please explain nature and history. No		

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I CERTIFY THAT THE ABOVE STATEMENTS ARE TRUE AND CORRECT TO THE BEST OF MY KNOWLEDGE AND BELIEF.

Jill Lee
Signature

9-5-2024
Date

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David Poplin

CV

Employment History

June 2016-Present **Structural Entomology Services**- President

- Urban Structural Forensic Pest Management Consulting/Subject Matter Pest Expert

September 2014-Present **Los Angeles Unified School District**- Pest Expert/IPM Consultant

- Provide education on pest identification, treatment recommendations, IPM Best Practices. Attend IPM monthly committee district meeting.

May 2013-Present **CDS Services Inc/Legion Pest Management**- President/CEO

- Hire, train, and supervise staff. Provide guidance on IPM Pest Best Practices and Standard of Care. Perform site inspections and oversee business operations.
- Government Contracting Pest Control Services with over 30 federal contracts.

January 2006-April 2013 **Joshua's Pest Control**- General Manager

- Hire, train and supervise staffing. Managed over 35 employees. Created training and service protocols. Oversee branch operations.

February 2003-December 2006 **Terminix International**- Branch Sales Manager

- Oversee operations, sales, and training. Provided training on pest and termite control services. Managed over 30 employees.

Licenses

California Department of Pesticide Regulation- QAL 114952, Qualified Applicator, A/B (2007)

California Structural Pest Control Board- OPR 9563, Operator Branch 2 (General Pest) & Branch 3 (Termite) (1992)

Arizona Department of Pesticide- QM 30058, Qualified Operator Pest & Termite (2005)

Oregon Department of Agriculture- AG-L1057546CPO Commercial Pest (2019)

Professional Certifications

Entomological Society of America- National Certification #A0651, **Associate Certified Entomologist ACE** (2013)

Continuing Education

I attend on-going continuing education annually to keep abreast of pest identification and best control practices. I am required to obtain 10-20 hours every year to maintain my pest licensing and ACE certification.

Past Experience

David Poplin

2014- Mah v Terminix in California-Termite case, Hired by Plaintiff Mah

2017- Molina Healthcare v Newkirk in California, Fleas/biting pest case, Hired by Defendant Attorney Rachel Rezabelk, Sidley Austin LLP

2017- Lopez-Inigues v Sadaghiani in California, Termite/Habitability case, Hired by Defendant Attorney Karen Harmeling, Procter & Shyer LLP

2018- David v Bodenmueller in California, Termite case, Hired by Defendant Attorney McCormick Barstow LLP

2018- Olga L Sanchez v Ruben Silva in California, Termite case, Hired by Defendant Attorney, Grant, Genovese & Baratta

2018-Austin v Rancho Gabriela HOA in Arizona, Gopher case, Hired by Defendant Attorney, Resnick & Louis PC. (D)

2018- Alesandru v Ramezanbeogi in California, Rodent case, Hired by Defendant Attorney Phillips, Spallas & Angstadt, LLP

2018- Anna Watson v Kenneth Agee in California, Bed Bug case, Hired by Defendant Attorney Kutak Rock, LLP

2018- Idah v Weiselman in California, Termite case, Hired by Defendant Attorney Yoka & Smith LLP

2018- Jennifer Vizcarra v San Bernardino Unified School District in California, Gopher case, Hired by Plaintiff Attorney, The Dominguez Firm Inc. (D)

2018- Neil Hunt v Nikki Poltorak in California, Bed Bug case, Hired by Defendant Attorney Lewis Brisbois Bigaard & Smith

2018- Orgin v Carlton in California, Habitability case, Hired by Defendant Attorney Fisher & Wolfe LLP

2018- Lyra B. Partch v Walker in California, Rodent case, Hired by Plaintiff Attorney Fierstadt & Mans

D- Deposition
T- Trail

2018- Richard Cox v Desert Pest Control in Nevada, Pesticide Application case, Hired by Defendant Attorney Gary P Sinkeldam APC (D)

2018- Armia Samvele Yonan v Tavar Termite Pest Control in California, Bed Bug case, Hired by Defendant Attorney Berman, Berman & Berman LLP

2019- Coyle v Mission Inn in California, Spider Case, Hired by Plaintiff Attorney, Law office of Thomas Dempsey

2019- Daniel Nazarian v Kian Raefi in California, Rodent Case, Hired by Plaintiff Attorney, Travillion Law Group APC

2019- Garcia v Brites in California, Rodent Case, Hired by Plaintiff Attorney Stark, Friedman & Chapman LLP

2019- Pham v Team Termite Pest in California, Pesticide Application case, Hired by Defendant Attorney The Lee Law Group PC

2019- Savannah v Grey in California, Habitability case, Hired by Defendant Attorney Phillips, Spallas & Angstadt, LLP

2019- Miranda v Arthur in California, Habitability case, Hired by Plaintiff Attorney The Law Offices of L. Paul Mankin

2019- 225 W 25th St in California, Habitability case, Hired by Plaintiff Attorney Castelblanco Law Group

2019- 10517 S Main St in California, Habitability case, Hired by Plaintiff Attorney Castelblanco Law Group

2019- Estrada v Casa in California, Habitability case, Hired by Plaintiff Attorney Lewis BrisBois

2019- Evans v Brady in California, Habitability case, Hired by Plaintiff Attorney Ivy Crest Attorneys

2020- Asuncion v. Kolderup in California, Habitability case, Hired by Plaintiff Attorney Mathew Davis

2020 Insurance Claim in California, Rodent case, Hired direct by Bamboo Insurance

2020- Carl Burke v. Payne Pest Management in California, Fumigation Case, Hired by Plaintiff Attorney Collup Lawyers

2020- Cooper, Nakee v. Lee, et al in California, Habitability case, Hired by Defendant Attorney D- Deposition
T- Trail

Kimberly Thompson.

2020- Daw, et al. v. Essex Management Corporation, et al. in California, Rodent Case, Hired by Plaintiff Attorney Law Office of Timothy M. Ghobrial

2020- Herold v. Surfcrest Corp in California, Fumigation Case, Hired by Plaintiff Attorney Soleiman, APC

2020- Nelson v. Housing Authority of the City of Oakland in California, Habitability case, Hired by Defendant Attorney Bill Ford

2020- Steven Barlow v. Top Termite Company in California, Fumigation Damage case, Hired by Plaintiff Law Offices of Ned E. Tolbert

2021- Cuevas, et al. v. Harlor Management, Inc., et al. in California, Habitability case, Hired by Defendant Attorney Kimberly Thompson

2021- Abrego v. BJN, LLC, California, Termite Damage case, Hired by Defendant Attorney Shari S Daneshrad

2021- Barrundia v. Yucca Arms; Jay De Miranda, California, Habitability case, Hired by Defendant Attorney Ticker McCliman

2021- Cse v. Kapu-Properties, Termite Damage case, in California Hired by Defendant Maryam Arshad

2021- Laura Shapiro, et al. v. Morad Ben Neman et al., California, Habitability case, Hired by Defendant Fisher & Wolfe

2021- Sandoval, et al. v. Singh, et al, California, Habitability case, Hired by Defendant Lewis Brisbois

2021- Valdez v. Chien, California, Habitability case, Hired by Defendant attorney

2021- Garcia, et al v. Brites, California, Rats/Mice Habitability case, Hired by Defendant Sutton Pierce

2022- Bloodgood v. The Belamar Hotel, et al, California, Bed Bug case, Hired by Plaintiff Victor Casco

2022- Ramirez v Eagle Investments LLC, California, Cockroach

2022-2023 Coe er al v. Crosslines, Kansas Bed Bug case, Hired by Defendant Attorney Daivd Frye Lathrop GPM LLP (D) (T)

2022 Molly Tolins, et al. v. Ernesto Sanchez, et al, Rodent case, Hired Defendant Attorney David Tillotson LPS Law Group (D) (T)

2023 Brinkley, et al. v. Claridge Hotel, LLC, et al, Bed Bug/Standard of Care, Hired Defendant Attorney Gayle Kono Mokri Vanis & Jones, LLP

D- Deposition

T- Trail

2023 Jace, et al. v. Kalfaya, California Habitability case, Hired by Defendant attorney Claude Kaloustian Sutton Pierce

2023 Juarez v. City of Dublin et al California, Gopher Case Hired by Defendant attorney Christopher Campbell Tyson & Mendes Group

2023 Kort v. Lee California Termite Damage/Standard of Care Hired by Plaintiff attorney Patrick Blair Legal Solutions 2U

2023 Olenik, et al. v. Inns of Cannery Row - Spindrift, et al California Bed Bugs/Standard of Care, Hired by Defendant firm Sutton Pierce

2023 Sandoval v. Kunitsa, et al California Bed bugs, Hired by Defendant firm Sutton Pierce



Structural Entomology Services

A Division of CDS Services Inc.

David Poplin

Associate Certified Entomologist & Subject Matter Pest Expert

Mr. Poplin has been licensed within the pest control industry since 1992. Currently he is licensed with the California Structural Pest Control Board (OPR 9653, Branches 2 & 3) and the Arizona Department of Pesticide (QM 30058- B1, B2 & B8). These are licenses in Structural Pest and Termite. He also holds a California Department of Pesticide Regulation license (QAL 114952 A & B) in Residential and Landscape Maintenance.

He is a National certified by the Entomological Society of America as an Associate Certified Entomologist (ACE # A0651).

Since 2013, Mr. Poplin has been Los Angeles Unified School District’s Pest Expert and IPM Consultant.

Subject Matter Pest Expert in Bed Bugs, Cockroaches, Rodents and Termites. He specializes in habitability cases with experience in plaintiffs and defendant cases.

Experience

- 30 years of Pest Control Industry
- 6 years Subject Matter Pest Expert Experience
- Deposition & Report Creation Experience
- IPM Pest Consultant, Standard of Care and Best Practices Experience

Education/Continuing Education

California Structural Pest License- Requires 20 Educational Hours every three years for renewal.

California Agricultural License- Requires 16 Educational Hours every two years for renewal.

Arizona Structural Pest License- Requires 12 Educational Hours every year for renewal.

ACE Certification- Requires 15 Educational Hours every three years for renewal.

Service Rates

Case Work.....\$350.00 per hour	Deposition/Trail.....\$450.00 per hour
Travel.....\$125.00 per hour	Recorded Expert Case Delegation\$1,500.00

*Services offered throughout the United States. Minimum deposit \$2,000.00. See agreement for details.

Education • Consulting • Expert Witness

39520 Murrieta Hot Springs Rd • #219-210 • Murrieta, CA 92563

951.219.6588

expert4pest.com

David Poplin, ACE



LAUSD Integrated Pest Management Committee

CERTIFICATION OF CONFIDENTIALITY & NO FINANCIAL INTERESTS

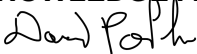
Thank you for your interest in supporting LAUSD with your expertise. This certification is intended to maintain integrity in LAUSD decision-making by preserving confidentiality and preventing a conflict of interest between your new official duties and responsibilities for LAUSD and your outside financial, private or personal interests. Please complete and sign the certification, if it is correct and true.

Your Name: David Poplin	Impending Position Title on behalf of LAUSD: Independent Pest Expert	School/Office/or Committee: IPM
Your Primary Outside Employer: CDS Services Inc.	Your Outside Position Title: CEO/Subject Matter Pest Expert	Work Phone Number: 951-219-6588
Your Mailing Address: <small>39520 Murrieta Hot Springs Rd 219-210 Murrieta, CA 92563</small>	Your E-mail Address: David@legionpest.com	Work Fax Number: N/A

Does your Employer do work with or on behalf of LAUSD? If yes, please explain nature and history.
 Yes, CDS/David Poplin is the LAUSD current Independent Pest Expert since around 2014. Additionally, CDS in 2023-24 was hired as a subcontractor by prime contractor Blankenship for LAUSD to update IPM Policy and Manual. LAUSD legal confirmed there was no conflict of interest for this service.

- I understand that working with LAUSD brings me into the public sphere and requires me to ensure that I'm building public trust by observing LAUSD's Code of Ethics and avoiding any appearances of impropriety.
- I hereby certify that neither I, my spouse, nor any dependent child, has received any income totaling over \$500 in the last 12 months from any business entity that would be impacted by my work with LAUSD's **Integrated Pest Management** Committee.
- I hereby certify that neither I, my spouse, nor any dependent child, serves (paid or unpaid) as an officer, director, committee member, or employee of any business entity that would be impacted by my work for or with LAUSD's **Integrated Pest Management** Committee.
- I certify that neither I, my spouse, nor any dependent child, has stock, conducts business, or has other direct or indirect financial interest or liability (i.e. any holding in excess of \$2000), in any business entity that would be impacted by my work for or with LAUSD's **Integrated Pest Management** Committee.
- I certify that I do not know of any other matters, including family or personal relationships, as defined by Section 8 of LAUSD's Code of Ethics which might give rise to an apparent or possible conflict of interest involving my work for or with LAUSD's **Integrated Pest Management** Committee.
- I certify that I am not engaged in lobbying activities to influence LAUSD officials in their decision-making for LAUSD.
- I certify that I do not perform any other work or activities (including consultantships or other non profit or government work) that would conflict with my official duties on behalf of LAUSD's **Integrated Pest Management** Committee.
- I am aware of the prohibitions regarding gift acceptance (no gifts totaling over \$100 in the past 12 months, or in a calendar year) from any business entity with whom I may work with through the course of my duties on behalf of LAUSD's **Integrated Pest Management** Committee, and I certify that these prohibitions have not and will not be violated.
- I commit to maintaining confidentiality of information as required, so that my participation as an **Integrated Pest Management** Committee member will not result in personal or private advantage or gain.
- Finally, I understand it is my responsibility when the occasion arises to immediately disclose any known or possible conflicts or ethics concerns to my committee leadership or to LAUSD's Ethics Office, so that an assessment can be made as to whether or not I need to disqualify myself from further actions.

I CERTIFY THAT THE ABOVE STATEMENTS ARE TRUE AND CORRECT TO THE BEST OF MY KNOWLEDGE AND BELIEF.



 Signature

10-2-2024

 Date

If you cannot certify or give an affirmative response to the statements above, contact the Ethics Office immediately (213-241-3330). Please provide your completed certification with your electronic signature to: AskEthics@lausd.net

CLARENCE MONTECLARO, MD, MBA, MPH, MHDS, BS

Family Medicine & Clinical Informatics Board Certified

5631 Alix Ct, Torrance, CA 90503 ♦ 310.259.9461 ♦ clarence_monteclaro@yahoo.com

LEARN. CARE. MATTER.

Every project initiated and every person served is a testament to what drives me to care and be more for our communities. With a passion to learn, care, and matter, I seek opportunities to share knowledge, build collaboration, and empower all people as change leaders. For my community to be well, there will always be a path forward and more to be done.

Let us lead the way.

PROFESSIONAL & COMMUNITY LEADERSHIP

9/2024-present	Community School Garden Committee Chair – Victor Elementary School
08/2023-present	Associate Medical Director of Quality Improvement, DPH LA County, Department of Medical and Dental Affairs
02/2022-08/2023	Associate Medical Director of Quality Improvement, DPH LA County Clinic Services
09/2020-02/2022	Lead Physician, COVID-19 Emergency Outbreak Management, Persons Experiencing Homelessness, DPH LA County
05/2020-08/2020	Physician Specialist, COVID-19 Emergency Outbreak Management, DPH SPA 3 & 4
09/2020-12/2024	Board Member, LAUSD Bond Oversight Committee, PTSA 10 th District
03/2020-present	Co-Chair, Los Angeles County DHS Pulmonary Workgroup
12/2019-04/2020	Physician Specialist, DPH SPA 5 & 6, Martin Luther King, Jr. Tuberculosis/Sexual Health Clinic
08/2018-present	Principal Investigator, The Lundquist Institute
08/2018-present	Physician Staff Associate, Harbor-UCLA Medical Center, Dept. of Family Medicine
04/2016-12/2022	CEO & Principal Investigator, Monteclaro Medical Services, Inc.
09/2014-12/2019	Lead Physician, Wilmington Family Health Center, DHS LA County
08/2014-06/2019	Commissioner, City of Carson, Community Civic Engagement Board
08/2013-08/2014	Consultant Physician, Long Beach Comprehensive Health Center, DHS LA County
03/2013-12/2019	Community School Garden Director – Stephen White Middle School
08/2010-06/2013	Resident Physician, Harbor-UCLA Medical Center, Family Medicine Residency
03/2011-present	President, Monteclaro Cultural & Community Medicine Foundation, Inc. 501(c)3

CERTIFICATIONS & EDUCATION

01/2023-present	American Board of Preventive Medicine – Clinical Informatics Certification
02/2013-present	American Board of Family Medicine Certification
11/2012-present	Surgeon & Physician Medical License, Medical Board of California
10/2022-10/2023	Massachusetts Information Technology, Blended Leadership Certification: Chief Technology Officer
05/2019-present	Certification in Horticultural Therapy, Colorado State University
11/2018-11/2022	UCCE Master Gardener Certification, Los Angeles County
11/2019-11/2020	Advanced Certified Autism Specialist
11/2016-11/2026	DEA Certification
05/2023-05/2025	BLS & First Aid
11/2019-11/2021	CPR Instructor Certification
08/2021-05/2025	USC Rossier Doctor of Education in Organizational Change & Leadership, expected EdD degree May 2025

08/2020-05/2022	Cedars-Sinai Graduate School of Biomedical Science, Master of Health Delivery Sciences
08/2019-05/2021	UCLA Fielding School of Public Health, Community Health Sciences, Master Public Health
08/2013-05/2015	UC Irvine, Paul Merage Business School, Health Care Master of Business Administration
08/2010-06/2013	Harbor-UCLA Medical Center, Family Medicine Residency Program
08/2006-06/2010	Medical College of Wisconsin, Doctor of Medicine
08/1998-03/2003	UCLA, Bachelor of Science in Psychobiology, <i>Magna Cum Laude</i>

LANGUAGES

Medical Spanish

REFERENCES

- Dr. Jeffrey Barbosa, Medical Director, Long Beach Comprehensive Health Center, DHS LA County
Tel: 562.599.8601 E-mail: jbarbosa@dhs.lacounty.gov
- Gema Morales-Meyer, Director of Clinic Services, DPH LA County
Tel: 213.587.0846 E-mail: gemeyer@ph.lacounty.gov
- Dr. Julie Higashi, Medical Director, Tuberculosis Control Program, DPH LA County
Tel: 213-745-0842 E-mail: jhigashi@ph.lacounty.gov
- Dr. Leo Moore, Area Medical Director, SPA 1,2, 3,4, DPH LA County
Tel: 747.256.3158 E-mail: lmoore@ph.lacounty.gov

PUBLICATIONS

- Ravindranath, M. H., Saravanan, T. S., Monteclaro, C. C., Presser, N., Ye, X., Selvan, S. R., & Brosman, S. (2006). Epicatechins purified from green tea (*Camellia sinensis*) differentially suppress growth of gender-dependent human cancer cell lines. *Evidence-Based Complementary and Alternative Medicine*, 3.
- Monteclaro, C., Liggins, M. and Civen, R. (2020). Commentary on “Child Daycare Exposure to COVID-19 Positive Teacher In Los Angeles,” *Pediatrics*, April 2020, e20200834, DOI: <https://doi.org/10.1542/peds.2020-0834>
- Monteclaro, C. (2021). Horticultural Therapy as Fall Prevention Among Community-Dwelling Older Adults. Masters in Public Health thesis. Fielding School of Public Health, University of California, Los Angeles.
- Monteclaro, C. (2022). Adapting Horticultural Therapy as Fall Prevention Among Community-Dwelling Older Adults. *Journal of Horticultural Therapy*.
- Monteclaro, C. (2022). Cost-Effectiveness Analysis of Lung Cancer Screening Among Black Men in Los Angeles County. Masters in Health Delivery Sciences capstone. Cedars-Sinai School of Biomedical Sciences. Presented April 4, 2022.
- Monteclaro, C. (2023). EdD Dissertation Proposal Defense: Exploring the Practice of Equitable Lung Cancer Screening for Black Men at Increased Risk in an Under-Resourced Healthcare Setting.
- Monteclaro, C. (2024). Estimating Ro for Dengue Fever in Los Angeles County. (Manuscript pending submission)

Acknowledgement in *Investigation of a Suspect SARS-CoV-2 and Influenza A Mixed Outbreak: Lessons Learned for Long-Term Care Facilities Nationwide*. Caroline A., et al. Acknowledgments: Thank you to Sharon Balter, Elizabeth Traub, Hector Rivas, Juan Lopez, Taylor Burleson, Kathryn Siemers, Sylvie Inkindi, Stuart Smith, Margie Morgan, Shruty Parti, Daniel

Bellosillo, Clarence Monteclaro, Jörn Winter; Los Angeles County Department of Public Health; Los Angeles County Public Health Laboratory; Facility A staff members, nurses, and administration.

SUPERVISOR RESPONSIBILITIES

- DHS: Lead Physician for Wilmington Health Center supervising 2 Medical Providers, 2 Nurse Practitioners, and 5 Clinical Nurse Assistants
- DPH: Associate Medical Director of Quality Improvement supervising 4 Medical Providers and 5 Nurse Practitioners

CLINICAL PATIENT CARE

- Hollywood-Wilshire Health Center Tuberculosis clinical care
- Martin Luther King, Jr. Health Center Tuberculosis clinical care
- Whittier Health Center Sexual Health clinical care
- Quarterly 7-day Department of Public Health Duty Officer call

QUALITY IMPROVEMENT PROJECTS

- Problem-based root cause analysis and organizational gap analysis in DPH Clinic Services:
 - Established divisional clinic services goals
 - Conducted key informant surveys and interviews on existing clinical work practice
 - Reported Quarterly divisional clinic services quality improvement reports for all divisional staff
 - Produced quality improvement MS Teams page for inventory and clinic staff reference
- Public Health National Accreditation quality performance measures and report chief:
 - Insurance status, demographics, and clinical diagnosis for the first 50 visits in 2023 at each sexual health clinic county-wide
 - Produced Clear Impact Patient Experience Survey 2016-2023 analysis and report
 - Produced Clear Impact 3rd Quarter syphilis cases management and treatment after-hours in general, among pregnant women, and among teens for analysis and report
- Focused investigations and practice interventions in Patient Care Management:
 - Project 1: Time study at Whittier HC Sexual Health Clinic (SHC) using intake survey for analysis and report
 - Project 2: Time study on use of MS Teams TB Provider Consultation Sessions for SPA 6 & 8 for analysis and report
 - Project 3: Time study for urgent post-discharge TBE visit in 7 days for analysis and report
 - Project 4: Time study for outside film radiographic uploads of B1 Alien Referrals for analysis and report
 - Project 5: Pilot study on the accounting of direct observational therapy and impact on timely treatment management
 - Project 6: Billing and coding provider training to address backlog of denied direct observational therapy services due to insufficient documentation
 - Project 7: Billing and coding provider training on denied RPR test charges under Z11.3 ICD-10 code, requiring Z09 code
 - Project 8: Billing and coding provider training on denied HIV test charges under Z11.3 ICD-10 code, requiring Z11.4 code
- Focused investigations and practice interventions in Personnel Management:
 - Project 10: Work experience staff survey for analysis and review
 - Project 11: Contributed to Just Culture Rapid Cycle Improvement Project in SPA 6 & 8
 - Project 12: Piloted daily huddles at Hollywood/Wilshire Chest Clinic
 - Project 13: Addressed protocol for clinical management staff coverage
 - Project 14: Pilot communication Board at Hollywood/Wilshire

- Project 15: Standardized workflow for urgent or emergent triggers to activate rapid response
 - Project 16: Pilot handling of appointment reminders to reduce broken appointment clinic visits
 - Project 17: Pilot hybrid TB case clinical management between the private provider and DPH direct observational therapy services
- Developed clinical policies and workflows in collaboration with multiple DPH division leaders:
 - Revised procedural policy to permit 3-HP self-administered therapy dosing for LTBI treatment
 - Developed procedural policy for Chest Radiography Orders and Pregnancy Screening
 - Developed inter-departmental protocol for Neurosyphilis consultation services
 - Reinforced inter-departmental protocol for use of patient lists due to lack of empanelment
 - Developed inter-department protocol for urgent and non-urgent patient care communications
 - Developed inter-department protocol for urgent scheduling of specialty clinic provider visits in 7 days
 - Developed inter-department protocol for anti-tuberculosis direct observational therapy dose tracking
 - Drafted inter-department protocol for the timely initiation of anti-TB window prophylaxis
 - Drafted inter-department protocol for the provision of anti-tuberculosis treatment in residential facilities
 - Drafted CLIA waived point-of-care standard operating procedures for DPH clinical operations:
 - Urine hCG Pregnancy Test
 - Siemens Multistix Urine Dipstick
 - Syphilis Health Check Test – Fingerstick
 - INSTI HIV-1/HIV-2 Antibody Test – Fingerstick
 - Mediated Department of Public Health interests with Health Information Management (HIM) Committee:
 - Approved paper form upload of tuberculosis medication administration record
 - Approved collaborative agreement form for the concurrent direct observational therapy of anti-retroviral and anti-tuberculosis medications
 - Proposed electronic medical record ad hoc form to streamline direct observational therapy dose tracking
 - Proposed revised categorical uploading of bulk outside medical record for more organized reference
 - Customer Service
 - Drafted Patient Rights Poster in coordination with the Communications Department
 - Produced Clinic Service on-line customer experience survey for feedback analysis and review

SKILLS & TRAININGS

- Organizational Change and Leadership with focus on Diversity, Equity, Inclusivity
 - Doctor of Education in Organizational Change and Leadership
 - Master's in Business Administration in Health Care
 - Master's in Health Delivery Science
- Population At-Risk Management and Health Prevention
 - American Board Family Medicine board certification
 - Master's in Public Health, Community Medicine
 - Lead Physician, LA County DHS, Wilmington Health Center
 - Lead Physician, COVID-19 Outbreak Management among persons experiencing homelessness
 - Senior Physician, Clinical Tuberculosis and Sexual Health Infectious Disease
- Clinical Informatics and Data-Informed Clinical Decision Making
 - Associate Medical Director of Quality Improvement, LA County DPH
 - American Board of Preventive Medicine board certification in Clinical Informatics
 - Chief Technology Officer MIT Certification
 - Clear Impact Scorecard, Excel, TreeAge, SPSS, R

- Survey Monkey, Qualtrics
- Community Organizations
 - Director of the Community Youth Garden at Stephen M. White Middle School
 - Chair of the Community School Garden Committee at Victor Elementary School
- Zoom, MS Teams, Outlook, Excel, Word, Power Point, Share Point, PechaKucha

LAUSD Integrated Pest Management Committee


CERTIFICATION OF CONFIDENTIALITY & NO FINANCIAL INTERESTS

Thank you for your interest in supporting LAUSD with your expertise. This certification is intended to maintain integrity in LAUSD decision-making by preserving confidentiality and preventing a conflict of interest between your new official duties and responsibilities for LAUSD and your outside financial, private or personal interests. Please complete and sign the certification, if it is correct and true.

Your Name: Clarence Monteclaro	Impending Position Title on behalf of LAUSD: IPM Board Member	School/Office/or Committee: Harbor Gateway 10th District
Your Primary Outside Employer: Los Angeles County, Department	Your Outside Position Title: Senior Physician	Work Phone Number: 323-354-8519
Your Mailing Address: 5631 Alix Court, Torrance, CA	Your E-mail Address: clarence_monteclaro@yahoo.com	Work Fax Number:
Does your Employer do work with or on behalf of LAUSD? If yes, please explain nature and history. Yes, LAUSD in partnership with LADPH hosting Student Wellbeing Centers on selected campuses throughout the District.		

- I understand that working with LAUSD brings me into the public sphere and requires me to ensure that I'm building public trust by observing LAUSD's Code of Ethics and avoiding any appearances of impropriety.
- I hereby certify that neither I, my spouse, nor any dependent child, has received any income totaling over \$500 in the last 12 months from any business entity that would be impacted by my work with LAUSD's **Integrated Pest Management** Committee.
- I hereby certify that neither I, my spouse, nor any dependent child, serves (paid or unpaid) as an officer, director, committee member, or employee of any business entity that would be impacted by my work for or with LAUSD's **Integrated Pest Management** Committee.
- I certify that neither I, my spouse, nor any dependent child, has stock, conducts business, or has other direct or indirect financial interest or liability (i.e. any holding in excess of \$2000), in any business entity that would be impacted by my work for or with LAUSD's **Integrated Pest Management** Committee.
- I certify that I do not know of any other matters, including family or personal relationships, as defined by Section 8 of LAUSD's Code of Ethics which might give rise to an apparent or possible conflict of interest involving my work for or with LAUSD's **Integrated Pest Management** Committee.
- I certify that I am not engaged in lobbying activities to influence LAUSD officials in their decision-making for LAUSD.
- I certify that I do not perform any other work or activities (including consultancies or other non profit or government work) that would conflict with my official duties on behalf of LAUSD's **Integrated Pest Management** Committee.
- I am aware of the prohibitions regarding gift acceptance (no gifts totaling over \$100 in the past 12 months, or in a calendar year) from any business entity with whom I may work with through the course of my duties on behalf of LAUSD's **Integrated Pest Management** Committee, and I certify that these prohibitions have not and will not be violated.
- I commit to maintaining confidentiality of information as required, so that my participation as an **Integrated Pest Management** Committee member will not result in personal or private advantage or gain.
- Finally, I understand it is my responsibility when the occasion arises to immediately disclose any known or possible conflicts or ethics concerns to my committee leadership or to LAUSD's Ethics Office, so that an assessment can be made as to whether or not I need to disqualify myself from further actions.

I CERTIFY THAT THE ABOVE STATEMENTS ARE TRUE AND CORRECT TO THE BEST OF MY KNOWLEDGE AND BELIEF.


Signature

9/8/2024
Date

If you cannot certify or give an affirmative response to the statements above, contact the Ethics Office immediately (213-241-3330). Please provide your completed certification with your electronic signature to: AskEthics@lausd.net

Return to Order of Business

TAB 23



Board of Education Report

File #: Res-056-24/25, Version: 2

Agenda Date: 4/8/2025

In Control: Board of Education

Mr. Melvoin, Ms. Ortiz Franklin - Creating a More User-Friendly LAUSD by Digitizing District Processes (Res-056-24/25) (Noticed March 11, 2025) **VERSION 2**

Whereas, The Los Angeles Unified School District (District) is committed to being the district of choice for families;

Whereas, In 2017, the Governing Board of the Los Angeles Unified School District ~~Board of Education~~ (Board) unanimously passed Res-016-17/18, “TECH App: Transforming Engagement via Communication Hubs: Creating a New LAUSD App” which directed the District to create and maintain a District-wide smartphone app so that families could easily access, navigate, and provide meaningful input regarding information that is important to them in supporting their children’s academic success;

Whereas, The District uses the learning management system, Schoology, where students can monitor their grades and upload their assignments in a digital environment; and where parents can access their student’s grades, Individual Education Plans, and school announcements, complete magnet applications, and access other pertinent information about their students and schools through the parent portal, a digital platform;

Whereas, The District has started modernizing its systems. A recent Transportation modernization request for proposal sought “equipment and services to deliver modern systems to support operations of school buses and trucks of varying sizes.” And the District’s YumYummi application now allows parents and families to view daily, weekly, and monthly school meal offerings online. Departments across the District-including schools and offices-should utilize modern systems to support their operations;

Whereas, While the District has begun modernizing its processes, many District systems remain outdated and duplicative, often relying on hard copies, manual data entry, and antiquated processes. For example, families complete the same emergency contact information year after year, with no option to digitally submit pre-populated information from the previous year. These systems create frustrations for busy employees, parents, and community members;

Whereas, Access to efficient and transparent online systems is especially important in 2025. We live in an increasingly digital world where you can order food online and pay with a mobile application, apply for a passport, and renew a driver's license or identification card. While the District has worked towards eliminating the digital divide, families do not have the option to make credit card payments online, utilize online booking systems, or complete annual enrollment forms online;

Whereas, Digitizing not only has positive environmental impacts due to the limited need for paper copies, but it also frees up schedules for other essential job functions and student support;
Whereas, Pillar 4D of the Strategic Plan focuses on operational effectiveness and includes updating processes and policies to strengthen student enrollment and academic success;

Whereas, The District has yet to digitize many internal systems and processes which causes delays and leads to frustration for families, community members, and staff. These outdated systems and processes include, but are not limited to:

- School enrollment;
- Emergency cards;
- Permission forms (i.e., field trip slips);
- Recording excused absences;
- Special Education reimbursement;
- Early Education Center payments;
- Leasing and civic center permits and payment;
- Transportation attendance and routes;
- Timesheet and mileage forms;
- Absence for illness and non-illness, family illness, and new child leave forms;
- TB Compliance forms;
- Cumulative records;
- Expanded learning sign-in and out forms

Whereas, The recent wildfires damaged thousands of hard copy cumulative records, emergency forms, and other critical documents that weren't yet digitized; and

Whereas, The time it takes to process paper copies and physical receipts has put the District at risk for being out of compliance with mandated timelines; now, therefore be it

Resolved, That the Los Angeles Unified District (District) shall:

- Conduct an audit of all its current systems and processes-both internal and external-to determine which can be digitized and modernized for ease of use and provide a report on the findings to the Governing Board of the Los Angeles Unified School District ~~Board of Education~~ (Board) within 60 days;
- Develop a plan to digitize and modernize the processes listed above-and others identified in the audit-and eliminate paper applications as the primary method for submission of documents and information for anything that is not expressly required by law by June 30, 2025. While parents and guardians and staff shall still have an option to complete forms via hard copies, digital systems and processes shall be prioritized;
- Conduct stakeholder and community feedback sessions by October 2025 with parents and guardians, District staff, and vendors and partners to gather input on modernization efforts;
- Fully implement the plan with all systems and processes digitized before school year 2026-27, with quarterly updates to the Board until that process is complete.

Return to Order of Business

TAB 24



Board of Education Report

File #: Res-063-24/25, **Version:** 1

Agenda Date: 4/8/2025

In Control: Board of Education

Dr. Rivas - Honoring Dolores Huerta: Advancing Educational Equity, Civic Engagement, and Leadership for the Next Generation (Res-063-24/25) (Waiver of Board Rule 72)

Whereas, Dolores Clara Huerta, born on April 10, 1930, has dedicated her life to advocating for workers' rights, social justice, and civic engagement, empowering historically marginalized communities;

Whereas, As a teacher in Stockton, California, she witnessed firsthand the economic and social injustices faced by farmworker families, leading her to become a lifelong advocate for their rights;

Whereas, Huerta co-founded the National Farm Workers Association, later known as the United Farm Workers (UFW), alongside César Chávez, Larry Itliong, Philip Vera Cruz, Pete Velasco and Andy Imutan, organizing workers for fair wages, better working conditions, and legal protections, and was instrumental in securing the passage of the California Agricultural Labor Relations Act of 1975;

Whereas, Huerta founded the Dolores Huerta Foundation in 2002, dedicated to training new generations of grassroots organizers and advancing policies that promote education, economic opportunity, and civic engagement for underrepresented communities;

Whereas, Her legacy includes the iconic call to action “¡Sí Se Puede!” (Yes, We Can!), which continues to inspire individuals and movements striving for equity and justice;

Whereas, In recognition of her lifelong contributions, Governor Jerry Brown signed Assembly Bill 2644 in 2018, establishing April 10th as Dolores Huerta Day in California, encouraging public schools and institutions to educate students about her impact;

Whereas, Schools play a vital role in fostering civic awareness, leadership, and advocacy skills through culturally relevant curriculum, student-led initiatives, and community service-learning opportunities;

Whereas, The Los Angeles Unified School District’s (District) Strategic Plan prioritizes eliminating opportunity gaps and advancing academic excellence by ensuring all students, especially those from historically underserved communities, receive the targeted support, enrichment, and rigorous instruction needed to thrive; and

Whereas, Dolores Huerta’s lifelong advocacy for educational equity and civic engagement has empowered generations of students, particularly young women and girls of color, to become leaders in their schools and communities, aligning with the District’s commitment to fostering inclusive, high-quality academic experiences that prepare all students for success; now, therefore, be it

Resolved, That the Governing Board of the Los Angeles Unified School District honor the life and

legacy of Dolores Huerta and declares April 10th as Dolores Huerta Day, encouraging schools and communities to engage in activities that celebrate her contributions;

Resolved further, That the Board directs the Superintendent to ensure the integration of Dolores Huerta's story and broader social justice movements into school curricula to inspire students to become active participants in civic life;

Resolved further, That the Los Angeles Unified School District commits to promoting civic education, leadership development, and engagement opportunities for all students, with a particular focus on empowering girls of color and youth from historically marginalized communities; and, be it finally

Resolved, That this resolution shall be shared widely with educators, students, and community organizations to amplify the values of equity, justice, and civic participation that Dolores Huerta has championed throughout her life.

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TAB 25



Board of Education Report

File #: Res-064-24/25, **Version:** 1

Agenda Date: 4/8/2025

In Control: Board of Education

Dr. Rivas - Earth Day 2025 Strengthening Climate Resilience and Sustainability in LAUSD (Res-064-24/25)
(Waiver of Board Rule 72)

Whereas, Since 1970, Earth Day has been celebrated annually on April 22nd, mobilizing millions worldwide to advocate for a cleaner, healthier planet;

Whereas, The Governing Board of the Los Angeles Unified School has consistently supported environmental literacy, sustainability, and climate action through past resolutions, including Earth Day recognitions in 1994, 1999, 2000, and 2020 (Res-031-19/20), and values environmental education in empowering students as stewards of the planet;

Whereas, The impacts of climate change, such as extreme heat, poor air quality, and environmental inequities, disproportionately affect Black, brown, and low-income communities, making it more urgent than ever to take bold action to ensure a sustainable future for all students;

Whereas, The recent wildfires in Los Angeles have further underscored the growing threat of climate change, highlighting the urgent need for collective action to protect public health, school communities, and natural ecosystems;

Whereas, The City of Los Angeles is hosting LA Sanitation & Environment (LASAN) Earth Day LA 2025 on Saturday, April 26, 2025, at Norman O. Houston Park, providing an opportunity for students, families, and educators to engage in hands-on environmental education, sustainability activities, and community clean-up efforts;

Whereas, Advancing climate resilience and sustainability across the Los Angeles Unified School District (District) requires a collective effort from students, educators, policymakers, community partners, and public agencies to secure and maximize state, federal, and private funding for clean energy, green schoolyards, and sustainability initiatives; and

Whereas, The District remains committed to increasing green spaces, expanding clean energy programs, and promoting sustainable practices across schools to ensure that every student has access to a healthy, climate-resilient learning environment; now, therefore, be it

Resolved, That the Governing Board of the Los Angeles Unified School District recognizes April 22, 2025, as Earth Day and encourages all Los Angeles Unified School District schools to participate in environmental education activities throughout the 2025 Earth Month Campaign;

Resolved further, That the District will promote and encourage student, teacher, and family participation in LASAN's Earth Day LA 2025 event to foster environmental awareness and community engagement;

and, be it finally

Resolved, That the District will continue to advocate for and pursue funding to expand sustainability efforts while reaffirming its commitment to environmental education, clean energy, and climate action, recognizing the urgent need for collaboration to protect our students' future and our planet.

TAB 26



Board of Education Report

File #: Res-065-24/25, **Version:** 1

Agenda Date: 4/8/2025

In Control: Board of Education

Dr. Rivas - Denim Day 2025 Raising Our Voices Against Sexual Violence (Res-065-24/25) (Waiver of Board Rule 72)

Whereas, Denim Day is recognized annually in April as part of Sexual Assault Awareness Month, serving as a powerful statement against sexual violence, victim-blaming, and misconceptions about consent;

Whereas, The origins of Denim Day stem from a 1999 initiative by Peace Over Violence, in response to an Italian Supreme Court ruling that overturned a rape conviction based on the assumption that the victim’s tight jeans implied consent, thereby perpetuating harmful myths about sexual violence;

Whereas, Los Angeles Unified School District (District) is committed to ensuring the safety, dignity, and well-being of all students, staff, and families, including efforts to prevent gender-based violence and harassment on school campuses;

Whereas, Recent statistics indicate that over half of women and almost one in three men experience sexual violence in their lifetime and nearly half of female rape survivors experienced their first assault before the age of 18, highlighting the urgent need for education and prevention efforts;

Whereas, Sexual violence disproportionately impacts women, girls, transgender, nonbinary, and gender-expansive individuals, and addressing these injustices is essential to achieving equity and safety for all; and

Whereas, Denim Day provides an opportunity for the District to stand in solidarity with survivors, foster critical conversations about consent and healthy relationships, and reaffirm its commitment to prevention through education and policy initiatives; now, therefore, be it

Resolved, That the Governing Board of the Los Angeles Unified School District recognizes Wednesday, April 30, 2025, as Denim Day and reaffirms its commitment to ending sexual violence, supporting survivors, and fostering a culture of safety, respect, and advocacy throughout the Los Angeles Unified School District; and encourages all students, teachers, administrators, and staff to wear denim as a visible statement against sexual violence and in support of survivors;

Resolved further, That the Superintendent shall work with appropriate staff to update educational materials to include age-appropriate discussions on consent, healthy relationships, and sexual violence prevention, and encourage schools to observe Denim Day through workshops, activities, and other efforts that empower students with knowledge and resources for survivors; and, be it finally

Resolved, That the Superintendent shall ensure District staff, school leaders, and community-based organizations collaborate to widely share educational materials and resources related to Denim Day and

sexual violence prevention.

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TAB 27



Board of Education Report

File #: Res-067-24/25, **Version:** 1

Agenda Date: 4/8/2025

In Control: Board of Education

Ms. Ortiz Franklin - Mandated Supporting: Child Abuse Awareness, Safety and Equity, (Res-067-24/25)
(Waiver of Board Rule 72)

Whereas, The Los Angeles Unified School District (LAUSD) Strategic Plan “Joy and Wellness” pillar represents the District’s commitment to serving the whole child - supporting students’ social, emotional, and physical health and wellness so they are prepared to focus on learning, growing, and building meaningful connections at school;

Whereas, The LAUSD Strategic Plan “Engagement and Collaboration” pillar commits to meaningful family engagement recognizing the importance of our families’ knowledge, traditions, and resources and the District is dedicated to strengthening these connections;

Whereas, The District recognizes the responsibility of all staff to protect students from abuse and neglect by becoming knowledgeable, well-trained and prepared on procedures for filing suspected child abuse reports;

Whereas, In 2022 82.5% of all reports to the LA County Child protection hotline were made by mandated reporters, such as educators, law enforcement, medical staff, and others required by law to report suspected abuse or neglect, and only 16% of allegations were substantiated;

Whereas, In 2022, Black children made up only 7.7% of LA County’s population but accounted for 19% of Child Protection Hotline reports, disproportionality exposing Black families to Child Protective Services at nearly 2.5 times the rate of non-Black families;

Whereas, In 2022 AB2805 redefined "general neglect" for purposes of the Child Abuse and Neglect Reporting Act (CANRA) by excluding a person's economic disadvantage and instead allows mandated reporters to offer support to families instead of reporting them;

Whereas, In 2023 the LA County Board of Supervisors passed the motion, “Evolving from Mandated Reporter to Mandated Supporter, shifting from “mandated reporting” to “mandating supporting” through supporting professionals in deciding whether families need Department of Children and Family Services intervention or community-based services. This includes improving decision-making tools, data analysis, expanding community services, and creating standardized training; and

Whereas, April is National Child Abuse Prevention Month, recognized by Congress in 1982 to raise awareness, promote support for families and advocate for prevention; now, therefore it be it

Resolved, That the Governing Board of the Los Angeles Unified School District (Board) commits to a holistic vision beyond compliance towards compassion, promoting the safety of children and the support of families where there may be suspicion of neglect or abuse, aiming to keep all children safe,

reduce disparities for Black children and children living in poverty, and supporting all parents and caregivers with dignity and respect;

Resolved further, That the Board recognizes April as National Child Abuse Prevention Month in 2025 and every year thereafter; and be it finally;

Resolved, That the Los Angeles Unified School District will review and revise its Child Abuse policies and trainings to align to the Board, County and State's requirements of a Mandated Supporting Protocol that is trauma-informed, equity-focused, and resource-connected.

TAB 28



Board of Education Report

File #: Res-066-24/25, **Version:** 1

Agenda Date: 4/8/2025

In Control: Board of Education

Ms. Griego, Dr. Rivas, Ms. Gonez - Aligning Site-Based Professional Development, Collaboration, and Decision-Making in the Community School and Pilot Models (Res-066-24/25) (For Action May 13, 2025)

Whereas, Community Schools are public schools that provide instruction, curriculum, services and support that fit each neighborhood’s needs, created and run by the people who know our children best;

Whereas, The mission of the Los Angeles Unified School District Community Schools Initiative (CSI) is to improve student outcomes through addressing students’ academic, cognitive, physical, mental, and social-emotional needs. Needs of children and youth are met by building a positive school climate and trusting relationships, along with providing rich and rigorous learning opportunities that prepare all students to be ready for the world;

Whereas, To fulfill these purposes, Community Schools must have the time and space for creative and collaborative problem-solving, and each local school community must be engaged authentically in the governance of their local school;

Whereas, Pilot schools are teacher-designed and -led District schools that are part of a Memorandum of Understanding between the District and UTLA that provides certain autonomies over budget, governance, curriculum, and assessment, and the school calendar to meet their specific students’ needs; and

Whereas, The structure which supports authentic engagement and shared decision making at a community school is the Local School Leadership Council (LSLC); now, therefore be it

Resolved, That the Community School LSLCs and Pilot schools will have decision making purview over all site based professional development, including all banked time and after school professional development, except for professional development mandated by state or federal law and topics specifically approved by the Governing Board of the Los Angeles Unified School District;

Resolved further, That the Community Schools Steering Committee (CSSC) will create a “Community School Professional Development” subcommittee to support Community Schools development, and effective site-based professional development that could align with the school’s Assets and Needs Assessment (ANA) data, student academic outcome data, school experience survey data, and whole child data;

Resolved further, That the CSSC will appoint two Los Angeles Unified School District representatives and two UTLA representatives to serve on the Community Schools Professional Development Subcommittee;

Resolved further, That the Community Schools Steering Committee Professional Development Subcommittee be provided an opportunity to give meaningful input on the implementation of Board-approved professional development topics; and, be it finally

Resolved, That the above actions shall be effective by the beginning of the 2025/2026 school year.

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TAB 29



Board of Education Report

File #: 038-24/25, **Version:** 1

Agenda Date: 4/8/2025

In Control: Charter Schools Division

Charter Petitions for Public Hearing

Charter Schools Division

Brief Description:

Charter Petitions for Public Hearing

Alfred B. Nobel Charter Middle (Board District 3, Region North)

Consideration of the level of support for a renewal conversion-affiliated charter petition requesting to serve up to 1995 students in grades 6-8 beginning its next term in the 2025-2026 school year, with a proposed location of 9950 Tampa Ave., Northridge, CA 91342.

Castlebay Lane Charter Elementary (Board District 3, Region North)

Consideration of the level of support for a renewal conversion-affiliated charter petition requesting to serve up to 701 students in grades TK-5 beginning its next term in the 2025-2026 school year, with a proposed location of 19010 Castlebay Lane, Porter Ranch, CA 91326.

Dearborn Elementary Charter Academy (Board District 3, Region North)

Consideration of the level of support for a renewal conversion-affiliated charter petition requesting to serve up to 548 students in grades TK-5 beginning its next term in the 2025-2026 school year, with a proposed location of 9240 Wish Ave., Northridge, CA 91325.

Dixie Canyon Community Charter (Board District 3, Region North)

Consideration of the level of support for a renewal conversion-affiliated charter petition requesting to serve up to 646 students in grades TK-5 beginning its next term in the 2025-2026 school year, with a proposed location of 4220 Dixie Canyon Ave., Sherman Oaks, CA 91423.

El Oro Way Charter for Enriched Studies (Board District 3, Region North)

Consideration of the level of support for a renewal conversion-affiliated charter petition requesting to serve up to 477 students in grades TK-5 beginning its next term in the 2025-2026 school year, with a proposed location of 12230 El Oro Way, Granada Hills, CA 91344.

Enadia Way Technology Charter (Board District 3, Region North)

Consideration of the level of support for a renewal conversion-affiliated charter petition requesting to serve up to 236 students in grades TK-5 beginning its next term in the 2025-2026 school year, with a proposed location of 22944 Enadia Way, West Hills, CA 91307.

Encino Charter Elementary (Board District 4, Region North)

Consideration of the level of support for a renewal conversion-affiliated charter petition requesting to serve up to 546 students in grades TK-5 beginning its next term in the 2025-2026 school year, with a proposed location of 16941 Addison Street, Encino, CA 91316.

Hamlin Charter Academy (Board District 3, Region North)

Consideration of the level of support for a renewal conversion-affiliated charter petition requesting to serve up to 326 students in grades TK-5 beginning its next term in the 2025-2026 school year, with a proposed location of 22627 Hamlin St., West Hills, CA 91307.

Haynes Charter for Enriched Studies (Board District 3, Region North)

Consideration of the level of support for a renewal conversion-affiliated charter petition requesting to serve up to 422 students in grades TK-5 beginning its next term in the 2025-2026 school year, with a proposed location of 6624 Lockhurst Drive, West Hills, CA 91307.

Hesby Oaks Leadership Charter (Board District 4, Region North)

Consideration of the level of support for a renewal conversion-affiliated charter petition requesting to serve up to 510 students in grades TK-8 beginning its next term in the 2025-2026 school year, with a proposed location of 15530 Hesby St., Encino, CA 91436.

Knollwood Preparatory Academy (Board District 3, Region North)

Consideration of the level of support for a renewal conversion-affiliated charter petition requesting to serve up to 434 students in grades TK-5 beginning its next term in the 2025-2026 school year, with a proposed location of 11822 Gerald Ave., Granada Hills, CA 91344.

Lockhurst Drive Charter Elementary (Board District 3, Region North)

Consideration of the level of support for a renewal conversion-affiliated charter petition requesting to serve up to 491 students in grades TK-5 beginning its next term in the 2025-2026 school year, with a proposed location of 6170 Lockhurst Dr., Woodland Hills, CA 91367.

Louis Armstrong Middle (Board District 3, Region North)

Consideration of the level of support for a renewal conversion-affiliated charter petition requesting to serve up to 1584 students in grades 6-8 beginning its next term in the 2025-2026 school year, with a proposed location of 5041 Sunnyslope Ave., Sherman Oaks, CA 91423.

Nestle Avenue Charter (Board District 4, Region North)

Consideration of the level of support for a renewal conversion-affiliated charter petition requesting to serve up to 458 students in grades TK-5 beginning its next term in the 2025-2026 school year, with a proposed location of 5060 Nestle Avenue, Tarzana, CA 91356.

Plainview Academic Charter Academy (Board District 6, Region North)

Consideration of the level of support for a renewal conversion-affiliated charter petition requesting to serve up to 309 students in grades TK-5 beginning its next term in the 2025-2026 school year, with a proposed location of 10819 Plainview Ave., Tujunga, CA 91042.

Serrania Avenue Charter for Enriched Studies (Board District 4, Region North)

Consideration of the level of support for a renewal conversion-affiliated charter petition requesting to serve up to 563 students in grades TK-5 beginning its next term in the 2025-2026 school year, with a proposed location of 5014 Serrania Ave., Woodland Hills, CA 91364.

Superior Street Elementary (Board District 3, Region North)

Consideration of the level of support for a renewal conversion-affiliated charter petition requesting to serve up to 487 students in grades TK-5 beginning its next term in the 2025-2026 school year, with a proposed location of 9756 Oso Ave., Chatsworth, CA 91311.

Topeka Charter School For Advanced Studies (Board District 3, Region North)

Consideration of the level of support for a renewal conversion-affiliated charter petition requesting to serve up to 622 students in grades TK-5 beginning its next term in the 2025-2026 school year, with a proposed location of 9815 Topeka Dr., Northridge, CA 91324.

Van Gogh Charter (Board District 3, Region North)

Consideration of the level of support for a renewal conversion-affiliated charter petition requesting to serve up to 458 students in grades TK-5 beginning its next term in the 2025-2026 school year, with a proposed location of 17160 Van Gogh St., Granada Hills, CA 91344.

Wilbur Charter for Enriched Academics (Board District 4, Region North)

Consideration of the level of support for a renewal conversion-affiliated charter petition requesting to serve up to 572 students in grades TK-5 beginning its next term in the 2025-2026 school year, with a proposed location of 5213 Crebs Ave., Tarzana, CA 91356.

Woodlake Elementary Community Charter (Board District 3, Region North)

Consideration of the level of support for a renewal conversion-affiliated charter petition requesting to serve up to 577 students in grades TK-5 beginning its next term in the 2025-2026 school year, with a proposed location of 23231 Hatteras St., Woodland Hills, CA 91367.

Woodland Hills Elementary Charter for Enriched Studies (Board District 4, Region North)

Consideration of the level of support for a renewal conversion-affiliated charter petition requesting to serve up to 669 students in grades TK-5 beginning its next term in the 2025-2026 school year, with a proposed location of 22201 San Miguel Street, Woodland Hills, CA 91364.

LIST OF CHARTER PETITIONS FOR PUBLIC HEARING**BOARD OF EDUCATION MEETING****APRIL 8, 2025**

	PETITION NAME	TYPE OF CHARTER	PROP. 39 (Y/N)	PERFORMANCE CATEGORY (H/M/L ¹)	ACTION TYPE	BD	REGION	PROPOSED ADDRESS OR TARGET LOCATION	PROPOSED GRADE LEVELS	ENROLLMENT	PROPOSED # OF STUDENTS	TERM REQUESTED (By Petitioner)
1.	Alfred B. Nobel Charter Middle	Conversion Affiliated	N	High	Renewal	3	N	9950 Tampa Ave. Northridge, CA, 91324	6-8	1788	1995	2025-2030
2.	Castlebay Lane Charter Elementary	Conversion Affiliated	N	High	Renewal	3	N	19010 Castlebay Lane Porter Ranch, CA 91326	TK-5	651	701	2025-2030
3.	Dearborn Elementary Charter Academy	Conversion Affiliated	N	High	Renewal	3	N	9240 Wish Ave. Northridge, CA 91325	TK-5	517	548	2025-2030
4.	Dixie Canyon Community Charter	Conversion Affiliated	N	High	Renewal	3	N	4220 Dixie Canyon Ave. Sherman Oaks, CA 91423	TK-5	622	646	2025-2030
5.	El Oro Way Charter for Enriched Studies	Conversion Affiliated	N	High	Renewal	3	N	12230 El Oro Way, Granada Hills, CA 91344	TK-5	431	477	2025-2030
6.	Enadia Way Technology Charter	Conversion Affiliated	N	High	Renewal	3	N	22944 Enadia Way West Hills, CA 91307	TK-5	210	236	2025-2031

¹ H = High, M = Medium, L = Low

LOS ANGELES UNIFIED SCHOOL DISTRICT
 CHARTER SCHOOLS DIVISION (CSD)

	PETITION NAME	TYPE OF CHARTER	PROP. 39 (Y/N)	PERFORMANCE CATEGORY (H/M/L ¹)	ACTION TYPE	BD	REGION	PROPOSED ADDRESS OR TARGET LOCATION	PROPOSED GRADE LEVELS	ENROLLMENT	PROPOSED # OF STUDENTS	TERM REQUESTED (By Petitioner)
7.	Encino Charter Elementary	Conversion Affiliated	N	High	Renewal	4	N	16941 Addison Street Encino, CA 91316	TK-5	524	546	2025-2030
8.	Hamlin Charter Academy	Conversion Affiliated	N	Middle	Renewal	3	N	22627 Hamlin St. West Hills, CA 91307	TK-5	307	326	2025-2030
9.	Haynes Charter for Enriched Studies	Conversion Affiliated	N	High	Renewal	3	N	6624 Lockhurst Drive West Hills, CA 91307	TK-5	368	422	2025-2030
10	Hesby Oaks Leadership Charter	Conversion Affiliated	N	High	Renewal	4	N	15530 Hesby St, Encino, CA 91436	TK-8	488	510	2025-2030
11	Knollwood Preparatory Academy	Conversion Affiliated	N	Middle	Renewal	3	N	11822 Gerald Ave. Granada Hills, CA 91344	TK-5	378	434	2025-3030
12	Lockhurst Drive Charter Elementary	Conversion Affiliated	N	High	Renewal	3	N	6170 Lockhurst Dr. Woodland Hills, CA 91367	TK-5	426	491	2025-2030
13	Louis Armstrong Middle	Conversion Affiliated	N	Middle	Renewal	3	N	5041 Sunnyslope Ave. Sherman Oaks, CA 91423	6-8	1,174	1584	2025-2030
14	Nestle Avenue Charter	Conversion Affiliated	N	Middle	Renewal	4	N	5060 Nestle Avenue Tarzana, CA 91356	TK-5	408	458	2025-2030
15	Plainview Academic Charter Academy	Conversion Affiliated	N	Middle	Renewal	6	N	10819 Plainview Ave. Tujunga, CA. 91042	TK-5	244	309	2025-2030

LOS ANGELES UNIFIED SCHOOL DISTRICT
 CHARTER SCHOOLS DIVISION (CSD)

	PETITION NAME	TYPE OF CHARTER	PROP. 39 (Y/N)	PERFORMANCE CATEGORY (H/M/L ¹)	ACTION TYPE	BD	REGION	PROPOSED ADDRESS OR TARGET LOCATION	PROPOSED GRADE LEVELS	ENROLLMENT	PROPOSED # OF STUDENTS	TERM REQUESTED (By Petitioner)
16	Serrania Avenue Charter for Enriched Studies	Conversion Affiliated	N	Middle	Renewal	4	N	5014 Serrania Ave., Woodland Hills, CA 91364	TK-5	511	563	2025-2030
17	Superior Street Elementary	Conversion Affiliated	N	High	Renewal	3	N	9756 Oso Ave. Chatsworth, CA, 91311	TK-5	450	487	2025-2030
18	Topeka Charter School For Advanced Studies	Conversion Affiliated	N	High	Renewal	3	N	9815 Topeka Dr. Northridge, CA 91324	TK-5	603	622	2025-2030
19	Van Gogh Charter	Conversion Affiliated	N	High	Renewal	3	N	17160 Van Gogh St Granada Hills, CA 91344	TK-5	448	458	2025-2030
20	Wilbur Charter for Enriched Academics	Conversion Affiliated	N	High	Renewal	4	N	5213 Crebs Ave. Tarzana, CA 91356	TK-5	557	572	2025-2031
21	Woodlake Elementary Community Charter	Conversion Affiliated	N	High	Renewal	3	N	23231 Hatteras St. Woodland Hills, CA 91367	TK-5	552	577	2025-2030
22	Woodland Hills Elementary Charter for Enriched Studies	Conversion Affiliated	N	High	Renewal	4	N	22201 San Miguel Street Woodland Hills, CA 91364	TK-5	607	669	2025-2030

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TAB 30



Board of Education Report

File #: ROC-010-24/25, **Version:** 1

Agenda Date: 4/8/2025

In Control: Board of Education

Report of Correspondence

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

April 8, 2025

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. ALCP Law Firm	First Amended Complaint for: 1) Negligent Supervision; 2) Negligent Hiring; 3) Negligent Retention; 4) Negligent Failure to Train, Warn or Educate; 5) Negligence Per Se; Case No: 24NNCV04805; Superior Court of California, for the County of Los Angeles; Jane Doe, Plaintiff, v. Los Angeles Unified School District, a public entity, and Does 1 through 100, Defendants.
2. Beloryan & Manukyan LLP	Summons & Complaint for Damages: 1) General Negligence; 2) Motor Vehicle; Statement of Damages; Case No: 25SMCV00285; Superior Court of California for the County of Los Angeles; Leonard Joseph Suh, Plaintiff v. Los Angeles Unified School District, et al., Defendants.
3. Bianca Calderon, in Pro Per	Summons & Complaint for Damages: 1) Negligence; 2) Premises Liability; 3) Negligent Supervision; 4) Intentional Infliction of Emotional Distress; 5) Violation of California Education Code; 6) Demand for Trial Jury; Case No: 25STCV02649; Superior Court of California for the County of Los Angeles; Harlow Alyssa Calderon Wade, Bianca Calderon, Guardian for Harlow Calderon Wade, an individual, Plaintiffs v. Los Angeles Unified School District, Defendant.
4. Downtown L.A. Law Group	Summons & Complaint for Damages: 1) Negligent Failure to Supervise (Cal. Govt. Code §815.2); Case No: 25NWCV00285; Superior Court of California, for the County of Los Angeles; Emiliano Calderon, a minor, by and through his Guardian Ad Litem Brian Calderon, Plaintiff, v. Los Angeles Unified School District, a public entity; and Does 1-50, inclusive, Defendants.
5. Downtown LA Law Group	Summons & Complaint for Damages: 1) Negligent Failure to Supervise [Cal. Govt. Code § 815.2]; 2) Negligence; Case No: 25STCV00225; Superior Court of California for the County of Los Angeles; D’Lilah Peace, a minor, by and

through her GAL Donnell Peace, Plaintiff v. Los Angeles Unified School District, et al., Defendants.

6. Dunson Mandela
Petition for Writ of Administrative Mandate; Case No. 25STCP00412; Superior Court of the State of California of the County of Los Angeles; Dunson Mandela, Petitioner, v. Los Angeles Unified School District, Real Party in Interest.
7. Equality Law LLP
Verified Petition for Writ of Mandate; Case No: 25STCP00687; Superior Court of California, for the County of Los Angeles; Terri Milner, Plaintiff, v. Los Angeles Unified School District, Defendants.
8. Emergent LLP
Summons & Complaint for Damages: 1) Government Employee Liability (Negligence) (Cal. Gov. Code §§815.2 and 820); Case No: 24TRCV03596; Superior Court of California, for the County of Los Angeles; John Doe, a Minor, by and through their Guardian ad Litem, Shannon McClain Robertson, Plaintiff, v. Los Angeles Unified School District, and Does 1-50, inclusive, Defendants.
9. Etermadi Legal Group
Summons & Complaint for: 1) Breach of Contract; 2) Negligence; 3) Fraud; 4) Defamation; 5) Intentional Interference with Contractual Relations with Third Parties; 6) Negligent Interference with Contractual Relations with Third Parties; 7) Interference with Prospective Economic Advantage; 8) Unjust Enrichment; 8) Intentional Misrepresentation; 9) Civil Conspiracy; 10) Theft of Trade Secrets; Case No. 25STCV02577; Superior Court of the State of California for the County of Los Angeles; Odd Market LLC, a California limited liability company, Plaintiffs v. Los Angeles Unified School District, et al., Defendants.
10. Florence Chipondaminga
Samuel Chipondaminga
Writ of Administrative Mandamus; Case No: 25-STCP-00725; Superior Court of California for the County of Los Angeles Civil Division; Florence Chipondaminga Samuel Chipondaminga on Behalf of Student, Petitioner v. Los Angeles Unified School District (LAUSD), Respondent.
11. Foglight Law, Inc.
Miller Wilmers, APC
Summons & Complaint: 1) Discrimination (Disability)(GC §12940(a)); 2) Accommodation (GC §12940(m)); 3) Interactive (GC §12940 (n)); 4) Discrimination (Age) (GC §12940(a)); 5) Retaliation (GC §12940(h)); 6) Failure to Prevent (GC §12940(k)); Case No: 25STCV06991; Superior Court of California for the County of Los Angeles; Jennifer Caudillo Garcia, Plaintiff v. Los Angeles Unified School District, et al., Defendants.

12. Foglight Law, Inc.
Miller Wilmers, APC
Summons & Complaint: 1) Discrimination (Disability)(GC §12940(a)); 2) Accommodation (GC §12940(m)); 3) Interactive (GC §12940 (n)); 4) Failure to Prevent (GC §12940(k)); Case No: 25STCV07022; Superior Court of California for the County of Los Angeles; Emil J. Kraft, Plaintiff v. Los Angeles Unified School District, and Does 1 through 50, Inclusive, Defendants.
13. Foglight Law, Inc.
Miller Wilmers, APC
Summons & Complaint: 1) Discrimination (Disability)(GC §12940(a)); 2) Accommodation (GC §12940(m)); 3) Interactive (GC §12940 (n)); 4) Retaliation (GC §12940(h)); 5) Failure to Prevent (GC §12940(k)); Case No: 25STCV07015; Superior Court of California for the County of Los Angeles; Linda G. Marshall, Plaintiff v. Los Angeles Unified School District, et al., Defendants.
14. Haderlein and Kouyoumdjian LLP
Summons & Complaint for Damages: 1) Claim for Childhood Sexual Assault Pursuant to Cal. Code of Civil Procedure §340.1; 2) Negligent Hiring and Supervision; 3) Intentional Infliction of Emotional Distress; Case No: 24SMCV06155; Superior Court of California, for the County of Los Angeles; Q.D., a minor represented in this action by his guardian ad litem Kristina Dixon, Plaintiff, v. Los Angeles Unified School District, and Does 1 through 25, inclusive, Defendants.
15. John A. Girardi, APC
Summons & First Amended Complaint; Order Granting Ex Parte Application for an Order to Approve Plaintiff's Certificate of Merit During in Camera Review and Amend the Complaint for the True Identity of "Defendant Roe", pursuant to Code of Civil Procedure Section 340.1; Case No. 22STCV40879; Superior Court of the State of California of the County of Los Angeles; Jane Doe, an individual, Plaintiff, v. Los Angeles Unified School District, et al, Defendants.
16. Law Office of Wabby & Wabby
Summons & Complaint for Personal Injury, Premises Liability; Case No: 24CHCV03426; Superior Court of California, for the County of Los Angeles; Josselyn Calderon, a minor, by and through her Guardian ad Litem, Margarita Parra, Plaintiff, v. Los Angeles Unified School District, and Does 1 to 50, Defendants.
17. Law Offices of Alex P. Aghajanian
Summons & Complaint for Damages for: 1) Breach of Contract; 2) Indebitatus Assumpsit; 3) Accounts Stated; 4) Payment on Bond; 5) Enforcement of Lien (Stop Notice); Case No: 25STCV03622; Superior Court of California, in and for the County of Los Angeles; R&J Sheet Metal, Inc., a California Corporation, Plaintiff, v. Los Angeles County

Unified School District, and Does 1 through 50, Inclusive, Defendants.

18. Law Offices of Moises Vazquez
Summons & Complaint, Personal Injury, Premises/Gov Tort; Case No. 25STCV02633; Superior Court of the State of California of the County of Los Angeles; Bethzaida Rios, a Minor, by and through her GAL, Nereida Rios, Plaintiff, v. Los Angeles Unified School District, and Does 1 to 10, Defendant.
19. Law Offices of Willoughby & Associates
Summons & Complaint for Personal Injury; Case No: 24STCV25843; Superior Court of California, in and for the County of Los Angeles; Angela Pineda, a minor by and through her Guardian Ad Litem, Bertha Marquez, Plaintiff, v. Los Angeles Unified School District, Does 1-20, Defendants.
20. Lyfe Law, LLP
Summons and Complaint for Damages: 1) Failure to Pay Minimum Wages [California Labor Code Sections 1194 (a) and 1197]; 2) Reimbursement of Business Expenses [California Labor Code Section 2802]; Case No. 25STCV04715; Superior Court of the State of California for the County of Los Angeles; Lisa Robertson, David Steenhoek, and Kristy Beaudry., Plaintiff, v. Los Angeles Unified School District, and Does 1-100, Defendant.
21. Manly Stewart Finaldi
Summons & Complaint for Damages: 1) Intentional Infliction of Emotional Distress; 2) Negligence; 3) Negligent Supervision; 4) Negligent Retention/Hiring; 5) Negligent Failure to Warn, Train or Educate; 6) Breach of Fiduciary Duty; 7) Constructive Fraud (Civil Code §1573); 8) Sexual Battery; 9) Sexual Assault; Case No. 25STCV07197; Superior Court of the State of California of the County of Los Angeles; John MZV Doe, an individual, John MHD Doe, an individual, Jane MHJ Doe, an individual, Plaintiffs, v. Los Angeles Unified School District, et al, Defendants.
22. Manly Stewart Finaldi
Summons & Complaint for Damages: 1) Intentional Infliction of Emotional Distress; 2) Negligence; 3) Negligent Supervision; 4) Negligent Retention/Hiring; 5) Negligent Failure to Warn, Train or Educate; 6) Breach of Fiduciary Duty; 7) Constructive Fraud (Civil Code §1573); 8) Sexual Battery; 9) Sexual Assault.; Case No. 25STCV05375; Superior Court of the State of California for the County of Los Angeles; Jane MCB Doe, an individual, John MMJ Doe, an individual, Plaintiffs, v. Los Angeles Unified School District, et al, Defendants.

23. Manly Stewart Finaldi
 Summons & Complaint for Damages: 1) Intentional Infliction of Emotional Distress; 2) Negligence; 3) Negligent Supervision; 4) Negligent Retention/Hiring; 5) Negligent Failure to Warn, Train or Educate; 6) Breach of Fiduciary Duty; 7) Constructive Fraud (Civil Code §1573); 8) Sexual Battery; 9) Sexual Assault.; Case No. 25STCV05386; Superior Court of the State of California for the County of Los Angeles; John Mao Doe, an individual, Jane MCD Doe, an individual, Plaintiffs, v. Los Angeles Unified School District, et al, Defendants.
24. Manly Stewart Finaldi
 Summons & Complaint for Damages: 1) Intentional Infliction of Emotional Distress; 2) Negligence; 3) Negligent Supervision; 4) Negligent Retention/Hiring; 5) Negligent Failure to Warn, Train or Educate; 6) Breach of Fiduciary Duty; 7) Constructive Fraud (Civil Code §1573); 8) Sexual Battery; 9) Sexual Assault; Case No. 25STCV06583; Superior Court of the State of California for the County of Los Angeles; John MMD Doe, an individual, Jane MPG Doe, an individual, Plaintiffs, v. Los Angeles Unified School District, et al, Defendants.
25. Manly Stewart Finaldi
 Summons & Complaint for Damages: 1) Intentional Infliction of Emotional Distress; 2) Negligence; 3) Negligent Supervision; 4) Negligent Retention/Hiring; 5) Negligent Failure to Warn, Train or Educate; 6) Breach of Fiduciary Duty; 7) Constructive Fraud (Civil Code §1573); 8) Sexual Battery; 9) Sexual Assault; Case No. 25STCV05998; Superior Court of the State of California for the County of Los Angeles; John MSJ Doe, an individual, Jane MPA Doe, an individual, Plaintiffs, v. Los Angeles Unified School District, et al, Defendants.
26. Manly, Stewart & Finaldi
 Summons & Complaint for Damages: 1) Negligence; 2) Negligent Supervision; 3) Negligent Hiring/Retention; 4) Negligent Failure to Warn Train or Educate; 5) Intentional Infliction of Emotional Distress; 6) Public Entity Liability for Failure to Perform Mandatory Duty (Education Code §§ 200, 201; Civil Code §51.9; Title IX: 20 U.S.C. §1681) 7) Assault; 8) Sexual Battery (C.C. § 1708.5); 9) Gender Violence (Civil Code §52.4); 10) Sexual Harassment and Abuse in Educational Setting: (Education Code §220); Case No: 25STCV05564; Superior Court of California, in and for the County of Los Angeles; Jane BSA Doe, an individual, Plaintiff, v. Los Angeles Unified School District, a local public entity, John Doe 1, an individual, Does 1 through 100, Defendants.

27. Mgdesyan Law Firm
 Summons & Complaint for Damages: 1) Negligent supervision of students [GOV Code Section 815.2 & 815.6 & 820]; 2) Negligent hiring, supervision, training & retention [GOV Code Section 815.2 & 820]; 3) Intentional infliction of emotional distress; 4) Negligent infliction of emotional distress; 5) Battery; 6) Assault; Case No: 25STCV00299; Superior Court of California, in and for the County of Los Angeles; John I.H. Doe, by and through his GAL, Darlin Peraza Gomez, Plaintiff, v. Los Angeles Unified School District, and Does 1 through 100, Inclusive, Defendants.
28. Morgan & Morgan, LLP
 Summons; Demand for Jury Trial; Notice of Ruling; Case No: 24LBCV01493; Superior Court of California for the County of Los Angeles; Rosa Bellomo, Plaintiff v. Los Angeles Unified School District, et al., Defendants.
29. MRP
 Amended Complaint; Case No: 25LBCV00509; Superior Court of California for the County of Los Angeles; Child John Doe #8222503 through their guardian ad litem MRP; and MRP, Plaintiffs v. Los Angeles Unified School District, and Does, 1 through 100, inclusive, Defendant.
30. MRP in Pro Per
 Complaint for Damages; Case No: 25LBCV00509; Superior Court of California, in and for the County of Los Angeles, Long Beach Superior Court; Child John Doe #8222503, through their GAL MRP; and MRP, Plaintiff, v. Los Angeles Unified School District, and Does 1 through 100, Inclusive, Defendants.
31. Rose, Klein & Marias LLP
 Summons & Complaint for Damages: 1) Negligent Infliction of Personal Injury – Bodily Injury; Case No: 24LBCV02882; Superior Court of California for the County of Los Angeles; Zaria Smith, a minor, by and through her Guardian GAL Sheema Gordon, Plaintiff v. Los Angeles Unified School District, et al., Defendants.
32. Shegerian & Associates, Inc.
 Summons & Complaint for Damages: 1) Discrimination in Violation of the Fair Employment and Housing Act (FEHA); 2) Hostile Work Environment Harassment in violation of the FEHA; 3) Retaliation in Violation of the FEHA; 4) Failure to Provide Reasonable Accommodation in Violation of the FEHA; 5) Failure to Engage in the Interactive Process in Violation of the FEHA; 6) Failure to Take Reasonable Steps to Prevent Discrimination, Harassment, and Retaliation in Violation of the FEHA; 7) Violation of Labor Code §1102.5(a), (b), & (c) (Whistleblower Retaliation); 8) Violation of the California Family Rights Act (CFRA); 9) Intentional Infliction of Emotional Distress; Case No: 25STCV05353; Superior

Court of California for the County of Los Angeles; Brenda Elizabeth Martin, Plaintiff v. Los Angeles County Unified School District, and Does 1 to 100, inclusive, Defendant.

33. Slater Slater Schulman, LLP

Complaint for Personal Injuries & Damages from Childhood Sexual Abuse; Case No: 25STCV03926; Superior Court of California for the County of Los Angeles John Roe A.G., an individual; John Roe A.R., an individual; John Roe M.A., and individual; Jane Roe C.P., an individual; John Roe H.R., and individual; Jane Roe B.A., an individual; Jane Roe E.A., an individual; Jane Roe Y.S., an individual; John Roe E.M., an individual; John Roe L.M., an individual; John Roe L.G., an individual; John Roe O.G., an individual; John Roe A.G. #2, an individual; Jane Roe D.B., an individual; John Roe D.A., an individual; John Roe J.R., an individual; John Roe O.C., an individual; Jane Roe L.M. #2, an individual; John Roe J.Q., an individual; Jane Roe S.C., an individual; John Roe L.B., an individual; Jane Roe D.A., an individual; John Roe J.P., an individual; Jane Roe A.G., an individual; John Roe R.G., an individual; Jane Roe S.S., an individual, John Roe A.M., an individual; Jane Roe A.R., an individual, Plaintiffs v. Los Angeles Unified School District, et al., Defendants.

34. Taylor & Ring, LLP

Summons & First Amended Complaint for Personal Injuries and Damages; Case No: 24NNCV05813; Superior Court of California, for the County of Los Angeles; John Doe, a minor by and through his guardian ad litem Courtney Buckley, Plaintiff, v. Los Angeles Unified School District, a public school district, and Does 1 through 70, Defendants.

35. The Bertch Firm

Summons & Complaint for Personal Injuries: 1) Negligence – Gov. Code §815-820 et seq.; Case No: 24STCV32852; Superior Court of California, in and for the County of Los Angeles; Michael Shane Beeson, an individual, Plaintiff, v. Los Angeles County Unified School District, a governmental entity, and Does 1 through 100, 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>
36.	The Work Justice Firm	Damages	Aaron Hernandez Ruiz	09-13-24 to 09-19-24
37.	Tom Vertanous Martinian Lawyers	Damages	Alexandra Minkovich	09-13-24
38.	Angel Grace Ireys Crowe	Damages	Angel Grace Ireys Crowe	09-25-24
39.	Ike E. Orjiakor Moorpark Law Group	Damages	Azaiah Brooks-Forman	08-28-24
40.	Michael H. Moghtader Equitable Law Firm	Damages	Azita Taghvaeihosseinpour	09-14-24
41.	Caleb Blumenshine, Downtown LA Law Group	Damages	Branshay James	09-04-24
42.	Haik Ter-Nersesyan Martinian Lawyers	Damages	Brianna Solis	10-10-24
43.	Caleb Blumenshine Downtown LA Law Group	Damages	Bryce-Braylen Timbers	09-18-24
44.	City of Los Angeles	Damages	City of Los Angeles	05-18-24
45.	City of Los Angeles	Damages	City of Los Angeles	07-31-24
46.	Claudia Baeza	Damages	Claudia Baeza	09-24-25
47.	Courtney Beatty	Damages	Courtney Beatty	08-12-24 and ongoing

48.	Caleb Blumenshine Downtown LA Law Group	Damages	Damian Beltran	09-30-24
49.	Dayan Acosta Cardoza	Damages	Dayan Acosta Cardoza	No date provided
50.	Johnny Garcia	Damages	Derek Garcia	02-20-25
51.	V&A Law Firm	Damages	Derek Garcia	10-01-24
52.	Mansfield Collins Law Offices of Mansfield Collins	Damages	Dr. Didra Brown	August 2024- Present
53.	Ara Galstyan Galstyan Legal	Damages	Eduard Yeghiazaryan	09-05-24
54.	Caleb Blumenshine Downtown LA Law Group	Damages	Elijah Higginbotham	09-27-24
55.	Angie Alvarez, Downtown LA Law Group	Damages	Ellarose Esterman	09-04-24
56.	Jonathan Saghian Encore Division Inc.	Damages	Encore Division Inc.	About 12-14-24
57.	Downtown LA Law Group	Damages	Evette Davis	08-29-24
58.	Gregory L. McNair McNair Law Group	Damages	Gabriel Jauregui	On or around 05-03-24
59.	Jessica Behmanesh Jacoby & Meyers LLP	Damages	Henry A. Cornejo, by and through his mother, Paola Odalys	10-18-24
60.	Horacio Reyes	Damages	Horacio Reyes	02-20-25

61.	Ara Galstyan Galstyan Legal	Damages	Irina Yeghiazaryan	09-05-24
62.	Stephen Frieder Frieder Law Firm	Damages	Ivan Contreras	2016-2018 at various points
63.	Downtown LA Law Group	Damages	Jackson Williams	08-30-24
64.	Luna Legal Firm	Damages	Jacob Valdez-Cotten	02-14-25
65.	Angie Alvarez Downtown LA Law Group	Damages	Jay Pulido	09-13-24
66.	Jenny Palacios	Damages	Jenny Palacios de Revelo	03-11-25
67.	Daniel Kolodziej Trygstad, Schwab & Trygstad	Damages	Joseph "Joe" Reed	05-13-24, 06/24, 07-10-24,08-18-24 and ongoing
68.	Jessica Romero	Damages	Joseph Santiago	02-19-25
69.	Josh Wayser	Damages	Josh Wayser	01-19-25
70.	Jennifer W. Kennedy Attorney At Law	Damages	Julie Bershin	09-12-24
71.	Christa H. Ramey & Armita Emtiaz Abir Cohen Treyzon Salo, LLP	Damages	Kaylee Ann Shaby	2021 to 10-08-2024
72.	Tia Lopez	Damages	Keilan Lopez	02-28-25
73.	Jacoby & Meyers	Damages	Kelvin Morales Ramirez, a minor, by and through his mother Rosa Ramirez	09-25-24

74.	Christopher M. Bunge Watt, Tieder, Hoffar & Fitzgerald, L.L.P.	Damages	Kemp Bros. Construction, Inc.	03-18-24
75.	Christopher M. Bunge Watt, Tieder, Hoffar & Fitzgerald, L.L.P.	Damages	Kemp Bros. Construction, Inc.	03-20-24
76.	Christopher M. Bunge Watt, Tieder, Hoffar & Fitzgerald, L.L.P.	Damages	Kemp Bros. Construction, Inc.	03-20-24
77.	Caleb Blumenshine Downtown LA Law Group	Damages	King Marcus Peters	09-16-24
78.	Krystal Craney	Damages	Krystal Craney	No date provided
79.	Ara Galstyan Galstyan Legal	Damages	Levon Yeghiazaryan	06-28-1984
80.	Tia Lopez	Damages	Malaun Lewis	October 2024
81.	Steven Joshua Robles Wilshire Law Group, PLC	Damages	Malcolm Ozzy Robles	10-25-24
82.	Natalie H. Suri Keosian Law LLP	Damages	Marilu Peralta	06-04-24
83.	Natalie H. Suri Keosian Law LLP	Damages	Marilu Peralta	06-04-24
84.	Tia Lopez	Damages	Marquise Lewis Jr.	03-17-25
85.	Mary Mnatsakanyan	Damages	Mary Mnatsakanyan	08-20-24
86.	Noam Pritikin	Damages	Noam Pritikin	Ongoing since 12-12-24

87.	Omar G. Qureshi Qureshi Law PC	Damages	Parris Holt	On or about 11-15-24
88.	Rocio Sanchez	Damages	Rocio Sanchez	03-07-25
89.	Alejandro W. Blake Lanak & Hanna	Damages	Schmitt Contracting, Inc.	03-18-24
90.	Paul S. Zuckerman	Damages	Scott Sizemore	On or about 08-22-24
91.	Victor Islas	Damages	Steven Islas	03-11-25
92.	Andrew T. Kennedy Gullixson & Kennedy LLP	Damages	Tra'son Osborne	02-13-25
93.	Valerie Mitchell	Damages	Valerie E. Mitchell	10-22-24
94.	Danny Soong Law Office of Danny Soong	Damages	Vincent Watkins II	09-13-24
95.	Yareli Ortiz	Damages	Yareli Ortiz	02-27-25
96.	Carney R. Shegerian Shegerian & Associates, Inc	Damages	Yvonne Sanchez-Rivas	On or around 02-05-25
97.	Christian Barranco	Vehicle Damages	Christian Barranco	01-28-25
98.	Clerkin, Sinclair & Mahfouz, LLP	Vehicle Damages	CSM, LLP o/b/o USAA a/s/o Salvatore Randazzo	12-12-24
99.	Laurel Szuch Fleet Response	Vehicle Damages	Fleet Response on behalf of National	02-20-25

100. Guillermina Arechiga	Vehicle Damages	Guillermina Torres De Arechiga	10-30-24
101. Karla Barba	Vehicle Damages	Karla Barba	01-28-25
102. Lucia Mescina	Vehicle Damages	Lucia Mescina	03-17-25
103. Michelle Botbyl	Vehicle Damages	Mitchell D. Botbyl	02-25-25
104. Moshe Karmi	Vehicle Damages	Moshe Karmi	03-12-25
105. Rocio Sanchez	Vehicle Damages	Rocio Sanchez	02-13-25
106. Serhat Demir	Vehicle Damages	Serhat Demit	02-26-25
107. Sung Yoon	Vehicle Damages	Sung Yoon	03-07-25
108. Eileen De Klerk, The Promenade Owners Association	Vehicle Damages	The Promenade Owners Association	11-18-24
109. Yuriko Etue	Vehicle Damages	Yuriko Etue	02-19-25
110. Toggle / 21 st Century Casualty Company	Vehicle Damages	21 st Century Casualty Company A/S/O Gehan Desouki	01-24-25
111. Andrea Bell	Vehicle Damages	Andrea Bell	02-19-25
112. Cruz Jimenez	Vehicle Damages	Cruz Jimenez	02-11-25

113. Edith Ballesteros	Vehicle Damages	Edith Ballesteros	09-24-24
114. David Yerushalmi Yerushalmi Law Firm	Vehicle Damages	Farahnaz Dahi	12-16-24
115. Daniel J. Yost	Vehicle Damages	Farmers Insurance Exchange ASO Minjeung Shin	10-02-24
116. Felix Grijalba	Vehicle Damages	Felix Grijalba	02-11-25
117. Gehan Desouki	Vehicle Damages	Gehan Desouki	01-24-25
118. Heriberta Hernandez Martinez	Vehicle Damages	Heriberta Hernandez Martinez	02-11-25
119. Interinsurance Exchange of the Automobile Club	Vehicle Damages	Interins. Exchange of the Automobile Club	10-25-24
120. Jesus Rodriguez	Vehicle Damages	Jesus Ramon Rodriguez	02-25-25 or 02-26- 25
121. Jose J. Ramirez	Vehicle Damages	Jose J. Ramirez	02-10-25
122. Joseph Glynn	Vehicle Damages	Joseph M. Glynn	02-10-25
123. Lamont McGowan	Vehicle Damages	Lamont McGowan	02-14-25
124. Loveday Chibueze	Vehicle Damages	Loveday Chibueze	02-18-24
125. F. Anthony Koushan Law Offices of F. Anthony Koushan	Vehicle Damages	Martin Brown	02-18-25

126. Michelle Estrada	Vehicle Damages	Michelle Estrada	09-16-24
127. Mher Asatryan Asatryan Law, Incorporated	Vehicle Damages	Raquel Sylvia Phao	11-22-24
128. Robert Allan	Vehicle Damages	Robert Allan	09-13-24
129. Shawn Genut	Vehicle Damages	Shawn Genut	02-20-25
130. Priscilla Ancheta State Farm Mutual Insurance Company	Vehicle Damages	Wilver Gomez	04-04-24
131. Leticia Rodriguez	Vehicle Damages	Leticia Rodriguez	02-12-25
132. Subro Claims	Vehicle Damages	Subro Claims, Inc obo Geico Ins. aso Michelle Raue and Eric Li	10-14-24

TAB 31



Board of Education Report

File #: Min-006-24/25, **Version:** 1

Agenda Date: 4/8/2025

In Control: Board of Education

Minutes for Board Approval (Min-006-24/25)

June 18, 2024, Regular Board Meeting, 9 a.m.

September 10, 2024, Regular Board Meeting, 10 a.m.

October 22, 2024, Regular Board Meeting, 11 a.m.

February 11, 2025, Regular Board Meeting, Including Closed Session Items, 9 a.m.

February 26, 2025, Special Board Meeting, Including Closed Session Items, 11 a.m.

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

REGULAR BOARD MEETING MINUTES

333 South Beaudry Avenue, Board Room

9:00 a.m., Tuesday, June 18, 2024

The Los Angeles Board of Education acting as the Governing Board of the Los Angeles Unified School District met in regular session on Tuesday, June 18, 2024, at the Administrative Offices, Board Room, 333 South Beaudry Avenue, Los Angeles, California.

Mr. Michael McLean, Executive Officer of the Board, called the meeting to order at 9:00 a.m.

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

Dr. George J. McKenna III arrived at 9:07 a.m.

Ms. Tanya Ortiz Franklin arrived at 9:10 a.m.

Ms. Kelly Gonez arrived at 9:13 a.m.

Student Board Member Karen Ramirez was absent.

Superintendent Alberto M. Carvalho was present.

Board President Goldberg led the Pledge of Allegiance.

BOARD PRESIDENT'S REPORTS

RECOGNITION OF AUSTIN ONWUALU

Ms. Susan Stengel, Inspector General, recognized Austin Onwualu, Deputy Inspector General, Audits, for his years of service to the Office of the Inspector General and presented him with a Proclamation in honor of his retirement.

Mr. Onwualu made remarks and thanked the Board for their support during his tenure.

LABOR PARTNERS

Mr. Alex Orozco, UTLA Secondary Vice President, raised concerns about the use of Proposition 28 funds and emphasized the importance of including stakeholders in discussions about the new cell phone policy.

Ms. Adriana Salazar Avila, President of Teamsters Local 572, communicated members' concerns about the increase in crime around school sites and its impact on both students and staff. She also discussed labor proposals, including a hybrid schedule and expressed concerns about the use of Proposition 28 funds.

COMMITTEE CHAIR REPORTS

Dr. Rivas reported on the June 5, 2024, Greening Schools and Climate Resilience Committee meeting.

CONSENT ITEMS

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

NEW BUSINESS FOR ACTION

- TAB 1: BOARD OF EDUCATION REPORT NO. 312-23/24
Amendment to the Information Technology Services Strategic Execution Plan to Approve the Audio-Visual Communication System Modernization at Marlton School Project
- TAB 2: BOARD OF EDUCATION REPORT NO. 313-23/24
Amendment to the Information Technology Services Strategic Execution Plan to Approve the TechRefresh: Equipping Tomorrow's Minds Project, Phase 1 and 2A
- TAB 3: BOARD OF EDUCATION REPORT NO. 306-23/24
Donations of Money and Materials to the District and Associated Student Body
- TAB 4: BOARD OF EDUCATION REPORT NO. 307-23/24
Report of Cash Disbursements, Request to Reissue Expired Warrants, Report of Corporate Credit Card Charges, and Reimbursement of the Controller's Revolving Cash Fund
- TAB 5: BOARD OF EDUCATION REPORT NO. 322-23/24
Update of Debt Management Policy
- TAB 9: BOARD OF EDUCATION REPORT NO. 282-23/24
Approval of Routine Personnel Actions

Later in the meeting, Mr. McLean read the following statement:

Presented to the Board for approval as part of the routine agenda item are the employment agreements for three certificated employees appointed on May 7 and June 4, 2024.

Government Code section 54953 requires the Board, prior to taking final action, to provide an oral summary of a recommendation for a final action on the salary, salary schedule, or compensation paid in the form of fringe benefits of a local agency executive, including certificated employees, during an open meeting in which the final action is to be taken.

The following certificated employees the Board is considering will receive:

1. Regular health and welfare benefits accorded to 12-month certificated administrative employees of District;
2. Standard senior management District vacation and illness days which are: 24 vacation days, 13 full pay illness days and 87 half pay illness days;
3. Use of District automobile or monthly car allowance of \$250;
4. A term commencing on July 1, 2024, and ending June 30, 2026 (unless specified otherwise)

5. With an annual salary as follows:

- Keith Abrahams, Executive Director, Student Integration Services, \$207,493.00
- Anthony Aguilar, Chief of Special Education and Specialized Programs with a term ending 6/30/25, \$272,750.00
- Veronica Arreguin, Chief Strategy Officer, \$272,750.00
- David Baca, Regional Superintendent, \$283,450.00,
- Frances Baez, Chief Academic Officer, \$272,750.00
- Andres E. Chait, Chief of School Operations, \$272,750.00
- Derrick Chau, Senior Executive Director, Strategy and Innovation, \$223,815.00
- Peter Hastings, Executive Director, Human Resources (Staff Relations) with a term ending 6/30/25, \$201,449.00
- Jose Huerta, Regional Superintendent, \$283,450.00
- Renny L. Neyra, Executive Director, Adult and Career Education, \$207,493.00
- Lydia Acosta Stephens, Executive Director, Multilingual and Multicultural Education, \$207,493.00
- Dean Tagawa, Executive Director, Early Childhood Education, \$207,493.00
- John Vladovic, Executive Director, Secondary Education, \$201,449.00
- Alfonzo Webb, Senior Director, School Culture, Climate and Safety, \$233,815.00
- Robert Whitman, Education Transformation Officer, \$238,720.00
- Joel Cisneros, Executive Director, Student Mental Health and Wellness Services with a term ending 6/30/25, \$201,449.76
- Gerardo Cervantes, Executive Director, Federal & State Education Programs, \$201,449.76
- Jose Soto, Executive Director, Special Education, \$201,449.76
- Karla V. Estrada, Deputy Superintendent of Instruction, \$370,017.36 plus memberships to professional organizations ACSA, CMAA, AAPA, COBA
- Kristen Murphy, Associate Superintendent, Talent, \$327,000.00

TAB 10: BOARD OF EDUCATION REPORT NO. 289-23/24
Approval of Classified Salary Schedules for Fiscal Years 2021-2024 and Certificated Salary Schedules for Fiscal Years 2022-2024

TAB 11: BOARD OF EDUCATION REPORT NO. 303-23/24
Provisional Internship Permits

TAB 12: BOARD OF EDUCATION REPORT NO. 261-23/24
Update to Los Angeles Unified School District's 2022-2026 Strategic Plan Goal 4: Social Emotional/Wellness

TAB 15: BOARD OF EDUCATION REPORT NO. 333-23/24
Early Literacy School Block Grant (ELSBG) Annual Updates and End of Grant Report

TAB 16: BOARD OF EDUCATION REPORT NO. 292-23/24
Approval of Adult Education CTE Advisory Committee

TAB 17: BOARD OF EDUCATION REPORT NO. 335-23/24
2022 CCEIS Action Plan Amendment

- TAB 18: BOARD OF EDUCATION REPORT NO. 336-23/24
Special Education Local Plan Area (SELPA) Local Plan 2024-2025
- TAB 19: BOARD OF EDUCATION REPORT NO. 319-23/24
Approval of Community Advisory Committee (CAC) Membership
- TAB 20: BOARD OF EDUCATION REPORT NO. 296-23/24
Fiscal Year 2025 OIG Work Plan

RESOLUTIONS REQUESTED BY THE SUPERINTENDENT

- TAB 25: Appointment of Member to School Construction Bond Citizens' Oversight Committee (Sup Res-007-23/24)

Resolved, That the Governing Board of the Los Angeles Unified School District ratifies the appointment of Ms. Sandra Betts, representing the California Tax Reform Association, as Member to the School Construction Bond Citizens' Oversight Committee for a two-year term commencing June 25, 2024 and determines that Ms. Betts is not an employee, official, vendor, contractor, or consultant of the District.

- TAB 26: Re-appointment of Member to the School Construction Bond Citizens' Oversight Committee (Sup Res-008-23/24)

Resolved, That the Governing Board of the Los Angeles Unified School District ratifies the reappointment of Ms. Jennifer Pope McDowell, representing the Los Angeles Mayor's Office, as a Member to the School Construction Bond Citizens' Oversight Committee for a two-year term commencing on June 18, 2024. The Board has determined that Ms. Pope McDowell is not an employee, official, vendor, contractor, or consultant of the District.

SPECIAL REPORTS

- TAB 27: Receipt of Results of the April 2024 Go Refunding Bond Sale and Comparison of Good Faith Costs of Issuance Estimates and Actuals (030-23/24)
- TAB 28: Receipt of Debt Report Fiscal Year 2022-2023 (031-23/24)

MINUTES FOR BOARD APPROVAL

- TAB 32: Approval of Minutes (MIN-007-23/24)

MISCELLANEOUS BUSINESS

- TAB 33: Adoption of the 2024-2025 Board Meeting Schedule (032-23/24)

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

BOARD MEMBER RESOLUTION FOR ACTION

Mr. Melvoin moved the following resolution with a 9:30 a.m. time certain and provided introductory comments:

Tab 23: Mr. Melvoin, Ms. Goldberg, Ms. Ortiz Franklin, Ms. Gonez – Supporting Student Mental Health and Learning by Ensuring a Phone-Free School Day (Res-035-23/24) (Noticed June 4, 2024)

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

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

Whereas, Cell phones can stifle meaningful in-person interaction and enable cyberbullying. According to a report published by the Centers for Disease Control and Prevention, 16 percent of U.S. high school students in 2021 said they had been bullied via text message or social media platforms over the previous year;

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

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

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

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

Whereas, Districts and schools across the country have adopted policies restricting student smartphone use during the school day. For example, starting in 2023, public schools in Florida began prohibiting student phone use during instructional time and blocking students’ access to social media on district Wi-Fi. In 2019, California’s AB 272 encouraged school districts to adopt policies limiting the use of smartphones in school. And, California’s AB

3216 “Pupils: use of smartphones,” introduced in February 2024, would require school districts to adopt a policy to prohibit the use of smartphones at school sites by July 1, 2026. Other states including Oklahoma, Kansas, Vermont, Ohio, Louisiana, and Pennsylvania have introduced similar legislation;

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

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

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

Resolved, That within 120 days, the Los Angeles Unified School District shall develop and present to the public at a Board Meeting updated cell phone and social media policies to prohibit student use of cell phones and social media platforms district-wide during the entire school day. The policies and their implementation shall be informed by best practices and by input from experts in the field, labor partners, staff, students, and parents;

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

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

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

Dr. Rivas seconded the motion.

The following speakers addressed the Board:

- Cara Natterson, Pediatrician, Author
- Lyra Kilston, Parent
- Kyle Hunsberger, Principal
- Marc Berkman, CEO of Organization for Social Media Safety
- Malinda Marcus, Teacher
- Jessica Quindel, Teacher & Parent
- Neel J. Thakkar, Student

Superintendent Carvalho expressed remarks about the impact of social media on the youth and recommended the following amendment:

Evaluate the impact that social media used by young people has on their mental health and formulate a legal strategy that contemplates but is not restricted to litigation against social media entities that operate platforms that use algorithms designed to directly appeal and eventually develop addiction to such platforms with a well-documented mental and physical deleterious consequences to youth.

Ms. Goldberg suggested the following as a friendly amendment:

A resolution to evaluate the impact of social media, particularly those designed to addict students to social media.

Mr. Melvoin accepted the amendments as friendly and moved them. Dr. Rivas seconded the motion.

Remarks were heard from Board Members.

Ms. Gonez suggested the following as a friendly amendment:

Consider the unique needs of newcomer students who sometimes utilize phones for translation purposes.

Mr. Melvoin accepted the amendment as friendly.

Mr. McLean read the exact language of the amendments into the record:

The following bullet point was added to the second Resolve:

- Consider unique needs of newcomers who may utilize phones for translation purposes

The last Resolve was modified to read as follows:

Resolved, That the District shall advocate for state and federal legislation—including but not limited to AB 3216—limiting the use of smartphones at school sites as well as other legislation that limits the use of social media platforms, ~~and support litigation, as appropriate, that limits the use of social media platforms~~ that disrupt learning and contribute to declining student mental health. The District shall also evaluate the impact of social media use by young people, including on their mental health, to formulate a strategy that contemplates—but is not restricted to—litigation against social media entities that operate platforms that use algorithms that appeal to students who develop addiction to such platforms with well documented mental and physical deleterious consequences to youth.

After discussion and on roll call vote, the resolution was adopted as amended. The vote was 5 ayes and 2 noes, Dr. McKenna and Mr. Schmerelson.

The final resolution reads as follows:

Mr. Melvoin, Ms. Goldberg, Ms. Ortiz Franklin, Ms. Gonez – Supporting Student Mental Health and Learning by Ensuring a Phone-Free School Day (Res-035-23/24) (Noticed June 4, 2024)

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

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

Whereas, Cell phones can stifle meaningful in-person interaction and enable cyberbullying. According to a report published by the Centers for Disease Control and Prevention, 16 percent of U.S. high school students in 2021 said they had been bullied via text message or social media platforms over the previous year;

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

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

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

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

Whereas, Districts and schools across the country have adopted policies restricting student smartphone use during the school day. For example, starting in 2023, public schools in Florida began prohibiting student phone use during instructional time and blocking students’ access to social media on district Wi-Fi. In 2019, California’s AB 272 encouraged school

districts to adopt policies limiting the use of smartphones in school. And, California’s AB 3216 “Pupils: use of smartphones,” introduced in February 2024, would require school districts to adopt a policy to prohibit the use of smartphones at school sites by July 1, 2026. Other states including Oklahoma, Kansas, Vermont, Ohio, Louisiana, and Pennsylvania have introduced similar legislation;

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

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

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

Resolved, That within 120 days, the Los Angeles Unified School District shall develop and present to the public at a Board Meeting updated cell phone and social media policies to prohibit student use of cell phones and social media platforms district-wide during the entire school day. The policies and their implementation shall be informed by best practices and by input from experts in the field, labor partners, staff, students, and parents;

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

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

Resolved, That the District shall advocate for state and federal legislation—including but not limited to AB 3216—limiting the use of smartphones at school sites as well as other legislation that limits the use of social media platforms that disrupt learning and contribute to declining student mental health. The District shall also evaluate the impact of social media use by young people, including on their mental health, to formulate a strategy that contemplates—but is not restricted to—litigation against social media entities that operate

platforms that use algorithms that appeal to students who develop addiction to such platforms with well documented mental and physical deleterious consequences to youth.

Board President Goldberg moved and introduced version 2 of the following resolution:

Tab 21: Ms. Goldberg – LAUSD Student ID for All Students (Res-030-23/24) (Noticed June 4, 2024)

Whereas, The Los Angeles Unified School District (LAUSD or District) Student ID is a unique identifier which allows the District to maintain, monitor and access every individual student's school enrollment, demographics, parent/legal guardian/educational rights holder contact information, Individualized Education Plan (IEP) (if applicable), grades, transcripts, and other important pupil record information;

Whereas, Because it is our responsibility to provide an education to every school-age person living within our boundaries in alignment with compulsory education obligations and since in practice students often move between District-authorized independent charter schools and traditional District public schools, all students in District-operated public schools and District authorized independent charter schools may be LAUSD students; and

Whereas, Ensuring that all District-operated public school and District-authorized independent charter school students are included in the same Student ID system may create a seamless transition for families whose students move from District-authorized independent charter schools to LAUSD schools or from LAUSD schools to District-authorized independent charter schools, and may help support streamlining the process of having important records follow them throughout their time in LAUSD, regardless of the school they are enrolled in; now, therefore, be it

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

Resolved further, That newly-assigned Student IDs pursuant to this Resolution will be utilized by the District in a manner consistent with independent charter schools' current sharing of data through the established procedures and protocols; and, be it, finally

Resolved, That Information Technology Services will develop a plan to initiate assigning an LAUSD Student ID to District-authorized independent charter school students during the 2024- 25 school year.

Mr. Schmerelson seconded the motion.

Remarks were heard from Board Members.

Ms. Ortiz Franklin and Ms. Gonez raised questions and concerns, which Ms. Goldberg and Mr. Jose Cole-Gutierrez, Director, Charter Schools Division, addressed.

After discussion and on roll call vote, the resolution was adopted, 6 ayes and 1 no, Ms. Gonez.

Dr. Rivas moved and introduced the following resolution:

Tab 22: Dr. Rivas, Mr. Melvoin, Ms. Gonez – Celebration of Play Day on June 29, 2024, and Promotion of Play Equity (Res-034-23/24) (Noticed June 4, 2024)

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

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

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

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

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

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

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

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

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

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

The following speakers addressed the Board:

- Mr. James Lopez, Program Director at Play Equity Fund, LA84 Foundation
- Ms. Gaby Arvizu, CEO, Students Run LA
- Andres de la Pesa, Chief Strategy Officer, Woodcraft Ranger

Mr. Melvoin seconded the motion.

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

Later in the meeting Ms. Gonez recorded and aye vote. The final vote was 7 ayes.

Ms. Ortiz Franklin moved and introduced the following resolution:

Tab 24: Ms. Ortiz Franklin, Mr. Melvoin - Modern Budget Transparency for Student Achievement (Res036-23/24) (Noticed June 4, 2024)

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

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

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

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

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

Whereas, The Strategic Plan was aligned to budget investments in the OpenGov portal taking an important step towards tracking our investments connected to District goals and strategies, but currently lacks the ability to produce a report to understand usage;

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

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

conferences;

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

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

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

1. Integrates Artificial Intelligence so that users engage actively with the tool to ask questions and receive accurate answers,
2. Includes customizable data visualizations, download capability, geocoding/mapping capabilities, sortability to analyze and compare investments across schools, SENI quintile, board district, community of school, student demographic and other relevant data to be determined by stakeholder engagement,
3. Includes all fund sources including bond funding and donation accounts (PTO/PTA), totals, carryover, full-time and part-time equivalent allocations including staff to student ratios (for each position, not just teachers and counselors), position titles, per pupil expenditures for all funding sources across major categories,
4. Is organized by categories commonly discussed at board meetings, in community meetings, and at school sites (determined by community described in Resolve 2 below),
5. Includes year-over-year historical data for the past 3-year time period and includes budgeted and actual expenditures in each category (i.e. program dollar spend year-to-date and year-to-go),
6. Has the capacity to support school-site budgetary decisions through including access to accurate and timely information for making real-time budget decisions (i.e. program dollar spend year-to-date and year-to-go),
7. Includes narrative and contextual information to explain budget and policy decisions;

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

1. Includes LCAP parent groups, community partners, labor partners, and board offices,
2. Is shared in language accessible formats, and when the community can best participate,
3. Prioritizes engaging historically marginalized communities which can include but are not limited to native/indigenous, immigrant, disabled, and racial/ethnic subgroups, and
4. Ensures that the product matches the demand of the end users (feedback shall be

sought at least three times twice – at the outset and twice after a drafts is are available to test drive);

Resolved further, That by October 2025 the budget tool clearly connects to student outcomes, describing how specific investments impact student outcomes and strategic plan goals (recognizing limitations regarding causal and correlative connections as well as shared responsibility across programs, personnel and school/region/district staff) to inform budget development of the 2026-27 school year; and, be it finally

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

Mr. Schmerelson seconded the motion.

The following speakers addressed the Board:

- Christian Flagg, Community Coalition
- Carlos Rodriguez, Innovate Public Schools
- Dayana De La Torre, GPSN
- Dalia Velasco, Alliance for a Better Community (ABC)
- Maria Luisa Palma, Oleada Inc.

Remarks were heard from Ms. Ortiz Franklin and Mr. Melvoin.

Ms. Goldberg raised concerns regarding the language in the last two Resolves and suggested amending them.

Remarks were heard from Ms. Ortiz Franklin

Mr. Pedro Salcido, Deputy Superintendent of Business Operations and Superintendent Carvalho provided input on the feasibility of the proposed timeline.

The following amendments were made at the table:

The third Resolve was modified to read as follows:

Resolved further, That by October 2025 the budget tool has a plan that clearly connects to student outcomes, describing how specific investments impact student outcomes and strategic plan goals (recognizing limitations regarding causal and correlative connections as well as shared responsibility across programs, personnel and school/region/district staff) to inform budget development of the 2026-27 school year; and, be it finally

The last Resolve was modified to read as follows:

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

Board Members voiced concerns.

Superintendent Carvalho expressed remarks.

Ms. Goldberg read the amendment into the record and Ms. Ortiz Franklin accepted the amendment as friendly.

After discussion and on roll call vote, the resolution was adopted as amended, 7 ayes.

The final resolution reads as follows:

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

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

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

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

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

Whereas, The Strategic Plan was aligned to budget investments in the OpenGov portal taking an important step towards tracking our investments connected to District goals and strategies, but currently lacks the ability to produce a report to understand usage;

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

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

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

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

Resolved, That the Los Angeles Unified School District provide a primary resource for the community that is a consolidated, clear, comprehensive, detailed, language accessible, and AIpowered annual budget tool – publicly available online – that includes a FAQ section and ongoing in-person and online user guidance training and support to help with navigation, and which:

1. Integrates Artificial Intelligence so that users engage actively with the tool to ask questions and receive accurate answers,
2. Includes customizable data visualizations, download capability, geocoding/mapping capabilities, sortability to analyze and compare investments across schools, SENI quintile, board district, community of school, student demographic and other relevant data to be determined by stakeholder engagement,
3. Includes all fund sources including bond funding and donation accounts (PTO/PTA), totals, carryover, full-time and part-time equivalent allocations including staff to student ratios (for each position, not just teachers and counselors), position titles, per pupil expenditures for all funding sources across major categories,
4. Is organized by categories commonly discussed at board meetings, in community meetings, and at school sites (determined by community described in Resolve 2 below),
5. Includes year-over-year historical data for the past 3-year time period and includes budgeted and actual expenditures in each category (i.e. program dollar spend year-to-date and year-to-go),
6. Has the capacity to support school-site budgetary decisions through including access to accurate and timely information for making real-time budget decisions (i.e. program dollar spend year-to-date and year-to-go),
7. Includes narrative and contextual information to explain budget and policy decisions;

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

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

Resolved further, That by October 2025 the budget tool has a plan that clearly connects to student outcomes, describing how specific investments impact student outcomes and strategic plan goals (recognizing limitations regarding causal and correlative connections as well as shared responsibility across programs, personnel and school/region/district staff) to inform budget development of the 2026-27 school year; and, be it finally

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

Board President Goldberg modified the Order of Business to bring items 13 and 14 into voting.

NEW BUSINESS FOR ACTION

- Tab 13: BOARD OF EDUCATION REPORT NO. 320-23/24
Annual Report of the Los Angeles Unified School District Proposition 28: The Arts and Music in Schools Funding Guarantee and Accountability Act
- Tab 14: BOARD OF EDUCATION REPORT NO. 321-23/24
Annual Report of the Los Angeles Unified School District Affiliated Charters Proposition 28 Report

Mr. Saman Bravo-Karimi, Senior Executive Director of Finance Policy, gave a brief presentation and shared slides from the budget presentation that addressed Proposition 28 funding.

Mr. Bravo-Karimi highlighted the following:

- Arts funding increased in the 2023-24 school year due to Proposition 28 and other District Arts investments.
- Arts education is a priority for the District, and as such, the District is complying with the rules related to Proposition 28.
- \$30 million of additional funding for Arts teachers will be provided in the 2024-25 to ensure that all elementary schools have the same base level of Arts teachers as they did in 2022-23, this will further boost arts staffing.

Board Members expressed questions and concerns addressed by Superintendent Carvalho and District staff.

Dr. McKenna requested a report that summarizes Proposition 28 funds for Board District 1 schools.

Mr. Schmerelson requested an informative report of the discussion that took place, including how it can be better explained to constituents.

The following speakers addressed the Board:

- Juanda Marshall, Teacher
- Joanna Casucci, Parent
- Nicolle Fefferman, Parent
- Ginger Rose Fox, UTLA

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

After discussion and on roll call vote, item 13, Board of Education Report No. 320-23/24, was adopted, 4 ayes, 1 no, Mr. Schmerelson and 2 absent, Dr. Rivas and Ms. Gonez.

Later in the meeting Dr. Rivas recorded a no vote and Ms. Gonez recorded an aye vote.

The final vote was 5 ayes and 2 noes, Dr. Rivas and Mr. Schmerelson.

After discussion and on roll call vote, item 14, Board of Education Report No. 321-23/24, was adopted, 4 ayes, 1 no, Mr. Schmerelson and 2 absent, Dr. Rivas and Ms. Gonez.

Later in the meeting Dr. Rivas recorded no vote and Ms. Gonez recorded an aye vote.

The final vote was 5 ayes and 2 noes, Dr. Rivas and Mr. Schmerelson.

Board President Goldberg modified the Order of Business.

SUPERINTENDENT'S REPORTS

COMMUNITY ADVISORY COMMITTEE (CAC)

Ariel Harmon, Chairperson, and Ingrid Levy, Public Relations Officer, presented on behalf of the CAC. They made recommendations for ensuring equitable access to special education, emphasized the need to improve communication and collaboration between the CAC, LAUSD personnel and the Special Education Committee and provided suggestions to better support families of special education students.

DISTRICT ENGLISH LEARNER ADVISORY COMMITTEE (DELAC)

Karla Franco, Chairperson; Abraham Romero, Parliamentarian; and Carol Landaverde-Sandoval, Public Relations Officer presented DELAC's proposed master plan to support English learners. Their presentation included a comprehensive needs assessment, a discussion of teacher authorizations, and recommendations. Additionally, the committee reiterated the need to reinstate school police in schools.

PARENT ADVISORY COMMITTEE (PAC)

Paul Roback, Chairperson, and Yolande Beckles, Vice Chairperson presented on behalf of PAC. They highlighted member recommendations, proposed changes to the PAC structure, suggested training for members, and discussed LCAP objectives. The PAC also emphasized the need for improved communication and collaboration with the Board.

Board President Goldberg modified the Order of Business to bring items 6,7 and 8 into voting.

Board President Golberg passed the gavel to Vice-President Scott Schmerelson.

Tab 6: BOARD OF EDUCATION REPORT NO. 323-23/24
Authorization of a Resolution of the Board of Education Approving the Sale and Issuance of Not-to-Exceed \$1.1 billion of General Obligation Bonds and the Forms of the Documents Necessary for the Issuance of such Bonds

Ms. Ortiz Franklin moved that the report be adopted. Mr. Melvoin seconded the motion.

On roll call vote, item 6, Board of Education Report No. 323-23/24 was adopted, 5 ayes and 2 absent, Ms. Goldberg and Ms. Gonez

Later in the meeting, Ms. Goldberg and Ms. Gonez both recorded an aye vote.

The final vote was 7 ayes.

Tab 7: BOARD OF EDUCATION REPORT NO. 324-23/24
Authorization of a Resolution of the Board of Education Approving the Sale and Issuance of Not-to-Exceed \$4.5 Billion of General Obligation Refunding Bonds and the Forms of the Documents Necessary for the Issuance of such Bonds

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

On roll call vote, item 7, report Board of Education Report No. 324-23/24 was adopted, 5 ayes and 2 absent, Ms. Goldberg and Ms. Gonez

Later in the meeting, Ms. Goldberg and Ms. Gonez both recorded an aye vote.

The final vote was 7 ayes.

Tab 8: BOARD OF EDUCATION REPORT No. 325-23/24
Resolution of the Board of Education of the Los Angeles Unified School District approving and authorizing the issuance of Judgment Obligation Notes and Bonds, the execution and delivery of Revolving Credit Agreement(s), an Indenture and Related Documents, an Official Statement, a Validation Proceeding, and Related Actions, all for the purpose of refunding Obligations incurred by application of Assembly Bill Number 218 and similar claims for tort liability

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

On roll call vote, item 8, Board of Education Report No. 325-23/24 was adopted, 5 ayes and 2 absent, Ms. Goldberg and Ms. Gonez.

Later in the meeting, Ms. Goldberg and Ms. Gonez both recorded an aye vote.

The final vote was 7 ayes.

 Board President Goldberg assumed the Chair and modified the Order of Business.

SUPERINTENDENT'S REPORTS

The Superintendent made brief opening remarks on the Local Control Accountability Plan (LCAP), Local Indicators, Strategic Plan and Budget presentation.

Chief Strategy Officer, Veronica Arreguin made a presentation on the 2024-25 LCAP, Local Indicators and 2022-26 Strategic Plan updates.

Ms. Arreguin began by explaining the LCAP. She noted that the 2021-2024 LCAP cycle has concluded, and we are now starting a new cycle for 2024-2027. She emphasized that the LCAP goals have been aligned with the Strategic Plan Pillars and the District will use both state and local metrics to set targets and measure progress, while also implementing the Local Control Funding Formula (LCFF) funded programs and services to advance these goals. Additionally, Ms. Arreguin provided updates on year two of the Strategic Plan, highlighting achievements across each pillar.

Ms. Arreguin turned the presentation over to Mr. Saman Bravo-Karimi, Senior Executive Director of Finance Policy who presented on the 2024-25 Budget.

Mr. Bravo-Karimi started off by explaining the tools and resources available for the public to view the District budget. He then outlined the budget's guiding principles and discussed key investments for the 2024-25 school year. He made clear that the budget does not include cuts to SENI and BSAP, reductions in arts fundings, or employee layoffs.

Mr. Bravo-Karimi highlighted that, despite declining enrollment, staffing levels remain higher than before the pandemic and emphasized the protection of our workforce through the School Staff Stabilization Fund and the Workforce Protection Fund. Additionally, he reviewed budget assumptions, including cost-of-living adjustment (COLA) and average daily attendance (ADA) percentage, that are used to build the budget.

Mr. Bravo-Karimi also discussed multi-year projections for the unassigned ending balance, explaining the risks of spending it now, which could lead to a negative balance in future years. He detailed the components of the ending balance and explained that the projections do not account for future changes in total compensation, beyond workforce protection fund, potential reductions in state or federal funding, or other liabilities.

Board members expressed questions and concerns, addressed by District staff and the Superintendent.

The Board requested the following information from District staff:

Provide information on the 13-person increase in the Division of School Operations. What is the growth due to? (Referencing the 2024-25 Proposed Budget Book, Section I, page 16)

Provide information on the savings from the C basis change to B basis.

Provide enrollment levels per region.

Provide information on the number of funded positions that remain vacant for this school year. (Referencing slide 23 of the presentation),

Provide information on the necessary fee adjustments to cover all the costs of the services provided to charter schools (Referencing the 2024-25 Proposed Budget Book, Section V, page 35, G)

Provide information on the cost to keep Early Education support staff year-round, specifically during the summer. Also address the impact of not having them.

Provide information on whether we are meeting our goals for the teacher pipeline program and suggest ways to further promote and sustain the program.

Provide information on Board Members Discretionary Funds for the coming years. (Referencing the 2024-25 Proposed Budget Book, Section I, page 23, Attachment D)

Provide information on the funds for the Teacher Quality & Staffing Program and an analysis of the positive outcomes and benefits of the program. (Referencing the 2024-25 Proposed Budget Book, Section I, page 23, Attachment D)

Provide reports on the evaluation of the expanded learning programs. (Referencing the 2024-25 Proposed Budget Book, Section III, page 24 – Assessment Management Systems Program)

Provide information on the Arts Fest expenditures.

Board President Goldberg modified the Order of Business.

CONSENT ITEMS

Mr. Schmerelson moved that the Consent Items be adopted. Ms. Gonez seconded the motion.

The following speakers addressed the Board on the Consent Items:

Board of Education Report No. 306-23/24, Donations of Money and Materials to the District and Associated Student Body

- Merquisedet Absalon, Community Member

Board of Education Report No. 261-23/24, Update to Los Angeles Unified School District's 2022-2026 Strategic Plan Goal 4: SocialEmotional/Wellness

- Dr. La Price Sanford, One-by-One Solutions

Board of Education Report No. 336-23/24, Special Education Local Plan Area (SELPA) Local Plan 2024-2025

- John Perron, Community Advisory Committee

Board of Education Report No. 296-23/24, Fiscal Year 2025 OIG Work Plan

- Isabel Gonzalez, Parent
- Diana Guillen, Parent

Board of Education Report No. 282-23/24, Approval of Routine Personnel Actions

- Shaun Luciano, Employee

On roll call vote, the Consent Items were adopted, 6 ayes, 1 absent, Mr. Melvoin

Later in the meeting, Mr. Melvoin recorded an aye vote.

The final vote was 7 ayes.

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

PUBLIC HEARINGS

TAB 29: Adoption of the Proposed Los Angeles Unified School District 2024-25 Budget (028-23/24)

TAB 30: Adoption of the 2024 LAUSD Local Control and Accountability Plan and Presentation of the 2024 State Accountability Dashboard Local Indicators File (015-23/24)

TAB 31: Adoption of LAUSD Affiliated Charter Schools' 2024 Local Control and Accountability Plans and Presentation of the 2024 State Accountability Dashboard Local Indicators for Affiliated Charters File (025-23/24)

Mr. Mclean read the following statement:

This constitutes a public hearing for:

- Adoption of the Proposed Los Angeles Unified School District 2024-25 Budget (028-23/24)
- Adoption of the 2024 LAUSD Local Control and Accountability Plan and Presentation of the 2024 State Accountability Dashboard Local Indicators File (015-23/24)
- Adoption of LAUSD Affiliated Charter Schools' 2024 Local Control and Accountability Plans and Presentation of the 2024 State Accountability Dashboard Local Indicators for Affiliated Charters File (025-23/24)

A maximum of 45 individuals who wish to address the Board on these items will be heard. Each speaker will be able to make a 2-minute presentation. Those who wish to speak should sign-up online.

The following speakers addressed the Board:

- Day Son, Catalyst California, Equity Alliance for LA's Kids
- Maria Luisa Palma, Oleada, Inc.
- Monica Arrazola, Parent

- Nathan Cabrera, Student
- Erlinda Morita, Parent
- María Daisy Ortiz, Parent
- Isabel Gonzalez, Parent
- Diana Guillen, Parent
- Julio Tizol, Parent
- Alejandro Juarez, InnerCity Struggle
- Jsané Tyler, Parent
- Ernesto Pérez, Student
- Paulina Medina, Parent
- Emilee Baltierra, Student
- Merquisedet Absalon, Community Member
- Ezekiel Mitchell, Student
- Jose Alfonseca, Former Student
- Amora Jones, Student
- Jaymon Frazier, Student
- Jayden Frazier, Student
- Jocelyn Chairez, Former Student
- Nelly Mendez, Parent
- Araceli Cabrera, Parent
- Juan Magandi, Parent
- Michelle Cherner, District Intern
- Christian Flagg, Community Coalition
- Marcela Garcia, Parent

PUBLIC COMMENT

Helen Ho, Student	Defund School Police, Support for Safe Passage Program
Melanie Cruz, Former Student	Support for Safe Passage Program
Lorena Zorilla, CTE Teacher	Advocating for Students & Retaliation from Administration
Alicia Baltazar, Reclaim our Schools LA	Support for Mental Health Services
Eloisa Galindo, Parent	Criminalization of Students at Schools
Maria Daisy Ortiz, Parent	Train Parents on the Consolidated Application
Ian Kirksey, Students Deserve	Effects of Budget Cuts on Staff
Joseph Williams, Students Deserve	Defund School Police and Invest in Safe Passage
Amir Casimir, Students Deserve	Support for Community Based and Safe Passage Programs
Brenan Higgins, Student	Support for Community Based and Safe Passage Programs
Juan Maldonado, Parent	Support for School Police
Monica Arrazola, Parent	School Safety, Support for School Police
Emilia Lara, Community Member	Early Childhood Education Program at West Valley Occupational Center
Michelle Chang, Stop LAPD Spying Coalition	End the LASAR Application
Nelly Mendez, Parent	Personal Matter and Support for School Police

ADJOURNMENT

Ms. Goldberg moved to adjourn the meeting in memory of Reverend James Lawson, a Civil Rights activist and early advocate for non-violent resistance. Dr. McKenna expressed remarks on Rev. Lawson and moved to adjourn in memory of Sylvia Graham, a lifelong educator who taught at LAUSD for 48 years, and in memory of Grace Strauther who served the District for over 30 years as an Assistant Principal, Principal, and Local District Superintendent.

By general consent the meeting adjourned at 6:06 p.m.

APPROVED BY THE BOARD:

MS. JACKIE GOLDBERG
PRESIDENT

MR. MICHAEL MCLEAN
EXECUTIVE OFFICER OF THE BOARD

mg

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

REGULAR BOARD MEETING MINUTES

333 South Beaudry Avenue, Board Room
1208 Magnolia Avenue, Gardena, CA 90247
10:00 a.m., Tuesday, September 10, 2024

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 10, 2024, at the Administrative Offices, Board Room, 333 South Beaudry Avenue, Los Angeles, California.

Board President Jackie Goldberg called the meeting to order at 10:02 a.m.

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

Student Board Member Anely Cortez Lopez was present.

Superintendent Alberto M. Carvalho was present.

The Pledge of Allegiance was led by Student Board Member Cortez Lopez.

Remarks were heard from Ms. Goldberg regarding Latino Heritage Month.

BOARD PRESIDENT'S REPORTS

LABOR PARTNERS

Georgia Flowers Lee, United Teachers Los Angeles, spoke in support of Tab 15, and the Black Student Achievement Plan.

Maria Nichols, President, Associated Administrators of Los Angeles (AALA), shared remarks regarding the opening of the school year, and spoke about the working conditions of AALA members.

Ms. Goldberg highlighted the following time certain items:

Tab 15 will be heard at 3:00 p.m., Tab 16 will be heard at 1:30 p.m., and Tab 22 will be heard at 2:00 p.m.

- - -

Board President Goldberg modified the Order of Business.

- - -

CONSENT ITEMS

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

NEW BUSINESS FOR ACTION:

- TAB 3. BOARD OF EDUCATION REPORT NO. 021-24/25
Adoption of the Mitigated Negative Declaration and the Mitigation Monitoring and Reporting Program for the Garfield High School Major Modernization Project
- TAB 4. BOARD OF EDUCATION REPORT NO. 022-24/25
Project Approval for the James A. Garfield High School Major Modernization Project
- TAB 5. BOARD OF EDUCATION REPORT NO. 035-24/25
Define and Approve 13 Board District Priority and Region Priority Projects and Amend the Facilities Services Division Strategic Execution Plan to Incorporate Therein
- TAB 6. BOARD OF EDUCATION REPORT NO. 031-24/25
Donations of Money and Materials to the District
- TAB 7. BOARD OF EDUCATION REPORT NO. 032-24/25
Report of Cash Disbursements, Corporate Credit Card Charges
- TAB 9. BOARD OF EDUCATION REPORT NO. 027-24/25
Approval of Routine Personnel Actions
- TAB 10. BOARD OF EDUCATION REPORT NO. 028-24/25
Provisional Internship Permits

BOARD MEMBER RESOLUTIONS FOR ACTION:

- TAB 14. Mr. Schmerelson, Dr. Rivas - Suicide Awareness and Prevention Month (Res-002-24/25)
(Noticed August 13, 2024)

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

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

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

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

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

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

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

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

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

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

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

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

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

Whereas, An analysis of i-STAR incidents reported between 2016 and 2020 found that middle school rates of suicidal behavior and high schools reported the highest rates of substance-related incidents;

Whereas, Suicide prevention involves the collective efforts of families and caregivers, the school community, mental health practitioners, local community organizations, and

related professionals to reduce the incidence of suicide through education, awareness, and services;

Whereas, Suicide prevention involves inclusive school-wide activities and programs that enhance a sense of belonging, contribute to a safe and nurturing environment, and strengthen protective factors that reduce the risk for students; and

Whereas, National Suicide Prevention Week will be observed from September 8-14, 2024, to help call public attention to the increasing incidence of suicide and to inform about suicide prevention and warning signs of suicide; now, therefore, be it

Resolved, That the Governing Board of the Los Angeles Unified School District hereby declares September Suicide Prevention Awareness Month in the Los Angeles Unified School District;

Resolved further, That throughout National Suicide Prevention Month, but especially during National Suicide Prevention Week (September 8-14, 2024), the District will use social media channels and direct communication to District families to raise awareness and promote resources on suicide prevention, especially resources focused on the needs of our most vulnerable students;

Resolved further, That the District will review and update as necessary the resources posted to the District's School Mental Health / Crisis Counseling and Intervention Services website and make sure that the website prominently features the new Suicide and Crisis Hotline Lifeline: 988;

Resolved further, That the Superintendent or his designee report to the Committee of the Whole Board within 120 days on improvements or progress that has been made on the distribution of mental health resources to all District students during the past year and potential future plans; and, be it finally

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

TAB 17. Ms. Gonez, Dr. McKenna, Dr. Rivas, Mr. Schmerelson, Mr. Melvoin, Ms. Ortiz Franklin, Ms. Goldberg, Ms. Lopez - Celebrating Latinx Heritage Month in the Los Angeles Unified School District (Res-010-24/25) (Waiver of Board Rule 72)

Whereas, The United States has observed Latino/a/e/x Heritage Month from September 15 to October 15 since 1988 to commemorate the contributions, heritage, achievements, and cultural influences of Latinx Americans in the United States;

Whereas, Latinx Heritage Month further recognizes the intersectionality and diversity of the U.S. Latinx population, honoring historical roots tied to Mexico, Central America, South America and the Caribbean as well as Indigenous, African or European ancestry;

Whereas, This month-long recognition serves as an opportunity for all Americans to learn more about Latinx history, promote cultural awareness and inclusivity, and celebrate

diversity both in the present and in our nation's history;

Whereas, The U.S. Latinx population has grown to become the second largest racial or ethnic group in the United States in the last decade, reaching 63.7 million Latinxs as of 2022 and accounting for 19.1% of all Americans;

Whereas, The state of California is home to the largest Latinx population in the country, where they comprise 40.3% of the state's overall population, and almost 50% of the population of the County of Los Angeles;

Whereas, Latinx students comprise more than 73% of the Los Angeles Unified School District student population, underscoring the importance and relevance of Latinx Heritage Month among the District's students and families;

Whereas, Recognizing and celebrating Latinx Heritage Month as a District furthers the work of our Strategic Plan to provide culturally relevant, empowering curriculum that inspires students to become leaders and advocates for their communities; and

Whereas, The District is committed, above and beyond this commemoration, to empowering students through culturally responsive and inclusive learning environments that celebrates the value and diversity of all its students; now, therefore, be it

Resolved, That the Governing Board of the Los Angeles Unified School District hereby recognizes and celebrates September 15 through October 15 as Latinx Heritage Month;

Resolved further, That the Office of the Superintendent will work to promote educational resources on Latinx history, culture, and heritage and make them widely available to staff, students, and families online through the District homepage and social media accounts; and, be it finally

Resolved, That by adoption of this resolution, the Board and Superintendent hereby encourage all students, staff, and families, to commemorate and celebrate the immense historical and cultural contributions that Latinx people have made and continue to make here in Los Angeles, California, and the United States.

RESOLUTIONS REQUESTED BY THE SUPERINTENDENT:

TAB 20. Reappointment of Member and Appointment of Alternate Member to the School Construction Bond Citizens' Oversight Committee (Sup Res-002-24/25)

Resolved, That the Governing Board of the Los Angeles Unified School District ratifies the reappointment of Mr. Brian Mello, and the appointment of Ms. Ashley Kaiser as an alternate, representing the Associated General Contractors of California, as Members to the School Construction Bond Oversight Committee for a two-year term commencing immediately. Mr. Mello and Ms. Kaiser are not employees, officials, vendors, contractors, or consultants of the District.

TAB 21. Reappointment of Member to the School Construction Bond Oversight Committee (Sup Res-003-24/25)

Resolved, That the Board of Education of the City of Los Angeles ratifies the renomination of Ms. Neelura Bell, representing the California Charter Schools Association, as Member to the School Construction Bond Oversight Committee for a two-year term commencing on August 30, 2024. Ms. Bell is not an employee, official, vendor, contractor, or consultant of the District.

CORRESPONDENCE AND PETITIONS:

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

NEW BUSINESS FOR ACTION (continued):

TAB 24. Item withdrawn prior to meeting

Board President Goldberg resumed the Order of Business.

BOARD PRESIDENT'S REPORTS (continued)

COMMITTEE CHAIR REPORTS

Mr. Schmerelson reported on the August 27, 2024 IPM Ad Hoc Committee.

APPOINTMENT OF BOARD REPRESENTATIVE TO THE CALIFORNIA SCHOOLS BOARDS ASSOCIATION

Ms. Goldberg appointed Dr. Rivas as the Board Representative to the California School Boards Association

SUPERINTENDENT'S REPORTS

Remarks were heard from the Superintendent regarding the opening of schools, Norm Day, declining enrollment, changes to the process of school admission, the opening of new Special Education classes, and Proposition 28.

CONSENT ITEMS (continued)

The following speakers addressed the Board on consent item:

BOARD OF EDUCATION REPORT NO. 027-24/25

Approval of Routine Personnel Actions

- Alex Brown, Parent
- Rosten Woo, Parent
- Janet Sonneman, Parent

BOARD MEMBER RESOLUTION FOR ACTION

Mr. Schmerelson, Dr. Rivas - Suicide Awareness and Prevention Month (Res-002-24/25)
(Noticed August 13, 2024)

Mr. Schmerelson moved the following amendments to the resolution:

Amendment to be inserted after the first Whereas:

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

Amendments made to the 15th Whereas:

Whereas, An analysis of District data ~~i-STAR incidents~~ reported between 2016 and 2020 found that middle school rates of suicidal behavior and high schools reported the highest rates of substance-related incidents;

Amendments made to the fourth Resolved:

Resolved further, That the Superintendent or his designee report to the Board within 120 days on update on the distribution ~~improvements or progress~~ that has been made on the distribution of mental health resources to all District students during the past year and potential future plans; ~~and, be it finally~~

Amendments to be inserted after the fourth Resolved:

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

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

Remarks were heard from Mr. Schmerelson and Dr. Rivas regarding the resolution.

Joel Cisneros, Executive Director, Student Mental Health and Wellness Services, spoke about recognizing the signs of distress in students, and what students or family members can do if they see a student is distressed. In addition, he provided resources for students and families.

Remarks were heard from Board members and Student Board Member Lopez.

The following speakers addressed the Board:

- Sikivu Hutchinson, Parent
- Latanya Hull, Parent

BOARD MEMBER RESOLUTION FOR ACTION

Ms. Gonez - Celebrating Latinx Heritage Month in the Los Angeles Unified School District
(Res-010-24/25) (Waiver of Board Rule 72)

Remarks were heard from Ms. Gonez regarding the resolution.

The following speakers addressed the Board:

- Marisol Mora, Student
- Kimberly Pacheco, Student
- Maria Daisy Ortiz, Parent

The following speakers addressed the Board on Consent item:

CORRESPONDENCE AND PETITIONS

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

- David Tokofsky, Community Member

Prior to the vote, Mr. McLean read the following statement:

Before action is taken on the Report of Correspondence regarding the Williams Uniform Complaint Quarterly Report Summary from the Director of the Educational Equity Compliance Office, a public hearing must be held.

This constitutes a public hearing on the report, and a maximum of 15 individuals who wish to address the Board on this item will be heard. Those who wish to speak and have not already signed-up should sign up online.

Ms. Gonez moved a waiver of Board Rule 72 for Tab 17 to allow action on Res-010-24/25, and moved that the Consent items be adopted.

Mr. Schmerelson seconded the motion.

Following discussion and by general consent, the Consent Items were adopted with Tab 14, Res-002-24/25, Suicide Awareness and Prevention Month, being adopted as amended.

Ms. Cortez Lopez recorded an advisory vote of aye.

The final version of Res-002-24/25 reads as follows:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Whereas, An analysis of District data reported between 2016 and 2020 found that middle school rates of suicidal behavior and high schools reported the highest rates of substance-related incidents;

Whereas, Suicide prevention involves the collective efforts of families and caregivers, the school community, mental health practitioners, local community organizations, and related professionals to reduce the incidence of suicide through education, awareness, and services;

Whereas, Suicide prevention involves inclusive school-wide activities and programs that enhance a sense of belonging, contribute to a safe and nurturing environment, and strengthen protective factors that reduce the risk for students; and

Whereas, National Suicide Prevention Week will be observed from September 8-14, 2024, to help call public attention to the increasing incidence of suicide and to inform about suicide prevention and warning signs of suicide; now, therefore, be it

Resolved, That the Governing Board of the Los Angeles Unified School District hereby declares September Suicide Prevention Awareness Month in the Los Angeles Unified School District;

Resolved further, That throughout National Suicide Prevention Month, but especially during National Suicide Prevention Week (September 8-14, 2024), the District will use social media channels and direct communication to District families to raise awareness and promote resources on suicide prevention, especially resources focused on the needs of our most vulnerable students;

Resolved further, That the District will review and update as necessary the resources posted to the District's School Mental Health / Crisis Counseling and Intervention Services website and make sure that the website prominently features the new Suicide and Crisis Hotline Lifeline: 988;

Resolved further, That the Superintendent or his designee report to the Board within 120 days on update on the distribution that has been made on the distribution of mental health resources to all District students during the past year and potential future plans;

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

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

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

NEW BUSINESS FOR ACTION

TAB 1. BOARD OF EDUCATION REPORT NO. 020-24/25
Approval of Procurement Actions

Mr. Schmereson moved that the report be adopted. Ms. Gonez seconded the motion.

Remarks were heard from Mr. Melvoin regarding Attachment B, Item F, CaremarkPCS Health, LLC and SilverScript Insurance Company (collective CVS) for pharmacy benefit management services.

Pedro Salcido, Deputy Superintendent, Business Services & Operations, Sung Yun Lee, Deputy Chief Business Officer, and Priti Kapoor, Director of Benefits, responded to questions from Mr. Melvoin regarding Item F.

Ms. Ortiz Franklin asked the District's Government Relations team to consider working with the federal government regarding the overwhelming costs of pharmaceuticals in this country.

Mr. Salcido responded to questions from Mr. Melvoin regarding Attachment B, Item J, Arey Jones Educational Solutions; Blumm USA, Inc.; CDW Government, LLC, for personal computing devices and related equipment and services Districtwide.

Remarks were heard from the Superintendent regarding Item J.

Remarks were heard from Ms. Gonez, Ms. Goldberg, and Dr. Rivas regarding the translations bench contracts, Attachment B, Item G.

The Superintendent, and Luz Roldan, Director, Translations Unit, responded to questions from Dr. Rivas.

Remarks were heard from Mr. Schmerelson regarding the lack of interpreters in the District.

Antonio Plascencia, Senior Director of Engagement and Partnerships, responded to questions from Dr. Rivas regarding Attachment B, Item H, various vendors for the Partners for Student Success Program.

Dr. Rivas requested the list of schools who have partnered with each of these vendors. Mr. Plascencia will send the information to the Board.

After discussion and on roll call vote, the report was adopted, 7 ayes.

Ms. Cortez Lopez recorded an advisory vote of aye.

TAB 2: BOARD OF EDUCATION REPORT NO. 013-24/25
Approval of Facilities Contract Actions

Krisztina Tokes, Chief Facilities Executive, responded to questions from Ms. Gonez regarding Attachment A, Item A, Beta Investments & Contracts, Inc., for the HVAC replacement project.

Mr. Schmerelson expressed his appreciation for all employees who service District schools.

Soheil Katal, Chief Information Officer, responded to a question from Ms. Goldberg regarding Attachment A, Item E, Telenet VoIP, Inc. for video surveillance and monitoring systems.

Dr. Rivas expressed her thanks to the Transportation Services Division for their leadership and initiative to provide cleaner rides to school for our students, bringing about cleaner air, which demonstrates a deep commitment for both the wellbeing of our students and the environment and our city.

Remarks were heard from Superintendent Carvalho regarding the exceedingly high temperatures across the District and the steps the District is taking to provide HVAC units to the most impacted areas, and revisiting the prioritization of bond revenue utilization.

Mr. Schmerelson moved that the report be adopted. Ms. Gonez seconded the motion.

After discussion and on roll call vote, the report was adopted, 7 ayes.

Ms. Cortez Lopez recorded an advisory vote of aye.

TAB 8: BOARD OF EDUCATION REPORT NO. 040-24/25
Unaudited Actuals Report for Fiscal Year 2023-24 and Gann Limit Resolution

Mr. McLean read the following statement:

Before action is taken on Board Report No. 040-24/25, Unaudited Actuals Report for Fiscal Year 2023-24 and Gann Limit Resolution, a public hearing must be held.

This constitutes a public hearing on Report No. 040-24/25, Unaudited Actuals Report for Fiscal Year 2023-24 and Gann Limit Resolution, and a maximum of 15 individuals who wish to address the Board on the item will be heard. Those who wish to speak should sign up online. Speakers will be called by name.

Remarks were heard from Superintendent Carvalho regarding the Unaudited Actuals Report. He introduced Christopher Mount, Chief Business Officer, to provide an update on the 2023-24 unaudited actuals.

Highlights of the presentation included:

- Statutory obligations and reporting requirements
- 2023-24 Sources of fund revenues and expenses
- 2023-24 Budget to actual expenditures for all funds
- 2023-24 general fund with unrestricted and restricted dollars
- 2023-24 general fund unrestricted unassigned ending balance

Mr. Mount responded to questions from Mr. Melvoin.

- - -

Board President Goldberg tabled the discussion on Tab 8 to allow for a 1:30 P.M. time certain.

- - -

BOARD MEMBER RESOLUTIONS FOR ACTION

Mr. Schmerelson moved a Waiver of Board Rule 72 to allow action on Res-008-24/25. Ms. Gonez seconded the motion.

Ms. Gonez moved the following resolution with a 1:30 p.m. time certain:

TAB 16: Mr. Schmerelson, Ms. Goldberg - Observing October 6 as World Cerebral Palsy Day (Res-008-24/25) (Waiver of Board Rule 72)

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Resolved further, That District Regional Superintendents, their teams, or a designee will review these plans and will provide feedback to principals finalizing with their approval;

Resolved further, That the Board recommends the Superintendent to implement training programs for teachers and staff on effectively supporting students with cerebral palsy and other developmental disabilities in the classroom, including strategies for inclusive teaching, communication techniques, legal requirements, and the usage of assistive technology; and, be it finally

Resolved, That the District shall invite all District schools, at all grade levels, to engage in ability awareness activities in the classroom, ideally incorporating them into lesson

plans for students of all ages during the week preceding or following World Cerebral Palsy Day, recognizing its occurrence, at the discretion of school leadership.

Mr. Schmerelson seconded the motion.

Remarks were heard from Mr. Schmerelson regarding the resolution.

Mr. Schmerelson introduced Reena De Asis, Founder, Inclusive Sol, who spoke in support of the resolution.

Remarks were heard from board members and Student Board Member Lopez.

Jose Soto, Executive Director, Special Education, discussed supporting the plan of inclusivity across schools in the District.

Mr. Schmerelson moved the following amendments to the fourth Resolved:

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

Ms. Gonez moved the amended resolution be adopted. Mr. Schmerelson seconded the motion.

After discussion and on roll call vote, the resolution was adopted as amended, 6 ayes, 1 absent, Ms. Ortiz Franklin.

Ms. Cortez Lopez recorded an advisory vote of aye.

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

The final vote was 7 ayes.

The final version of the resolution reads as follows:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Resolved further, That the Board encourages all qualified staff to promote the integration of inclusive practices and curriculum adaptations to meet the diverse needs of students with cerebral palsy, with greater knowledge and understanding of the Americans with Disabilities Act, Individuals with Disabilities Education Act, and Section 504 of the Rehabilitation Act,

ensuring they receive a quality education tailored to their abilities and strengths so they can effectively achieve positive outcomes;

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

Resolved further, That District Regional Superintendents, their teams, or a designee will review these plans and will provide feedback to principals finalizing with their approval;

Resolved further, That the Board recommends the Superintendent to implement training programs for teachers and staff on effectively supporting students with cerebral palsy and other developmental disabilities in the classroom, including strategies for inclusive teaching, communication techniques, legal requirements, and the usage of assistive technology; and, be it finally

Resolved, That the District shall invite all District schools, at all grade levels, to engage in ability awareness activities in the classroom, ideally incorporating them into lesson plans for students of all ages during the week preceding or following World Cerebral Palsy Day, recognizing its occurrence, at the discretion of school leadership.

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Board President Goldberg resumed the Order of Business.

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NEW BUSINESS FOR ACTION (continued)

TAB 8: BOARD OF EDUCATION REPORT NO. 040-24/25
Unaudited Actuals Report for Fiscal Year 2023-24 and Gann Limit Resolution

Board members resumed discussion.

Christopher Mount, Chief Financial Officer, Superintendent Carvalho, and Pedro Salcido, Deputy Superintendent, Business Services and Operations, responded to questions from board members.

Earlier in the meeting Mr. McLean read the public hearing statement.

The following speakers addressed the Board:

- Maria Luisa Palma, Parent
- David Tokofsky, Community Member
- Maria Daisy Ortiz, Parent

Ms. Gonez moved that the report be adopted. Mr. Schmerelson seconded the motion.

After discussion and on roll call vote, the report was adopted, 6 ayes, 1 absent, Dr. McKenna.

Ms. Cortez Lopez was absent.

Later in the meeting Dr. McKenna recorded an aye vote.

The final vote was 7 ayes.

TAB 12: BOARD OF EDUCATION REPORT NO. 036-24/25
2024 CCEIS Action Plan Amendment

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

Dr. Jose Soto, Executive Director, Division of Special Education, Dr. Karla Estrada, Deputy Superintendent, Instruction, and Dixon Deutsch, Director, Division of Special Education, responded to questions from board members.

The following speakers addressed the Board:

- Karla G. Franco, Parent
- Christian Flagg, Community Coalition

Board President Goldberg passed the gavel to Vice President Schmerelson.

Speakers continued to address the Board:

- Alejandro Banuelos, Community Representative

After discussion and on roll call vote, the report was adopted, 4 ayes, 3 absent, Dr. McKenna, Ms. Goldberg, and Ms. Gonez.

Ms. Cortez Lopez was absent.

Later in the meeting, Dr. McKenna, Ms. Goldberg, and Ms. Gonez recorded aye votes.

The final vote was 7 ayes.

TAB 13: BOARD OF EDUCATION REPORT NO. 039-24/25
U.S. Environmental Protection Agency Clean School Bus Program Notice of Award

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

Daniel Kang, Director of Transportation, responded to questions from Mr. Schmerelson.

Remarks were heard from Dr. Rivas.

On roll call vote, the report was adopted, 4 ayes, 3 absent, Dr. McKenna, Ms. Goldberg, and Ms. Gonez.

Ms. Cortez Lopez was absent.

Later in the meeting Dr. McKenna, Ms. Goldberg, and Ms. Gonez recorded aye votes.

The final vote was 7 ayes.

BOARD MEMBER RESOLUTIONS FOR ACTION (continued)

TAB 18: Ms. Ortiz Franklin, Dr. Rivas, Mr. Schmerelson, Mr. Melvoin, Ms. Gonez, Ms. Goldberg - Safe, Sustainable Streets: Walk & Roll to School (Res-011-24/25) (Waiver of Board Rule 72)

Whereas, The Los Angeles Unified School District is committed to student safety on and around campuses and the District's 2022-2026 Strategic Plan affirms the District's commitment to welcoming learning environments, which includes ensuring "safe passage" to and from school through coordination with local civic and safety organizations;

Whereas, The District is a leader in climate sustainability and is taking proactive steps and demonstrating progress to becoming the most sustainable and environmentally-friendly large urban school district in the country;

Whereas, Over the last three school years, students across all school levels report in the School Experience survey that they feel less safe in the neighborhood around their school than they did in previous years, with only 58.5% of elementary students, 55.2% of middle school students, and 51.6% of high school students reporting they feel safe in their community in the 2023-2024 school year;

Whereas, There were 336 traffic fatalities in Los Angeles City in 2023, an 8% increase from the previous year, 178 of which resulted in pedestrian death, and the leading cause of death for children between the ages of 4 and 14 in Los Angeles County is traffic collisions with disproportionate inequities in communities where Black and Brown families live;

Whereas, The City of Los Angeles has taken important steps to enhance traffic safety around Los Angeles Unified schools, including funding more than 500 crossing guards for the 2024-2025 school year, implementing "quick build" street safety projects at over 180 intersections at more than 40 schools, installing over 250 speed humps near 92 schools where speeding is a known issue, and establishing "school slow zones" with 15 mph speed limits on more than 450 street segments around 190 schools; and the District collaborates with the City's Safe Routes to School program, which maps recommended crossings to schools;

Whereas, Walking to school provides positive opportunities for students to meet their daily physical activity levels, cultivates a sense of responsibility and independence, contributes to time spent outdoors, which promotes positive health and can improve academic performance;

Whereas, The National Center for Safe Routes to School hosts an annual Walk & Roll to School Day, which will take place on October 9, 2024, an annual event that involves

communities from across the country walking and rolling to school on the same day, which informs students and caregivers about pedestrian safety practices, fosters a sense of community, shines light on the need for safe routes to and from school and contributes to cleaner environments; and

Whereas, One time events such as Walk & Roll to School Day can increase the visibility of families active travel to schools for drivers who share the roads; lead to the development of regular walking and bicycling programs by encouraging more families to use active travel to get to school; and strengthen the partnership between the District, cities, and caregivers to ensure student safety; now, therefore, be it

Resolved, That the Los Angeles Unified School District will celebrate annually the Walk & Roll to School Day beginning on October 9, 2024 and in future years will continue to celebrate this day as established by the National Center for Safe Routes to School;

Resolved further, That to support successful implementation of Walk & Roll to School Day, in collaboration with on-going efforts, community partners, and local government agencies, the District will conduct an assessment of the safety and capability to safely walk and roll to school; and, be it finally

Resolved, That the District will continue to advocate for local, state and federal funding and legislation to support safer, walkable school communities.

Remarks were heard from Ms. Ortiz Franklin regarding the resolution.

Remarks were heard from board members regarding the resolution.

The following speakers addressed the Board:

- Carle B., Community Member

Mr. Schmerelson moved a Waiver of Board Rule 72 to allow action on Res-011-24/25 and moved that the resolution be adopted. Dr. Rivas seconded the motion.

On roll call vote, the resolution was adopted, 4 ayes, 3 absent, Dr. McKenna, Mr. Melvoin, and Ms. Goldberg.

Ms. Cortez Lopez was absent.

Later in the meeting, Dr. McKenna, Mr. Melvoin, and Ms. Goldberg recorded aye votes.

The final vote was 7 ayes.

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Board President Goldberg assumed the Chair.

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PUBLIC HEARINGS

TAB 22: Charter Petitions for Public Hearing (002-24/25)

Global Education Academy (Board District 1, Region South)

Consideration of the level of support for a renewal start-up independent charter petition requesting to serve up to 414 students in grades TK-8 beginning its next term in the 2025 school year, with a proposed location of 4141 S. Figueroa St., Los Angeles, CA 90037 and 2009 W. Martin Luther King Jr. Blvd., Los Angeles, CA 90062.

Ednovate – USC Hybrid High College Prep (Board District 1, Region South)

Consideration of the level of support for a renewal start-up independent charter petition requesting to serve up to 500 students in grades 9-12 beginning its next term in the 2025 school year, with a proposed location of 3939 S. Vermont Ave., Los Angeles, CA 90037.

ICEF View Park Preparatory Middle (Board District 1, Region South)

Consideration of the level of support for a renewal start-up independent charter petition requesting to serve up to 450 students in grades 6-8 beginning its next term in the 2025 school year, with a proposed location of 5311 S. Crenshaw Blvd., Los Angeles, CA 90043.

Citizens of the World Charter School Silver Lake (Board District 2, Region East)

Consideration of the level of support for a renewal start-up independent charter petition requesting to serve up to 1,196 students in grades TK-8 beginning its next term in the 2025 school year, with a proposed location of 110 N. Coronado St., Los Angeles, CA 90026 and 2301-2323 Beverly Blvd., Los Angeles, CA 90057.

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

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

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

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

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

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

New West Charter (Board District 4, Region West)

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

Downtown Value (Board District 5, Region South)

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

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

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

Gabriella Charter 2 (Board District 5, Region East)

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

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

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

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

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

Synergy Charter Academy (Board District 5, Region East)

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

Fenton Avenue Charter (Board District 6, Region North)

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

Fenton Primary Center (Board District 6, Region North)

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

Mr. McLean read the following statement:

This constitutes a public hearing for the following schools:

- Global Education Academy
- Ednovate – USC Hybrid High College Prep

- ICEF View Park Preparatory Middle
- Citizens of the World Charter School Silver Lake
- Ednovate – Brio College Prep
- Ednovate – Esperanza College Prep
- Para Los Niños Charter
- New West Charter
- Downtown Value
- Equitas Academy #2
- Gabriella Charter 2
- Monseñor Oscar Romero Charter Middle
- Santa Monica Boulevard Community Charter
- Synergy Charter Academy
- Fenton Avenue Charter
- Fenton Primary Center

A maximum of 16 individuals who wish to address the Board on this item will be heard. Those who wish to speak should sign up online. Speakers will be called by name.

The following speakers addressed the Board:

- Mide Macaulay, Ednovate Charter Schools
- Alejandra Chavez, Principal, Esperanza College Prep
- Saba Ramos and Jasmin Alvarez, Students
- Claudia Cortez, Parent
- Monica Montiel, Community Member
- Cindy Soto, Parent
- Patricia Morfin, Parent
- Dwayne Washington, Principal, ICEF View Park Preparatory Middle
- Selena Leyva, Teacher
- Maria Maldonado, Parent
- Cynthia Hernandez, Parent
- Yahaira Perez, Parent
- Yvette King Berg, Executive Director, Monseñor Oscar Romero Charter Middle
- Margarita Rodriguez, Parent
- Dr. Sharon Weir, Executive Director, New West Charter
- Jonathan Jackson, Parent
- Sigredo Lopez, Community Member
- Thelmy Moran, Parent
- Sandra Banuelos, Teacher
- Tanya Flores, Parent
- Manuel Santana, Community School Coordinator

Following public speakers, Mr. McLean read the following statement:

The Board will be taking action on the charter petitions at a subsequent meeting. Petitions denied may be submitted directly to the Los Angeles County Office of Education or directly to the State for action.

MISCELLANEOUS BUSINESS

TAB 25: Adoption of the 2024-2025 Board Meeting Schedule (Version 2) (003-24/25)

Mr. Schmerelson moved that the item be adopted. Ms. Gonez seconded the motion.

Remarks were heard from Ms. Goldberg regarding the changes made to the board meeting schedule.

The following speakers addressed the Board:

- Ana Carrion, Parent
- Monique Edwards, Community Member

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

Ms. Cortez Lopez was absent.

BOARD MEMBER RESOLUTIONS FOR ACTION (continued)

Ms. Gonez moved the following resolution with a 3:00 p.m. time certain:

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

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

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

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

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

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

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

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

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

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

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

Resolved further, That STMLI schools will demonstrate a team commitment that includes, at minimum, the principal and school staff, and will commit to participating in the Cohort for three years;

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

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

Resolved further, That SMTLI schools will work in collaboration with the Division of Instruction to pilot innovative, authentic, rigorous and relevant assessments and, once established, will be excused from any and all standardized testing with the exception of

state-and federally-mandated assessments; and, be it finally

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

Dr. Rivas seconded the motion.

Ms. Goldberg moved the following amendments to the Resolved:

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

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

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

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

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

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

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

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

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

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

Remarks were heard from Ms. Goldberg and co-sponsors Dr. Rivas, and Ms. Gonez regarding the resolution.

Board members shared remarks and expressed concerns.

The following speakers addressed the Board:

- Maria Miranda, United Teachers Los Angeles
- David Tokofsky, Community Member
- Maria Nichols, AALA President
- Lisa, Parent
- Ingrid Villeda, 93rd Street Elementary
- Grant Schuster, Former Teacher
- Vicky Martinez, Parent
- Ana Garcia, Reclaim Our Schools LA

After discussion and on roll call vote, the resolution was adopted as amended, 4 ayes and 3 noes, Dr. McKenna, Mr. Melvoin, and Ms. Gonez.

Ms. Cortez Lopez was absent.

The final resolution reads as follows:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Resolved further, That SMTLI schools will work in collaboration with the Division of Instruction to develop and pilot innovative, authentic, rigorous and relevant assessments to provide information to teachers and parents regarding students’ areas of strengths and areas of need. Once established, SMTLI schools will be excused from standardized testing with the exception of state-and federally-mandated assessments; and, be it finally

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

- - -

Board President Goldberg modified the Order of Business to allow for general public comment.

- - -

PUBLIC COMMENT

The following speakers addressed the Board on the subjects indicated:

- | | |
|---------------------------------------|---|
| • Diana Guillen, Parent | Standardized testing, school safety |
| • Maria Luisa Palma, Parent | Standardized testing |
| • Channing Martinez, Community Member | Black Student Achievement Plan |
| • Joseph Burney, Student | Black Student Achievement Plan |
| • Emmanuel Nwalozie, Student | Black Student Achievement Plan |
| • Aaron Hendry, Parent | Enrollment at Topanga Elementary School |
| • Treniece Thomas, Student | Black Student Achievement Plan |
| • Braxon Jordan, Student | Black Student Achievement Plan |
| • Dr. James Thomas, Community Member | Black Student Achievement Plan |
| • Cheryl Kono, Community Member | Shortage of Psychiatric Social Workers (PSW) |
| • Jennifer Lupo, PSW | School based PSWs |
| • Glenda Mejia, PSW | Cuts to school based PSWs |
| • S. Miria Jo, Parent | Enrollment at Topanga Elementary School |
| • Sanai Khalil, Student | Black Student Achievement Plan |
| • Sakinah Madyun, Parent | Black Student Achievement Plan |
| • Herman Jones, Parent | Black Student Achievement Plan |
| • Tijana Srdanov, Parent | Staffing exemption at Topanga Elementary School |
| • Armani, Parent | Importance of PSWs |

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

NEW BUSINESS FOR ACTION (continued)

TAB 11: Board of Education Report No. 033-24/25
Textbooks and Instructional Materials Certification Resolution

Mr. McLean read the following statement:

Before action is taken on Board Report No. 033-24/25, Textbooks and Instructional Materials Certification Resolution, a public hearing must be held.

This constitutes a public hearing on Report No. 033-24/25, Textbooks and Instructional Materials Certification Resolution, and a maximum of 15 individuals who wish to address the Board on the item will be heard. Those who wish to speak should sign up online. Speakers will be called by name.

The following speakers addressed the Board:

- Maria Daisy Ortiz, Parent

Mr. Melvoin moved that the report be adopted. Mr. Schmerelson seconded the motion, which on roll call vote was adopted, 5 ayes, 2 absent, Ms. Gonez and Ms. Ortiz Franklin.

Kimberly Balala, Administrative Coordinator, Library Textbook Support, responded to a question from Mr. Schmerelson.

BOARD MEMBER RESOLUTIONS FOR INITIAL ANNOUNCEMENT

The following resolution will be for action October 22, 2024:

TAB 19: Mr. Schmerelson - Fostering Healthy Relationships through Digital Citizenship Week
(Res-007-24/25)

Whereas, The Los Angeles Unified School District has established the Instructional Technology Initiative (ITI) with its mission to focus on providing professional opportunities on instructional frameworks that leverage technology in purposeful and personalized ways;

Whereas, The ITI coordinates and collaborates with various district departments as well as external partners to serve the needs of District students;

Whereas, The ITI has established mandatory digital citizenship classes for students, exploring topics such as artificial intelligence, responsible digital use, and social media lessons to help build a responsible digital culture in the classroom and beyond;

Whereas, The District distributes professional development opportunities for teachers over the summer that focus on best practices to incorporate technology as a tool to better

instruct and manage classroom settings;

Whereas, The LAUSD community is constantly surrounded by technological advancements, whether they are in the classroom, at home, in public spaces, or taking public transit, among other areas;

Whereas, The District is expanding opportunities for eSports programs that incorporate STEAM curriculum, allowing students an accessible pathway into the arts and sciences;

Whereas, The District has established the 2024 Digital Citizenship Challenge, incorporating leaderboards and prizes for the schools that meet or exceed digital citizenship standards;

Whereas, Digital Citizenship fits into LAUSD's strategic plan, focusing on pillars 1A (high-quality instruction), 1C (eliminating opportunity gaps), 2B (whole-child well-being), and 2C (strong social-emotional skills);

Whereas, Academic settings maintain a responsibility to their students to foster a safe environment, teaching students about subjects such as civic engagement and being responsible citizens while addressing the negative impacts of cyberbullying and the difference between truths, half-truths, lies, facts, and opinions;

Whereas, The Governing Board of the Los Angeles Unified School District passed the Critical Media Literacy resolution on March 9, 2021, specifically addressing the misinformation campaigns on Instagram, Facebook, and Twitter/X, among other social media platforms, and what the District can do to teach students about online misinformation;

Whereas, The rise of artificial intelligence has posed a danger to student learning, taking content from the internet and reflecting information to users as factual even when it is to the contrary; and

Whereas, Studies also show that widespread damage of misinformation has a direct cause of violence, rejection of modern medicine/science, and increase in depression and suicide among student populations and their families and others; now, therefore, be it

Resolved, That the Governing Board of the Los Angeles Unified School District will acknowledge the week of Monday, October 16 to Sunday, October 22, 2024, as Digital Citizenship Week;

Resolved further, That all students will complete the Digital Citizenship course to demonstrate ability to discern online scams, AI manipulation and forms of digital misinformation and cyberbullying;

Resolved further, That the Board recommends that the superintendent or a designee oversee opportunities for parents and guardians to participate in Digital Citizenship Week through the parent center, email updates, and other appropriate mediums to teach them about online scams, AI manipulation in pictures and videos, and best practices for such instances; and, be it finally

Resolved, That District staff will update the Board regarding this matter no later than May 2025 through a presentation during that month's Committee of the Whole or through an informative.

ADJOURNMENT

By general consent, the meeting was adjourned at 5:07 p.m.

APPROVED BY THE BOARD:

MS. JACKIE GOLDBERG
PRESIDENT

MR. MICHAEL A. MCLEAN
EXECUTIVE OFFICER OF THE BOARD

ll

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

REGULAR BOARD MEETING MINUTES

333 South Beaudry Avenue, Board Room
1208 Magnolia Avenue, Gardena, CA 90247
11:00 a.m., Tuesday, October 22, 2024

The Los Angeles Board of Education acting as the Governing Board of the Los Angeles Unified School District met in regular session on Tuesday, October 22, 2024, at the Administrative Offices, Board Room, 333 South Beaudry Avenue, Los Angeles, California.

Board President Jackie Goldberg called the meeting to order at 11:04 a.m.

The following Board members were present: Dr. Rocío Rivas, Mr. Scott Schmerelson, Mr. Nick Melvoin, and Board President Jackie Goldberg.

Ms. Tanya Ortiz Franklin arrived at approximately 11:06 a.m.

Dr. George J. McKenna, III arrived at approximately 11:08 a.m.

Ms. Kelly Gonez arrived at approximately 11:10 a.m.

Student Board Member Anely Cortez Lopez was present.

Superintendent Alberto M. Carvalho was present.

The Pledge of Allegiance was led by Board Member Schmerelson.

Remarks were heard from Ms. Goldberg regarding the upcoming general election.

BOARD PRESIDENT'S REPORTS

LABOR PARTNERS

Max Arias, spoke on behalf of SEIU, Local 99, United Teachers Los Angeles, Teamsters Local 572, Associated Administrators of Los Angeles, and California School Employees Association, Chapter 500, to demand that the District stop the outsourcing of vital student services.

Adriana Salazar Avila, President, Teamsters Local 572, shared remarks regarding the Buy and Use LAUSD First board resolution that was adopted by the Board on November 13, 2012. She asked that the Board ensure that the goods that schools need to buy are provided by the District's General Store Distribution Center.

Juan Flecha, Chief of Staff, Associated Administrators of Los Angeles, expressed support for the comments made by Mr. Arias and Ms. Salazar Avila.

COMMITTEE CHAIR REPORTS

Mr. Schmerelson reported on the September 11, 2024 Special Education Committee.

Ms. Ortiz Franklin reported on the September 12, 2024 and October 10, 2024 Safety/School Climate Committee.

Mr. Schmerelson reported on the October 15, 2024 Committee of the Whole.

Ms. Gonez reported on the October 17, 2024 Children and Families in Early Education Committee.

Ms. Goldberg reported on the September 26, 2024 Curriculum and Instruction Committee.

Mr. Melvoin reported on the October 1, 2024 Procurement/Facilities Committee.

Dr. Rivas reported on the September 24, 2024 Greening Schools and Climate Resilience Committee.

ELECTION OF BOARD REPRESENTATIVE TO THE
CALIFORNIA SCHOOL BOARDS ASSOCIATION

Mr. Schmerelson made a motion to appoint Dr. Rivas as the Board Representative to the California School Boards Association. Dr. McKenna seconded the motion.

On roll call vote, the motion passed, 7 ayes.

Ms. Cortez Lopez recorded an advisory vote of aye.

SUPERINTENDENT'S REPORTS

CEDARS SINAI'S TEAM HEAL PRESENTATION OF A CEREMONIAL \$1 MILLION CHECK TO
THE BOARD AND SUPERINTENDENT

Remarks were heard from Superintendent Carvalho regarding the Team Heal Foundation, which was started by Dr. Clarence Shields in 1994 to provide certified athletic trainers and services at LAUSD schools. In 2016, the foundation was absorbed by Cedars Sinai to become Cedars Sinai/Team Heal. Cedars Sinai/Team Heal continues to provide District schools with supports through a no-cost MOU.

Superintendent Carvalho introduced the following guests from Cedars Sinai:

- Laura Kulkami, Executive Director Community Health
- Jonathan Schrieber, Vice President, Community Engagement
- Dr. Clarence Shields, Medical Director of Team Heal
- Susie Herrera, Associate Director of Government Relations

The Cedars Sinai team provided a brief presentation on their ongoing partnership with the District.

Remarks were heard from Board members regarding the presentation.

RECOGNITION OF LAUSD'S TEACHERS OF THE YEAR

Remarks were heard from Superintendent Carvalho regarding the California Teachers of the Year program. He introduced the following 2025 California Teacher of the Year Awardees and Finalist:

- Nicholas Westfall, Physical Education Teacher, Hamilton High School (Awardee)
- Arby Jean Wolkov, American Sign Language Teacher, Taft High School (Awardee)
- Erica Rood Lundy, 5th Grade Teacher at Welby Way Charter Elementary School (Finalist)

SMARTER BALANCED ASSESSMENT

Superintendent Carvalho shared introductory remarks regarding the presentation. He invited Dr. William Johnston, Executive Director, Office of Data and Accountability, and Dr. Frances Baez, Chief Academic Officer, to present to the Board.

The presentation provided insight into the Smarter Balanced Assessment (SBA) results. The highlighted topics were:

- SBA results across grade spans
- Results across student populations (students with disabilities, English learners, Students in Foster Care, and Black students).

Anthony Aguilar, Chief of Special Education and Specialized Programs, shared the District's actions and strategies for acceleration for students with disabilities and English learners.

Dr. Robert Whitman, shared the District's actions and strategies for acceleration for Black students and students in Foster Care.

Remarks were heard from the Superintendent and Board members regarding the presentation.

Superintendent Carvalho and District staff responded to questions from Board members.

The following are follow-up questions from Board members:

- How many students are using iReady at the recommended level?
- How do the schools with alternative schedules compare with traditional schools with regard to math achievement?

Dr. Baez will provide the information.

CONSENT ITEMS

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

NEW BUSINESS FOR ACTION:

- TAB 3. BOARD OF EDUCATION REPORT NO. 017-24/25
Consideration of Street Lighting Maintenance Assessment for the Alexandria Safety Improvements No. 2 Lighting District
- TAB 4. BOARD OF EDUCATION REPORT NO. 054-24/25
Define and Approve Two Early Education Center Outdoor Classroom and Campus Upgrade Projects and Amend the Facilities Services Division Strategic Execution Plan to Incorporate Therein
- TAB 5. BOARD OF EDUCATION REPORT NO. 063-24/25
Define and Approve 13 Board District Priority and Region Priority Projects and Amend the Facilities Services Division Strategic Execution Plan to Incorporate Therein
- TAB 7. BOARD OF EDUCATION REPORT NO. 066-24/25
Adoption of Resolution to Authorize Los Angeles Unified School District Representatives to Continue Performance of all Necessary Functions Related to Federal Emergency Management Agency and California Governor’s Office of Emergency Services Financial Assistance Programs
- TAB 8. BOARD OF EDUCATION REPORT NO. 047-24/25
Report of Cash Disbursements, Request to Reissue Expired Warrants
- TAB 9. BOARD OF EDUCATION REPORT NO. 049-24/25
Donations of Money to the District
- TAB 11. BOARD OF EDUCATION REPORT NO. 050-24/25
Approval of Routine Personnel Actions
- TAB 12. BOARD OF EDUCATION REPORT NO. 051-24/25
Provisional Internship Permits

BOARD RESOLUTION FOR ACTION:

- TAB 16. Later in the meeting, Tab 16 was pulled from the consent items.
- TAB 17. Ms. Goldberg, Dr. Rivas, Mr. Melvoin, Ms. Gonez, Ms. Ortiz Franklin – Support for Measure US, Proposition 2, and Proposition 4, Local and State Bonds that will Modernize Schools and Mitigate the Impacts of Climate Change in Our Communities (Res-019-24/25) (Waiver of Board Rule 72)

Whereas, Los Angeles Unified School District schools require an estimated \$80 billion in upgrades and modernization that are currently unfunded, and that these capital projects are necessary to students’ learning, college and career preparedness, safety, health, and well-being;

Whereas, California has no permanent funding stream for school repairs, and nearly 40% of California students attend schools that do not meet minimum facilities standards, leaving students statewide to deal with leaking roofs, insufficient access to shade and nature, and the impacts of asbestos, mold, lead, and other hazards;

Whereas, The climate change crisis has ushered in an era of extreme heat events, catastrophic fires, and vulnerable water supplies, and these new realities threaten the well-being of Los Angeles Unified School District students, families, staff, and their communities;

Whereas, Measure US, the Los Angeles Unified School District facilities bond, would raise \$9 billion to replace aging and deteriorating school facilities, including school technology infrastructure and equipment, enhance accessibility, expand food services, provide green schoolyards and outdoor learning environments, and promote energy efficiency;

Whereas, Proposition 2, “The K-12 Schools and Local Community College Public Education Facilities Modernization, Repair, and Safety Bond Act of 2024,” would raise \$10 billion to fund construction and modernization of school facilities, career technical education facilities, lead remediation, asbestos abatement, roof replacement, air conditioning, secure school entry, and matching funds for schoolyard greening; and

Whereas, Proposition 4, “The Safe Drinking Water, Wildfire Prevention, Drought Preparedness, and Clean Air Bond Act of 2024,” would raise \$10 billion to pay for climate and environmental projects addressing extreme heat mitigation, drinking water, groundwater, flooding, wildfires, and sea rise, and which would make funds available for local parks and green schoolyards; now, therefore, be it

Resolved, That the Governing Board of the Los Angeles Unified School District strongly endorses Measure US, Proposition 2, and Proposition 4; and, be it finally

Resolved, That by adoption of this resolution, the Board encourages all voting-age students, their families, and District staff to ensure they are registered to vote, that they have a plan to vote, and that they have learned about these critical proposals as well as the other measures, propositions, and candidates on their ballot.

RESOLUTION REQUESTED BY THE SUPERINTENDENT:

TAB 20. Appointment of Alternate Member to the School Construction Bond Citizens’ Oversight Committee (Sup Res-005-24/25)

Resolved, That the Governing Board of the Los Angeles Unified School District ratifies the appointment of Dr. Bevin Ashenmiller, representing the Los Angeles Tenth District of the California Congress of Parents, Teachers and Students, Inc. (10th District PTSA), as an alternate member to the School Construction Bond Oversight Committee for a two-year term commencing immediately. Dr. Ashenmiller is not an employee, official, vendor, contractor, or consultant of the District.

CORRESPONDENCE AND PETITIONS:

TAB 22. Report of Correspondence (ROC-003-24/25)

MINUTES FOR BOARD APPROVAL:

TAB 23. Minutes for Board Approval (Min-002-24/25)

NEW BUSINESS FOR ACTION, continued:

- TAB 25. BOARD OF EDUCATION REPORT NO. 070-24/25
Adoption of Resolution Authorizing Application to the Zero Emission School Bus and Infrastructure (ZESBI) Incentive Project and Authorizing Performance of All Functions Needed to Participate in the Project

MISCELLANEOUS BUSINESS:

- TAB 26. 60 Day Extension of Provisionally Approved Members of the Integrated Pest Management Team (018-24/25)

The following speakers addressed the Board on the Consent Items:

BOARD OF EDUCATION REPORT NO. 054-24/25

Define and Approve Two Early Education Center Outdoor Classroom and Campus Upgrade Projects and Amend the Facilities Services Division Strategic Execution Plan to Incorporate Therein

- Paul Hennessy, Community Representative

BOARD OF EDUCATION REPORT NO. 066-24/25

Adoption of Resolution to Authorize Los Angeles Unified School District Representatives to Continue Performance of all Necessary Functions Related to Federal Emergency Management Agency and California Governor's Office of Emergency Services Financial Assistance Programs

- David Tokofsky, Community Representative

Later in the meeting, the following speaker addressed the Board on Consent Item:

BOARD RESOLUTION FOR ACTION

Ms. Goldberg – Support for Measure US, Proposition 2, and Proposition 4, Local and State Bonds that will Modernize Schools and Mitigate the Impacts of Climate Change in Our Communities (Res-019-24/25) (Waiver of Board Rule 72)

- Maria Luisa Palma, Community Representative

Mr. McLean announced the Board would be hearing speakers on the following Public Hearing:

- TAB 21. Charter Petitions for Public Hearing (004-24/25)

Mr. McLean read the following statement:

This constitutes a public hearing for:

- Math and Science College Preparatory
- Stella Elementary Charter Academy

A maximum of 15 individuals who wish to address the Board on this item will be heard. Those who wish to speak should sign up online. Speakers will be called by name.

The following speakers addressed the Board:

- Gene Castro, Community Representative
- Marisol Blanco, Parent
- Gabriela Esparza, Parent
- Bailey Evans, Student
- Sandy Martinez, Parent
- Evangeline Marzo, Student
- Abetzi España, Teacher
- Chris Monterosa, Student
- Janette Rodriguez, STEM Preparatory Schools

The Board will be taking action on the charter petition at a subsequent meeting. Petitions denied may be submitted directly to the Los Angeles County Office of Education or directly to the State for action.

Mr. McLean resumed calling on speakers to address the Board on items on the consent calendar:

Report of Correspondence (ROC-003-24/25)

- Gowri Ramachandran, Community Representative
- Teresa Gaines, Parent

Ms. Goldberg announced Tab 16, Mr. Schmerelson – Fostering Healthy Relationships through Digital Citizenship Week (Res-007-24/25) (Noticed September 10, 2024), will be removed from the consent items, and will be heard for discussion with a 1:45 p.m. time certain.

Ms. Gonez moved that the Consent items, including a Waiver of Board Rule 72 for Tab 17, be adopted.

Mr. Melvoin seconded the motion.

On roll call vote, the Consent items were adopted, 5 ayes, 2 absent, Dr. McKenna and Ms. Ortiz Franklin.

Ms. Cortez Lopez recorded an advisory vote of aye.

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

The final vote was 7 ayes.

Board President Goldberg modified the Order of Business to allow for a time certain item.

NEW BUSINESS FOR ACTION

Ms. Gonez moved the following resolution (Version 2) with a 1:45 p.m. time certain:

TAB 16. Mr. Schmerelson, Dr. McKenna, Dr. Rivas, Mr. Melvoin, Ms. Goldberg, Ms. Gonez, Ms. Ortiz Franklin, Ms. Cortez Lopez – Fostering Healthy Relationships through Digital Citizenship Week (Res-007-24/25) (Noticed September 10, 2024)

Whereas, The Los Angeles Unified School District has established policies and systems ~~the Instructional Technology Initiative (ITI) with its mission~~ to focus on providing professional opportunities on instructional frameworks that leverage technology in purposeful and personalized ways;

Whereas, The ~~HH~~ District departments coordinates with one another on instructional technology initiatives ~~and collaborates with various district departments~~ as well as with external partners to serve the needs of District students;

Whereas, The ~~HH~~ District has established mandatory digital citizenship classes for students, exploring topics such as artificial intelligence, responsible digital use, and social media lessons to help build a responsible digital culture in the classroom and beyond;

Whereas, The District distributes professional development opportunities for teachers over the summer that focus on best practices to incorporate technology as a tool to better instruct and manage classroom settings;

Whereas, The LAUSD community is constantly surrounded by technological advancements, whether they are in the classroom, at home, in public spaces, or taking public transit, among other areas;

Whereas, The District is expanding opportunities for eSports programs that incorporate STEAM curriculum, allowing students an accessible pathway into the arts and sciences;

Whereas, The District has established the 2024 Digital Citizenship Challenge, incorporating leaderboards and prizes for the schools that meet or exceed digital citizenship standards;

Whereas, Digital Citizenship fits into LAUSD’s strategic plan, focusing on pillars 1A (high-quality instruction), 1C (eliminating opportunity gaps), 2B (whole-child well-being), and 2C (strong social-emotional skills);

Whereas, The District recognizes the importance of inclusivity in digital spaces, ensuring that all students, regardless of socio-economic status, race, ethnicity, gender, or ability, have equitable access to technology and resources necessary for developing digital literacy and citizenship skills;

Whereas, Digital citizenship extends beyond the classroom, requiring students to understand the importance of balanced technology use, managing screen time, and the potential mental and physical health impacts of excessive digital consumption;

Whereas, The District is committed to fostering informed digital participation by teaching students to critically analyze digital content, engage with diverse perspectives online, and contribute to civic and social issues through responsible digital platforms;

Whereas, The District acknowledges the increasing importance of privacy and security in the age of AI, encouraging students to protect personal information online and be alert to online scams, data breaches, and privacy violations;

Whereas, The rise of artificial intelligence and machine learning necessitates teaching students how these technologies influence the information they consume, emphasizing the importance of understanding AI's role in shaping their digital experiences, biases, and decision-making;

Whereas, Digital citizenship education fosters collaboration and problem-solving skills in online spaces, preparing students for a future where teamwork and digital communication are essential in both academic and professional settings;

Whereas, The District is committed to supporting parents and guardians in their roles as digital mentors for their children, offering resources and training on topics such as online safety, cyberbullying prevention, and managing digital footprints;

Whereas, The District aims to promote digital resilience among students, equipping them with the skills to navigate challenges such as misinformation, cyberbullying, and online harassment with confidence, critical thinking, and proactive strategies for positive digital engagement;

Whereas, Academic settings maintain a responsibility to their students to foster a safe environment, teaching students about subjects such as civic engagement and being responsible citizens while addressing the effects ~~negative impacts~~ of cyberbullying and the difference between ~~truths, half-truths, lies,~~ facts, and opinions;

Whereas, The Governing Board of the Los Angeles Unified School District passed the Critical Media Literacy resolution on March 9, 2021, specifically addressing the misinformation campaigns in social media, radio, television, and in publications ~~on Instagram, Facebook, and Twitter/X, among other social media platforms,~~ and what the District can do to teach students about online misinformation;

Whereas, The ~~rise~~ growth of artificial intelligence ~~has posed a danger to student learning, taking content from the internet and reflecting information to users as factual even when it is to the contrary;~~ presents an opportunity to enhance student learning, it is essential to guide students in critically evaluating AI-generated content, helping them discern between accurate information and misinformation; and

Whereas, Studies also show that ~~widespread damage~~ addressing the spread of misinformation ~~has a direct cause of violence, rejection of modern medicine/science, and increase in depression and suicide among student populations and their families and others;~~ can significantly reduce violence, encourage acceptance of modern medicine and science, and promote mental well-being, leading to lower rates of depression and suicide among students, their families and communities; now, therefore, be it

Resolved, That the Governing Board of the Los Angeles Unified School District will acknowledge the week of Monday, October 16 to Sunday, October 22, 2024, as Digital Citizenship Week;

Resolved further, That all students will complete the Digital Citizenship course to demonstrate ability to discern online scams, AI manipulation and forms of digital misinformation and cyberbullying;

Resolved further, That the Board recommends that the Superintendent or a designee oversee opportunities for parents and guardians to actively participate in Digital Citizenship Week through the parent center, email updates, and other suitable platforms. These efforts will empower them with knowledge about AI-generated content in pictures and videos and best practices in navigating such situations; ~~appropriate mediums to teach them about online scams, AI manipulation in pictures and videos, and best practices for such instances;~~ and, be it finally

Resolved, That District staff will update the Board regarding ~~this matter~~ digital citizenship no later than May 2025 through a presentation during that month's Committee of the Whole or through an informative.

Mr. Schmerelson seconded the motion.

Remarks were heard from Mr. Schmerelson regarding the resolution.

Mr. Schmerelson introduced Sue Thotz, Director of Outreach, Common Sense Media, who spoke in support of the resolution, their partnership with the District, and Digital Citizenship.

Mr. Schmerelson introduced Richard Culatta, International Society for Technology and Education, who spoke in support of the resolution, and the importance of Digital Citizenship.

There were no speakers to address the Board.

Remarks were heard from Board members.

After discussion and on roll call vote, the resolution was adopted, 6 ayes, 1 absent, Ms. Ortiz Franklin.

Ms. Cortez Lopez recorded an advisory vote of aye.

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

The final vote was 7 ayes.

The final resolution reads as follows:

Whereas, The Los Angeles Unified School District has established policies and systems to focus on providing professional opportunities on instructional frameworks that leverage technology in purposeful and personalized ways;

Whereas, The District departments coordinates with one another on instructional technology initiatives as well as with external partners to serve the needs of District students;

Whereas, The District has established mandatory digital citizenship classes for students, exploring topics such as artificial intelligence, responsible digital use, and social media lessons to help build a responsible digital culture in the classroom and beyond;

Whereas, The District distributes professional development opportunities for teachers over the summer that focus on best practices to incorporate technology as a tool to better instruct and manage classroom settings;

Whereas, The LAUSD community is constantly surrounded by technological advancements, whether they are in the classroom, at home, in public spaces, or taking public transit, among other areas;

Whereas, The District is expanding opportunities for eSports programs that incorporate STEAM curriculum, allowing students an accessible pathway into the arts and sciences;

Whereas, The District has established the 2024 Digital Citizenship Challenge, incorporating leaderboards and prizes for the schools that meet or exceed digital citizenship standards;

Whereas, Digital Citizenship fits into LAUSD's strategic plan, focusing on pillars 1A (high-quality instruction), 1C (eliminating opportunity gaps), 2B (whole-child well-being), and 2C (strong social-emotional skills);

Whereas, The District recognizes the importance of inclusivity in digital spaces, ensuring that all students, regardless of socio-economic status, race, ethnicity, gender, or ability, have equitable access to technology and resources necessary for developing digital literacy and citizenship skills;

Whereas, Digital citizenship extends beyond the classroom, requiring students to understand the importance of balanced technology use, managing screen time, and the potential mental and physical health impacts of excessive digital consumption;

Whereas, The District is committed to fostering informed digital participation by teaching students to critically analyze digital content, engage with diverse perspectives online, and contribute to civic and social issues through responsible digital platforms;

Whereas, The District acknowledges the increasing importance of privacy and security in the age of AI, encouraging students to protect personal information online and be alert to online scams, data breaches, and privacy violations;

Whereas, The rise of artificial intelligence and machine learning necessitates teaching students how these technologies influence the information they consume, emphasizing the importance of understanding AI's role in shaping their digital experiences, biases, and decision-making;

Whereas, Digital citizenship education fosters collaboration and problem-solving skills in online spaces, preparing students for a future where teamwork and digital communication are essential in both academic and professional settings;

Whereas, The District is committed to supporting parents and guardians in their roles as digital mentors for their children, offering resources and training on topics such as online safety, cyberbullying prevention, and managing digital footprints;

Whereas, The District aims to promote digital resilience among students, equipping them with the skills to navigate challenges such as misinformation, cyberbullying, and online harassment

with confidence, critical thinking, and proactive strategies for positive digital engagement;

Whereas, Academic settings maintain a responsibility to their students to foster a safe environment, teaching students about subjects such as civic engagement and being responsible citizens while addressing the effects of cyberbullying and the difference between facts, and opinions;

Whereas, The Governing Board of the Los Angeles Unified School District passed the Critical Media Literacy resolution on March 9, 2021, specifically addressing the misinformation campaigns in social media, radio, television, and in publications, and what the District can do to teach students about online misinformation;

Whereas, The growth of artificial intelligence presents an opportunity to enhance student learning, it is essential to guide students in critically evaluating AI-generated content, helping them discern between accurate information and misinformation; and

Whereas, Studies also show that addressing the spread of misinformation can significantly reduce violence, encourage acceptance of modern medicine and science, and promote mental well-being, leading to lower rates of depression and suicide among students, their families and communities; now, therefore, be it

Resolved, That the Governing Board of the Los Angeles Unified School District will acknowledge the week of Monday, October 16 to Sunday, October 22, 2024, as Digital Citizenship Week;

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Resolved further, That the Board recommends that the Superintendent or a designee oversee opportunities for parents and guardians to actively participate in Digital Citizenship Week through the parent center, email updates, and other suitable platforms. These efforts will empower them with knowledge about AI-generated content in pictures and videos and best practices in navigating such situations; and, be it finally

Resolved, That District staff will update the Board regarding digital citizenship no later than May 2025 through a presentation during that month's Committee of the Whole or through an informative.

- - -

Board President Goldberg modified the Order of Business to allow for a time certain item.

- - -

STUDENT PERFORMANCE

Ms. Goldberg asked Ms. Gonez to introduce the student performance with a 2:00 p.m. time certain.

Ms. Gonez introduced the Haddon Avenue STEAM Academy and Magnet Mariachi who performed in honor of Latinx Heritage Month.

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

NEW BUSINESS FOR ACTION

TAB 1. BOARD OF EDUCATION REPORT NO. 048-24/25
Approval of Procurement Actions

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

Superintendent Carvalho and District staff responded to questions from the Board.

Ms. Goldberg asked staff to submit a memo regarding Attachment B, Item L, listing what schools will receive the outdoor equipment.

After discussion and on roll call vote, the report was adopted, 6 ayes, 1 absent, Ms. Gonez.

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

The final vote was 7 ayes.

Ms. Cortez Lopez recorded an advisory vote of aye.

TAB 2: BOARD OF EDUCATION REPORT NO. 041-24/25
Approval of Facilities Contracts Actions

Mr. Schmerelson moved that the report be adopted. Ms. Gonez seconded the motion.

Ms. Goldberg announced that Item E, Job Order Contracts Awards – Electrical and Low Voltage Contracting Bench, was withdrawn.

Krisztina Tokes, Chief Facilities Executive responded to questions from Dr. Rivas.

Dr. Rivas asked when the auditorium at Franklin High School will be completed for school use. Ms. Tokes will look into the matter.

Dr. Rivas mentioned the flickering lights in the auditorium at Franklin High School. Ms. Tokes will have staff address the matter.

On roll call vote, and with the following exception, the report was adopted as amended, 7 ayes.

- Item E, Job Order Contracts Awards – Electrical and Low Voltage Contracting Bench was withdrawn

Ms. Cortez Lopez recorded an advisory vote of aye.

TAB 6. BOARD OF EDUCATION REPORT NO. 064-24/25
Approve the Definition of 12 Classroom Upgrade Projects and Amend the Facilities Services Division Strategic Execution Plan to Incorporate Therein

Mr. Schmerelson moved that the report be adopted. Ms. Ortiz Franklin seconded the motion.

Pedro Salcido, Deputy Superintendent, Business Services and Operations, briefly responded to a question from Ms. Gonez regarding the equitable share of bond dollars for school upgrades that are divided by region. He said staff will provide further detailed information.

After discussion and on roll call vote, the report was adopted, 6 ayes, 1 absent, Dr. Rivas.

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

The final vote was 7 ayes.

Ms. Cortez Lopez recorded an advisory vote of aye.

TAB 10: BOARD OF EDUCATION REPORT NO. 077-24/25
Resolution of the Board of Education of the Los Angeles Unified School District Authorizing the Issuance and Sale of 2024-25 Tax and Revenue Anticipation Notes in the Aggregate Principal Amount of Not To Exceed \$250,000,000, Requesting the Board of Supervisors of the County of Los Angeles to Provide for the Issuance and Sale of Said Notes, Authorizing the Execution and Delivery of a Note Purchase Contract and Approving Other Matters Relating thereto

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

Christopher Mount, Chief Financial Officer, responded to questions from Ms. Goldberg.

After discussion and on roll call vote, the report was adopted, 5 ayes, 2 absent, Dr. Rivas and Ms. Gonez.

Later in the meeting Dr. Rivas and Ms. Gonez recorded aye votes.

The final vote was 7 ayes.

Ms. Cortez Lopez recorded an advisory vote of aye.

TAB 13. BOARD OF EDUCATION REPORT NO. 052-24/25
Incentive Grant Awards to LAUSD

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

Jacob Guthrie, Director, Recruitment, Selection, and Retention, Black Student Achievement Plan, responded to a question from Mr. Schmerelson.

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

Later in the meeting Dr. Rivas and Ms. Gonez recorded aye votes.

The final vote was 7 ayes.

Ms. Cortez Lopez recorded an advisory vote of aye.

TAB 14. BOARD OF EDUCATION REPORT NO. 042-24/25
Diploma with Alternate Assessment Exemption

Mr. McLean read the following statement:

Before action is taken on Board Report No. 042-24/25, Diploma with Alternate Assessment Exemption, a public hearing must be held.

This constitutes a public hearing on Report No. 042-24/25, Diploma with Alternate Assessment Exemption, and a maximum of 15 individuals who wish to address the Board on the item will be heard. Those who wish to speak should sign up online. Speakers will be called by name.

The following speakers addressed the Board:

- Maria Daisy Ortiz, Parent
- David Tokofsky, Community Representative

Jose Soto, Executive Director, Special Education, responded to a question from Mr. Schmerelson.

Dr. Rivas had a question on this item. Ms. Goldberg asked to hold the item open and proceed to the next item until Dr. Rivas returns to the dais.

TA5 15. BOARD OF EDUCATION REPORT NO. 043-24/25
Approval of the Renewal Petition for New West Charter

Mr. McLean read the following statement:

Before action is taken on Board Report No. 043-24/25, Approval of the Renewal Petition for New West Charter, a public hearing must be held.

This constitutes a public hearing on Report No. 043-24/25, Approval of the Renewal Petition for New West Charter, and a maximum of 15 individuals who wish to address the Board on the item will be heard. Those who wish to speak should sign up online. Speakers will be called by name.

The following speakers addressed the Board:

- Dr. Sharon Weir, Executive Director, New West Charter
- Dr. Tanisha Barnett, Assistant Director, New West Charter
- Dr. Larika Clark, Principal, New West Charter
- Valentina Sabatacos, Student

- Melanie Harrel, Staff Member, New West Charter
- Panos Sabatacos, Parent
- Ava Dash, Student
- Cynthia Austin, Director of Special Education, New West Charter
- Kizmet White, Chief Business Officer, New West Charter
- Dorothy Lee, Vice President of Finance, EdTec
- Brandon Segovia, Student
- Matthew Mejia, Student
- Abdul Cheka, Student

Jose Cole-Gutierrez, Director, Charter Schools Division, Dr. Weir, and Veronica Arreguin, Chief Strategy Officer, responded to questions from Board members.

Board President Goldberg passed the gavel to Mr. Schmerelson.

Ms. Goldberg made a motion to amend the report to a five-year renewal, as opposed to a six-year renewal. Ms. Gonez seconded the motion.

After discussion and on roll call vote, the motion passed, 4 ayes, 3 noes, Dr. McKenna, Dr. Rivas, Mr. Melvojn.

Board President Goldberg assumed the chair.

Mr. Schmerelson moved that the amended report for a five-year renewal be adopted. Ms. Gonez seconded the motion.

On roll call vote, the report was adopted as amended, with a five-year renewal, 4 ayes, 2 noes, Dr. McKenna and Dr. Rivas, and 1 abstention, Ms. Goldberg.

Later in the meeting, Mr. Schmerelson made a motion to reconsider the action taken by the Board. Dr. McKenna seconded the motion.

Mr. McLean announced per Board Rule 83, the motion can pass with four or more affirmative votes.

On roll call vote, the motion to reconsider failed, 3 ayes, 2 noes, Mr. Melvojn and Ms. Goldberg, 2 absent, Ms. Gonez and Ms. Ortiz Franklin.

TAB 14. BOARD OF EDUCATION REPORT NO. 042-24/25
Diploma with Alternate Assessment Exemption

Board members resumed the discussion on Tab 14.

Mr. Schmerelson moved that the report be adopted. Ms. Ortiz Franklin seconded the motion.

Earlier in the meeting Mr. McLean read the public hearing statement.

Jose Soto, Executive Director, Special Education, responded to questions from Dr. Rivas.

On roll call vote, the item passed, 5 ayes, 1 absent, Mr. Melvoin, and 1 abstention, Dr. McKenna.

Ms. Cortez Lopez recorded an advisory vote of aye.

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

- Cecily Myart-Cruz, United Teachers Los Angeles
- Haylee Vasquez, Student
- Emmanuel N., Student
- Maki Draper, Student
- Rodney, Student

PUBLIC COMMENT

The following speakers addressed the Board:

- | | |
|---|--------------------------------|
| • Jamya Fields, Student | Black Student Achievement Plan |
| • Kei’Shawn Henderson, Student | Black Student Achievement Plan |
| • Damani Turner, Student | Black Student Achievement Plan |
| • Channing Martinez, Community Representative | Black Student Achievement Plan |
| • Joesia, Student | Black Student Achievement Plan |
| • Jordyn Tesfamariam, Student | Black Student Achievement Plan |
| • Leo Cerone | Black Student Achievement Plan |
| • Drew McKnight, Student | Black Student Achievement Plan |
| • Caleel Smith, Student | Black Student Achievement Plan |
| • Joseph B., Student | Black Student Achievement Plan |
| • Sachi H., Student | Black Student Achievement Plan |
| • Emily Vazquez, Student | Black Student Achievement Plan |
| • Joshshae Henderson, Student | Black Student Achievement Plan |
| • Makai Lewis, Student | Black Student Achievement Plan |
| • Maria Daisy Ortiz, Parent | Parent committees |
| • Michelle Watson, Parent | Black Student Achievement Plan |
| • Tre’Niece Thomas, Student | Black Student Achievement Plan |
| • Camille M. and Alex, Students | Black Student Achievement Plan |
| • Patricia Zamora, Student | Black Student Achievement Plan |
| • Julia Harris, Student | Black Student Achievement Plan |

BOARD MEMBER RESOLUTIONS FOR INITIAL ANNOUNCEMENT

TAB 18. Ms. Gonez – Reckoning with Our Past, Honoring Our Present: Developing a Los Angeles Unified Land Acknowledgement (Res-017-24/25) (For Action November 19, 2024)

Whereas, The Los Angeles Unified School District (District) recognizes that we occupy land that was originally and is still inhabited and cared for by the Gabrieleno Tongva and

Fernandeño Tataviam tribes;

Whereas, The Gabrieleno Tongva People inhabited the region Tovangar, known today as the Greater Los Angeles Basin, which is the distinct community of the present day San Gabriel Band of Mission Indians (Gabrieleno Tongva Tribal Council) that originated in the cultures of the period preceding the establishment of the San Gabriel Mission from which the natives received the name Gabrieleno;

Whereas, The Fernandeno Tataviam People inhabited the region of Northern Los Angeles County and eastern Ventura County that includes San Fernando, Simi Valley, Santa Clarita, and Antelope Valleys that originated in the cultures of the period preceding the establishment of Mission San Fernando from which the natives received the name Fernandeño;

Whereas, The District proudly serves students self-identified as American Indian /Alaskan Native and Indigenous, including those who are Gabrieleno Tongva and Fernandeño Tataviam, and the District is pursuing a campaign to improve identification of this student group;

Whereas, From an early age students are exposed to pervasive cultural narratives that normalize eurocentrism and white supremacy, which can promote anti-indigeneity and erasure of minority students and be alienating for native and indigenous students;

Whereas, In 2020 the District took a significant step to combat this history of exclusion in the curriculum and adopted the resolution “Ethnic Studies for All Students: Reaffirming our commitment to Ethnic Studies in Los Angeles Unified” to further expand the ethnic studies curriculum throughout all grade levels and make the completion of at least one ethnic studies course a high school graduation requirement starting in the current school year 2024-25 (Res-001-20/21);

Whereas, The District has previously formally recognized the historical and current injustices committed against native and indigenous groups and disinvestment in native and indigenous students and, in 2021, the Board created a 10 million dollar fund dedicated to supporting the unique needs of Native American and Indigenous students and ensuring LAUSD schools affirm their linguistic, cultural, and historic backgrounds and promote their achievement and wellbeing;

Whereas, In 2021 the District formally urged the Office of Federal Acknowledgement within the Office of the Assistant Secretary – Indian Affairs of the Department of the Interior to grant long overdue formal Federal recognition of The Fernandeño Tataviam Band of Mission Indians (Res-017-20/21); and

Whereas, The District must join the State of California and County of Los Angeles in exploring the historical relationship between the District, Native Americans and indigenous students and families in the spirit of truth, healing, and reconciliation; now, therefore, be it

Resolved, That the Governing Board of the Los Angeles Unified School District apologizes on behalf of the Los Angeles Unified School District to tribal governments

and communities for the history of maltreatment, subjugation, neglect and trauma that the California public education system has inflicted on the Gabrieleno Tongva, Fernandeño Tataviam, and other local tribes;

Resolved further, That the District acknowledges that colonization in what now constitutes Los Angeles Unified School boundaries resulted in land seizure, disease, slavery, relocation, genocide, multigenerational trauma, and educational disparities, and we are committed to truth, healing, cooperation and to elevating the stories, culture, and community of the original inhabitants of this land;

Resolved further, That the District shall collaborate with local tribes to explore the historical record and relationship between the District and native and indigenous students, families, and communities, including the District's policies, procedures, and practices that may have harmed Native American and indigenous students, and to develop a public land acknowledgement statement on behalf of the District accompanied by an educational campaign to raise awareness and ensure students have access to educational resources that support their understanding of the history of the land occupied by LAUSD;

Resolved further, That the forthcoming public land acknowledgement be brought back to the Board for a formal vote no later than June 2025 and, once approved, be publicly posted on the District's website with the accompanying educational resources and tools for students and school communities to utilize;

Resolved further, That the District explore the feasibility and options for honoring the history of the land occupied by District and atoning for past injustices, reporting back on findings when the land acknowledgement is considered, including:

- Providing professional development to educators at all grade levels on native histories, the impact of colonization on native tribes and on the land we now occupy, and on the continued existence and culture of local tribes;
- Providing an update on and promoting the Indigenous student identification campaign effort currently underway with the goal of better capturing the number of American Indian/Alaskan Native and Indigenous students served by the District;
- Inclusion of stories, literature, and instruction that centers native voice and native tribes throughout the curricula, especially in grades TK-8, and providing an update to the Board on the implementation of AB1703 and AB1821 to provide accurate instruction on the treatment of Native Americans during Spanish colonization in California;
- District review of school names and mascots to ensure they comply with our existing policies around cultural sensitivities and affirmations in alignment with AB 3074;
- Establishing a dedicated position to work with tribes in alignment with the current efforts of the Multilingual and Multicultural Education Department;
- Prioritizing the inclusion of native plants in the District's design plans for outdoor improvements and greening projects;
- Providing resources to educators in recognition of Indigenous People's Day, National Day of Remembrance, California Native American Day, Native American Heritage Month, and, where appropriate, National Awareness Day for Missing or Murdered Indigenous Women and Girls;
- Increasing the representation of native artists in the painting of murals on school

campuses, and, be it finally,

Resolved, That the District reaffirms its support and advocacy for the federal recognition of the Gabrieleno Tongva and Fernandeno Tataviam and commits itself to advocating for the federal recognition of the First People of Los Angeles County.

TAB 19. Dr. McKenna, Mr. Schmerelson – Recognizing November as National Runaway and Homeless Youth Prevention Month (Res-020-24/25) (For Action November 19, 2024)

Whereas, November is National Runaway and Homeless Youth Prevention Month;

Whereas, Runaway and homeless youth, defined as young people between 12 and 24 years of age, have the least access to essential opportunities and supports;

Whereas, The prevalence of runaways and homelessness among youth is staggering, with studies suggesting that nationally between 1,600,000 and 2,800,000 youth up to 24 years of age experience homelessness every year, of which an overrepresentation, compared to the general youth population, are youth of color, gay, lesbian, bisexual, or transgender;

Whereas, Based on national surveys and California’s youth population, an estimated 200,000 youth under 18 years of age, and thousands more who are 18 to 24 years of age, are homeless for one or more days each year;

Whereas, The percentage of unaccompanied homeless youth who are unsheltered in California stands at 68.2 percent, which is the second highest in the country. California also has 29 percent of the homeless youth in the country, the largest number of homeless youth of any state;

Whereas, An estimated 44,007 children and youth experienced homelessness in Los Angeles County in the 2023-2024 school year;

Whereas, Runaway and homeless youth flee conflict, abuse, neglect, or increasingly, poverty in their homes. They have become disconnected from educational systems and the workforce, and do not have the skills and financial resources to live on their own. The factors impacting youth homelessness are complex and differ from those impacting other homeless populations;

Whereas, Runaway and homeless youth who live on the street are victims of physical abuse, sexual exploitation, human trafficking, and crime in untold numbers. An estimated 300,000 youth are either victims or at risk of becoming victims of the commercial sexual exploitation of children each year, and sixty percent of these victimized children are homeless;

Whereas, Homeless youth tend to have started using drugs at a younger age, often before 15 years of age. Early drug use and abuse is predictive of serious adult addiction problems and long-term homelessness;

Whereas, Youth who “age out” of the foster care system are at an increased risk of homelessness, and represent an estimated 20 percent of the 20,000 youth who leave foster care and are currently homeless;

Whereas, Youth without a high school diploma are 346 percent more likely to experience homelessness than their peers who complete high school;

Whereas, Providing safe, stable, and permanent housing for runaway and homeless youth is a family, community, state, and national priority, and homeless youth are considered one of the unique populations in the homeless community by the United States Interagency Council on Homelessness;

Whereas, The future well-being of our state depends on the value we place on our youth, and, in particular, on our actions to provide the most vulnerable young people in the state with opportunities to acquire the knowledge, skills, and abilities they need to find and maintain stable housing and develop into healthy and productive adults;

Whereas, When targeted resources are invested, we see a significant increase in the number of communities with youth-specific housing and programs that will help prevent youth from becoming chronically homeless. California has increased the number of youth beds from 3,159 in 2015 to 6,240 in 2023;

Whereas, The California Coalition for Youth has operated the California Youth Crisis Line (1-800-843-5200), 24 hours a day, seven days a week, for over 30 years as the state's only emergency response system for youth in crisis, and which began offering chat-to-text counseling services in 2016;

Whereas, The California Coalition for Youth, along with other community-based organizations, providers, and advocates, are sponsoring California's thirteenth annual Runaway and Homeless Youth Prevention Month to increase awareness and action on behalf of youth at risk or currently living on the street;

Whereas, The Governing Board of the Los Angeles Unified School District recognizes the important role education can play in preventing and ending youth homelessness; the District provides assistance to children, youth, and families experiencing homelessness ensuring their access to the same free, appropriate public education, including public preschools, provided to other children and youth; and

Whereas, Awareness of the tragedy of youth experiencing homelessness and its causes must be heightened to ensure greater support for effective programs aimed at preventing homelessness and helping youth remain off the streets; now, therefore, be it

Resolved, That the Governing Board of the Los Angeles Unified School District declares November 2024 Homeless Youth Awareness Month; and, be it finally

Resolved, That the Los Angeles Unified School District recognizes the unique challenges of youth experiencing homelessness and commits to increasing awareness of the issues impacting these students and will continue to support and explore programs, partnerships, and legislation that combat homelessness and remove barriers to success for homeless youth.

ANNOUNCEMENTS

The following item will be for action at the November 19, 2024 Regular Board Meeting.

TAB 24. Notice of action at the November 19, 2024 Regular Board Meeting – Reappointment of Member to the Personnel Commission (Sup Res 004-24/25)

Resolved, That the Governing Board of the Los Angeles Unified School District reappoints Joseph L. Paller, Jr. as a member of the Personnel Commission of the Los Angeles Unified School District for a three-year term pursuant to California Education Code Section 45245.

ADJOURNMENT

Mr. Melvoin moved that the meeting be adjourned in memory of Maureen Kindel, a longtime civic leader.

The meeting adjourned at 5:18 p.m.

APPROVED BY THE BOARD:

MS. JACKIE GOLDBERG
PRESIDENT

MR. MICHAEL MCLEAN
EXECUTIVE OFFICER OF THE BOARD

11

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
1208 Magnolia Avenue, Gardena, CA 90247
9945 Laurel Canyon Blvd., Pacoima, CA 91331
9:00 a.m., Tuesday, February 11, 2025

The Los Angeles Board of Education acting as the Governing Board of the Los Angeles Unified School District met in regular session on Tuesday, February 11, 2025, at the Administrative Offices, Board Room, 333 South Beaudry Avenue, Los Angeles, California.

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

The following Board Members were present: Ms. Sherlett H. Newbill, Dr. Rocío Rivas, and Board President Scott Schmerelson.

Ms. Tanya Ortiz Franklin was present remotely via Zoom.

Mr. Nick Melvoin arrived at 9:07 a.m.

Ms. Karla Griego arrived at 9:15 a.m.

Ms. Kelly Gonez arrived at 9:25 a.m.

Superintendent Alberto M. Carvalho was also present.

CLOSED SESSION ITEMS (Purpose and Authority)

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

1. Student Discipline Matters (Education Code Section 48918[c][f])

2. Personnel (Government Code Section 54957)

Public Employee Discipline/Dismissal/Release

Public Employment

Chief Procurement Officer

Director of Facilities Project Execution

Director of Budget Services and Financial Planning

Superintendent's Evaluation

3. Conference with Legal Counsel

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

Doe, John v. Los Angeles Unified School District, et al.
Los Angeles Superior Court Case No. 22STCV17920

Doe, John R.J. v. Los Angeles Unified School District, et al.
Los Angeles Superior Court Case No. 22STCV35623

Doe, Jane C.R. v. Los Angeles Unified School District, et al.
Los Angeles Superior Court Case No: 22STCV13174

Doe, Jane M.R. v. Los Angeles Unified School District, et al.
Los Angeles Superior Court Case No: 23STCV14304

Mitchell, Krystyn, et al. v. Los Angeles Unified School District, et al.
Los Angeles Superior Court Case No. 22STCV29869

Anticipated Litigation (Government Code Section 54956.9[d][4])

2 cases

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

Negotiator: Dr. Murphy

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 Management 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 Employees:

Chief Procurement Officer
Director of Facilities Project Execution
Director of Budget Services and Financial Planning

PUBLIC COMMENT

The following speakers addressed the Board on the subjects indicated:

Tab 3: Conference with Legal Counsel

- 20 Year LAUSD Educator

Tab 4: Conference with Labor Negotiators

- David Tokofsky, Community Member

General Public Comment

Diana Guillen, Parent	School Safety & Former Superintendent Austin Beutner
Maria Luisa Palma, Oleada Inc.	Prioritize Education and Safety; UTLA
Rae Belisle, Teacher	Declining Enrollment, Virtual Academies and Co-Located Schools at Crenshaw High School
Steve Barr, Future Is Now Schools – Los Angeles	Future Is Now CTE Prep High
Mara Simmons, Future Is Now Schools – Los Angeles	Future Is Now CTE Prep High
Jena Noyes, Parent	Support for School Police
Juan Mangandi, Community Member	Support for School Police
María Daisy Ortiz, Community Member	Parent Involvement and Budget Transparency
Maria Duran, Parent	School Safety & Support for School Police
Channing Martinez, The Strategy Center	Racial Terrorism Against Black Students

Later in the meeting, Tyesha Jackson Wise, Parent, spoke under Tab 3, Conference with Legal Counsel, and Karla Franco, Parent, spoke under Tab 1, Student Discipline Matters.

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The Board recessed the public portion of the closed session meeting at 9:44 a.m. Closed session discussion began at 9:55 a.m. and ended at 1:40 p.m. The following Board Members were present: Ms. Newbill, Dr. Rivas, Mr. Melvoin, Ms. Griego, Ms. Gonez and Board President Schmerelson. Ms. Ortiz Franklin was present via Zoom.

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The Board reconvened the public portion of the closed session meeting at 1:49 p.m.

The following Board Members were present: Ms. Newbill, Dr. Rivas, Mr. Melvoin, Ms. Gonez and Board President Schmerelson. Ms. Ortiz Franklin was present via Zoom.

Ms. Griego was absent.

Mr. McLean announced the following reportable actions resulting from the closed session discussion:

- The Board of Education approved the expulsion of students in case numbers, 056-24/25, 057-24/25, 058-24/25, 059-24/25, 060-24/25, 061-24/25, 062-24/25, 063-24/25, 064-24/25, with the recommended dispositions. The Board of Education approved the conditional enrollment of the student in case number 016A-24/25. The vote in both categories was 7 ayes.
- The Board of Education authorized the dismissal of 4 classified and 1 certificated employee. The vote was 7 ayes.
- The Board of Education further approved the non-reelection of 45 certificated probationary employees. The vote was 7 ayes.

- The Board of Education did not appoint the Chief Procurement Officer. The vote was 3 ayes, Mr. Melvoin, Ms. Gonez, Ms. Ortiz Franklin, 4 noes, Ms. Newbill, Dr. Rivas, Ms. Griego and Board President Schmerelson.
- The Board of Education appointed Edward Cadena to the position of Director of Facilities Project Execution with the term beginning on March 12, 2025, and ending on June 30, 2026. Terms and conditions will be available upon the finalization of the agreement. The vote was 5 ayes, Mr. Melvoin, Ms. Griego, Ms. Gonez, Ms. Ortiz Franklin and Board President Schmerelson, 1 no, Ms. Newbill, and 1 abstention, Dr. Rivas.
- The Board of Education appointed Nirupama Jayaraman to the position of Director of Budget Services and Financial Planning with the term beginning on March 12, 2025, and ending on June 30, 2026. Terms and conditions will be available upon the finalization of the agreement. The vote was 4 ayes, Mr. Melvoin, Ms. Gonez, Ms. Ortiz Franklin and Board President Schmerelson, 1 no, Ms. Newbill, and 2 abstentions Dr. Rivas and Ms. Griego.
- The Board of Education authorized the settlement in the case of John Doe v. Los Angeles Unified School District. Terms and conditions will be available upon the finalization of the agreement. The vote was 7 ayes.
- The Board of Education authorized the settlement in the case of John Doe R.J v. Los Angeles Unified School District, et al. Terms and conditions will be available upon the finalization of the agreement. The vote was 6 ayes, and 1 no, Ms. Gonez.
- The Board of Education authorized the settlement in the case of Krystyn Mitchell v. Los Angeles Unified School District. Terms and conditions will be available upon the finalization of the agreement. The vote was 7 ayes.

ADJOURNMENT

By general consent, the meeting was adjourned at 1:52 p.m.

APPROVED BY THE BOARD:

SCOTT M. SCHMERELSON
PRESIDENT

MICHAEL MCLEAN
EXECUTIVE OFFICER OF THE BOARD

mg

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

SPECIAL BOARD MEETING MINUTES

(Including Closed Session Items)

333 South Beaudry Avenue, Board Room

1208 Magnolia Avenue, Gardena, CA 90247

9945 Laurel Canyon Blvd., Pacoima, CA 91331

11:00 a.m., Wednesday, February 26, 2025

The Los Angeles Board of Education acting as the Governing Board of the Los Angeles Unified School District met in regular session on Wednesday, February 26, 2025, at the Administrative Offices, Board Room, 333 South Beaudry Avenue, Los Angeles, California.

Mr. Michael A. McLean, Executive Officer of the Board of Education, called the meeting to order at 11:02 a.m.

The following Board Members were present: Ms. Sherlett H. Newbill, Dr. Rocío Rivas, Mr. Melvoin, Ms. Griego, and Board President Scott Schmerelson

Ms. Kelly Gonez was present remotely via Zoom.

Ms. Tanya Ortiz Franklin joined remotely, via Zoom, at 11:03 a.m.

Superintendent Alberto M. Carvalho was also present.

CLOSED SESSION ITEMS (Purpose and Authority)

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

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

Negotiator: Dr. Murphy

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 Management Association

Service Employees International Union, SEIU Local 99

Teamsters

United Teachers Los Angeles

District Represented Employees and Contract Management Personnel

PUBLIC COMMENT

The following speakers addressed the Board on the subjects indicated:

Tab 1: Conference with Labor Negotiators

- Isabel Gonzalez, Parent
- David Tokofsky, Community Member
- Maria Daisy Ortiz, Community Member
- Diana Guillen, Parent
- Maria Luisa Palma, Oleada Inc.
- Jena Noyes, Parent
- Karina Lopez, Parent
- Raquel Diaz, Parent
- Marcela Garcia, Parent

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The Board recessed the public portion of the closed session meeting at 11:27 a.m. Closed session discussion began at 11:37 a.m. and ended at 3:22 p.m. The following Board Members were present: Ms. Newbill, Dr. Rivas, Mr. Melvoin, Ms. Griego, and Board President Schmerelson. Ms. Gonez and Ms. Ortiz Franklin were both present remotely via Zoom.

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The Board reconvened the public portion of the closed session meeting at 3:32 p.m.

The following Board Members were present: Ms. Newbill, Dr. Rivas, Mr. Melvoin and Board President Schmerelson.

Ms. Griego, Ms. Gonez, and Ms. Ortiz Franklin were absent.

Mr. McLean announced that there were no reportable actions

ADJOURNMENT

The meeting was adjourned at 3:33 p.m.

APPROVED BY THE BOARD:

SCOTT M. SCHMERELSON
PRESIDENT

MICHAEL MCLEAN
EXECUTIVE OFFICER OF THE BOARD

mg

TAB 32



Board of Education Report

File #: Res-068-24/25, **Version:** 1

Agenda Date: 5/13/2025

In Control: Board of Education

Ms. Ortiz Franklin, Ms. Gonez, Ms. Griego - Parental Package: LAUSD as an Equitable Employer of Choice for Thriving Families (Res-068-24/25) (For Action May 13, 2025)

Whereas, The Los Angeles Unified School District prepares all students to thrive in college, career and beyond with the core beliefs of equity, collaboration and excellence being applied to students, staff, and all families;

Whereas, The LAUSD Strategic Plan Pillar 5 Investing in Staff sets a vision to recognize, empower, and support our staff and a clear focus to recruit, develop and retain our talented and dedicated staff, along with sustaining staff wellness;

Whereas, The LAUSD Strategic Plan Pillar 3 Engagement and Collaboration propels us towards being a model district for authentic family engagement which begins in the earliest years setting a foundation for and honoring that the first and most important teacher for each child is their parent/caregiver;

Whereas, Becoming an employer of choice requires providing comprehensive and competitive compensation and support including benefits that promote the holistic wellness of our employees during all stages of their life;

Whereas, Research documents that the postpartum period is a critical time for the health, development and well-being of both the mother and baby and paid parental leave policies bolster the maternal mental and physical health, and leaves of shorter than 12 weeks are associated with higher rates of maternal depression, stress and anxiety, increased work stress and overload, and reduced understanding of infant development and bonding;

Whereas, Employers that have extended their paid parental leaves saw higher rates of retention, for example when Google extended its paid leave from 12 to 18 weeks, attrition dropped by 50% and when Aetna extended its maternity leave the share of women returning to work increased from 77 to 91%;

Whereas, Research documents that women who receive paid maternity leave are significantly more likely to return to work and employee stability is unquestionably critical for supporting academic achievement;

Whereas, In 2024 the Learning Policy Institute's updated their research-based teacher turnover calculator, which estimates the cost of recruiting, hiring, and training a new teacher in large, public school districts such as Boston Public Schools and Chicago Public Schools can cost \$29,650 and \$29,762 respectively and that the cost of losing teachers also negatively impacts student achievement and instructional quality, resulting in greater potential costs in tutoring and professional development;

Whereas, After California passed its paid family leave policy, research found long-term child physical health improvements lasting through elementary school, and poverty risk among mothers of infants decreased by more than 10%, among other positive effects;

Whereas, California became the first state to provide paid family leave in 2004, which gives a portion of an employees' salary to take leave to care for a seriously ill family member, bond with a new child, or participate in a qualifying event because of a family member's military deployment for those that pay into state disability, yet the majority of public employees including LAUSD employees do not have access to this benefit;

Whereas, Recognizing the importance of this benefit in January 2025, California increased leave payments for paid family leave to 90% of income for workers making up to \$60,000 a year and 70% for workers that make more than that;

Whereas, AB65 (Aguiar-Currie), currently in committee, is a statewide effort supported by educators to provide 14 weeks of fully paid pregnancy leave to school employees who currently must take their earned illness, partial pay and unpaid time for pregnancy, childbirth, miscarriage and recovery from such experiences;

Whereas, District employees whose bargaining unit has not chosen to bargain to participate in state disability, must use vacation or sick time in order to receive compensation during their Family and Medical Leave, Pregnancy Disability Leave, and when they run out of full-time pay receive half-time pay or unpaid leave;

Whereas, Inequitable access to paid parental leave places an inequitable burden on employees, often times resulting in employees being forced to make impossible choices to return before it is optimal for their own and their family's wellness or face financial hardship; this burden is most heavily felt by women and employees who are single parents, who do not earn vacation, without access to child care support and those historically under-resourced;

Whereas, California passed SB 729, which requires large and small group health care service plan contracts and disability insurance policies issued, amended, or renewed on or after July 1, 2025, to provide coverage for the diagnosis and treatment of infertility and fertility services;

Whereas, Research documents the critical role early learning and care programs play in the cognitive, socioemotional learning, school readiness, and health and well-being of our earliest learners and provides essential resources and supports to parents and caregivers; and as an education institution it is our responsibility to ensure our employees have equitable access to high quality, affordable early learning and care; and

Whereas, In June 2021 the Governing Board of the Los Angeles Unified School District unanimously passed "Mommy, Daddy and Me," a student-board member authored resolution calling for a plan, informed by student-parents, that creates a more robust and comprehensive student maternity support system, and an ideal school setting for student-parents; now, therefore it be,

Resolved, That the Governing Board of the Los Angeles Unified School District values all families and is committed to being an employer of choice as a critical component of being a premier school district, including for parent-employees and employees planning to become parents; respecting the full scope of family building and thriving, including:

- Family planning, becoming pregnant (inclusive of fertility treatment like that of Assisted Reproductive Technology (ART) such as in vitro fertilization (IVF) or intrauterine insemination (IUI)), adoption and fostering, physical and mental health from miscarriage and loss;
- Pregnancy, parental and family leave, including prenatal and postpartum care and education, adequate time and support for preparation, recovery and returning to work, access to high quality lactation spaces

and necessary accommodations;

- Early learning and care from 0-5 years old, including seeking partnerships with family childcare and non-profit providers and cost-savings for affordable care, and placement in and strategic growth of LAUSD infant centers and Early Education Centers (EECs); and
- Education from preschool through college, encouraging and supporting employees to enroll their children in LA Unified Early Education Centers and UTK-12 programs, offering employees priority where possible.

Resolved further, That the Los Angeles Unified School District, consistent with and subject to EEO and privacy laws, will evaluate the following data, where available, in preparation for a written report and public presentation to the Board:

- General employee demographics for context such as age, gender, race/ethnicity, location, parental status, marital status, labor union representation, and retention;
- Average and range of time actually taken off by staff for all leave types related to reasons of pregnancy, family bonding, kin care for a child's illness, prenatal care including but not limited to whether the days were paid or unpaid and by position type;
- Potential budgetary implications for offering paid family leave programs for at least 12 weeks, given historical data of the number of employees that take such leave in LAUSD and Los Angeles more broadly;
- Percentage of employee-parents with children enrolled in LAUSD EECs and UTK-12 schools; and
- Health care plan coverage and cost for prenatal, postnatal and family planning including but not limited to assisted reproductive technology, delivery, doula, home birth, midwife support, and lactation support.

Resolved further, That the District, consistent with and subject to EEO and privacy laws, will conduct or procure a study on the needs, concerns, and experiences for LA Unified employees and/or employees in Los Angeles related to reproductive health and parenting support in preparation for a written report and public presentation to the Board of information, as it relates to improving the experience of employees, such as:

- Interest in becoming a parent or caregiver;
- Fertility and Family Planning Needs including interest and awareness of access to ART;
- Impact of access or lack thereof to District-provided reproductive supports on an employee's satisfaction, retention and ability to work;
- Health care benefits; Desired time and actual time taken for pre- and postpartum care and child bonding;
- Barriers to why individuals do not take more time for all stages of their child's life from birth through college;
- Average and range of costs of child care;
- Age of children when childcare started; and
- If children are enrolled in LAUSD schools, why, what school level(s), distance from home

Resolved further, That the District shall take immediate steps to support growing families, by (1) confirming provisions of adequate, accessible, and welcoming lactation spaces and training around such spaces for all staff at school sites, regions, and central offices, (2) identifying a dedicated liaison within the relevant departments and sites to support employee-parents in understanding and utilizing benefits, completing leave forms, understanding service credit and impacts to retirement, confirming appropriate payroll adjustments, planning

returns to work - including part-time and adjusted schedules, and enrolling in an LAUSD early education program in a friendly, clear, and streamlined manner, and (3) identifying childcare provider partners who can provide affordable and backup childcare on an as-needed basis to employees; and, be it finally

Resolved, That in response to the quantitative and qualitative data and employee/labor engagement, disaggregated by age, gender, race/ethnicity, location, parental status, and labor union representation, where possible and legally permissible, as well as available research, best practices, and any requirements for bargaining, the District will prepare a plan and present it at a Board Meeting or Committee of the Whole no later than November 2025.

- The plan shall include:
 - Specific, measurable outcomes to becoming an employer of choice, including for employee-parents;
 - Feedback from labor and employee-parents on the plan;
 - Legislative advocacy, including but not limited to legislation for longer-term substitute teachers and staff (beyond 60 days), state-supported family leave, and more state-subsidized infant and toddler programs;
 - The ability to donate to colleagues' illness days for prenatal doctor appointments and child sickness, as offered for catastrophic illness
 - Personalized projected cost of health care and impacts to retirement savings associated with family planning (i.e. personalized calculator);
 - Improved practices and professional development on appropriate accommodations for lactating employees, including but not limited to a dedicated space at all district sites; and
 - Improved practices and professional development on sensitivity for parent-employees, inclusive of consideration of disproportionate impact on parent-employees of absences due to child illness, parental leave, and the like.
- The plan may include:
 - Specific timeframes for implementation, feasibility and cost of components;
 - A pilot program, similar to the pilots organized by LA County and LA City;
 - Planning days for substitute teachers and teachers when a teacher goes on leave, exploration of job sharing and clear communication on what exists already;
 - Back up daycare coverage to affordable, available providers;
 - Recommendations to the Health Benefits Committee on potential health care plan design offerings to provide fertility and family planning in alignment with all relevant legislation including but not limited to those provided through SB 729, full coverage of doulas, midwives, home births, contraception and/or other supports;
 - Recommendations on where to open Infant and Early Education Centers to meet the needs of employees and the community, guided by data on access to programs and partnering with family childcare and non-profit providers;
 - Option for remote work or flexible scheduling for childcare accommodations where possible;
 - Additional compensated days/time for pregnancy appointments and child sickness;
 - Leveraging bond dollars or other resources for lactation spaces;
 - Partnering/researching cost-sharing models with labor, such as New York Department of Education and American Federation of Teachers; and
 - Professional development and coaching on policies, supports, sensitivity and cultural competency in supporting family building, including how employee attendance is incentivized

and acknowledged.