

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

REGULAR MEETING ORDER OF BUSINESS

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

Roll Call

Pledge of Allegiance

Board President's Reports

Student Voices
Labor Partners
Independent Analysis Unit
Committee Chair Reports

Consent Items

Items for action are assigned by the Board at the meeting to be adopted by a single vote. Any item may be pulled off of the consent calendar for further discussion by any Board Member at any time before action is taken.

Superintendent's Reports

General Public Comment (Approximately 4:00 P.M.)

Providing Public Comment

The Board of Education encourages public comment on the items for action on this Regular Board Meeting agenda and all other items related to the District. Any individual wishing to address the Board must register to speak using the Speaker Sign Up website: <https://boardmeeting.lausd.net/speakers>, and indicate whether comments will be provided over the phone or in person. Registration will open 24 hours before the meeting. Each action item will allow for seven (7) speakers, except those items for which a Public Hearing will be held will allow for 12 speakers, and 15 speakers may sign up for general Public Comment.

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

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

may be ruled out of order.

Speakers addressing items not on the agenda will be heard at approximately 4:00 p.m. Speakers commenting on items on the consent calendar will be heard prior to the Board's consideration of the items, and speakers on items not on the consent calendar will be heard when the item is before the Board.

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

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

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

1. Call 1-888-475-4499 (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.

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. *Please note that due to the continued public health risks associated with COVID-19, the Board Room will be operating at reduced capacity.*

Public Notice of Bargaining Union Initial Proposals

1. [Teamsters Local Union No. 572 \(Unit S\) Initial Bargaining Proposals for 2023 Successor \(UIP-004-22/23\)](#)

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

New Business for Action

2. [Board of Education Report No. 161 – 22/23](#)
[Procurement Services Division](#)

(Procurement Actions) Recommends approval of procurement actions taken by staff for professional services, agreement amendments, and purchases with the delegated authority of the Superintendent as described in Attachment A, not exceeding \$250,000, including two new contracts, amendments, and assignments already awarded totaling \$276,300; low value professional service contracts for January 2023 totaling approximately \$3.5 million; and goods and general services for January 2023 totaling approximately \$27.2 million.

Additionally, recommends approval of procurement contracts not under the delegated authority, as detailed in Attachment B, including four new professional service contracts, amendments, and authorizations to increase contract capacity totaling approximately \$213 million; and eight new goods and general service contracts, amendments, and authorizations to increase contract capacity totaling approximately \$41 million.

3. [Board of Education Report No. 131 – 22/23](#)
[Procurement Services Division – Facilities Contracts](#)

(Facilities Contract Actions) Recommends approval of actions executed within the delegated authority of the Board of Education including the approval of the award of two advertised construction contracts for approximately \$1.5 million; two job order contract amendments totaling \$1 million; the approval of 270 change orders for approximately \$4.4 million; the completion of 29 contracts; the award of 11 informal contracts for \$434,523; the award of four architectural and engineering contracts for approximately \$1 million; the award of one professional and technical services amendment; the award of one goods and services contract for \$75,000; and extra services and amendments for architectural and engineering contracts for \$780,073.

Additionally, recommends approval of the contracts and amendments not under the delegated authority, as detailed in Attachment B, including the approval of eight professional and technical services contracts for \$80 million; sixteen professional and technical services contract capacity increases for \$30 million; one authorization to award a best value comprehensive modernization contract for approximately \$131.3 million; and one goods and general services contract for \$315,000.

4. [Board of Education Report No. 184 – 22/23](#)
[Accounting and Disbursements Division](#)

(Report of Cash Disbursements and Corporate Credit Card Charges) Recommends approval of warrants for things such as salary payments totaling \$761,365,356.65 and approval of the charges made against funds of the District totaling \$5,813.35 for the quarter ending December 31, 2022.

5. [Board of Education Report No. 185 – 22/23](#)
[Accounting and Disbursements Division](#)
 (Donations of Money and Materials to the District) Recommends the acceptance of four donations to the District totaling \$349,629; and the acceptance of the donation of 70 pallets of Ty Beanie Baby products valued at \$596,373.60.
6. [Board of Education Report No. 170 – 22/23](#)
[Human Resources Division](#)
 (Approval of Routine Personnel Actions) Recommends approval of 4,809 routine personnel actions such as promotions, transfers, leaves, terminations, etc.
7. [Board of Education Report No. 171 – 22/23](#) **NOT ON CONSENT**
[Human Resources Division](#)
 (Provisional Internship Permits) Recommends approval of the continuing employment of 35 teachers who are employed under the Provisional Internship Permit requirements, allowing the District to continue to staff subject field shortage classrooms.
8. [Board of Education Report No. 182 – 22/23](#)
[Charter Schools Division](#)
 (Proposed Material Revision for Ivy Academia) Recommends approval of the proposed material revision of the charter for Ivy Academia, located in Board District 4 and Region North, to decrease grade levels from TK-12 to TK-8 and reduce the enrollment capacity from 1,400 to 750 students, beginning in the 2023-2024 school year.

Board Member Resolution for Action

9. [Dr. Rivas, Ms. Ortiz Franklin – Celebrating Women’s History and Addressing Present Day Disparities and Gaps for Women and Girls in LAUSD \(Res-013-22/23\) \(Waiver of Board Rule 72\)](#)

Whereas, Women’s History Month is dedicated to honoring and acknowledging women’s immeasurable contributions to our past and present in the face of discrimination and undue hardship, and is celebrated in March throughout the United States and abroad, corresponding with March 8th, International Women’s Day. While we celebrate many female leaders, and the progress made towards gender equality, we acknowledge that women still face many societal barriers. For example, women still only earn 82 cents for every dollar earned by men, and the wage gap is even larger for women of color, with Black women earning 64 cents, and Hispanic women earning 57 cents despite having high rates of workforce participation;

Whereas, The Los Angeles Unified School District is a committed leader in education, embracing all forms of diversity, including supporting the educational achievement of the young women, girls, and youth affected by gender-based discrimination who attend our schools, as expressed by Priorities 1C, 2A, 2B, and 2C, and 5C of the 2022-2026 LAUSD Strategic Plan;

Whereas, The term young women and girls includes cis and trans women, non-binary and gender nonconforming individuals, impacted by gender-based discrimination;

Whereas, According to the Youth Risk Behavior Survey recently released by the Centers for Disease Control and Prevention (CDC), teen girls and LGBTQ youth fared worse on most measures of health behaviors and experiences:

- 30 percent of girls said they seriously considered attempting suicide, double the rate among boys and up almost 60 percent from a decade ago,
- Almost 20 percent of girls reported experiencing rape or other sexual violence in the previous year, also an increase over previous years,
- Almost half of LGBTQ students said they had seriously considered a suicide attempt.

Whereas, According to the same CDC report, the pandemic took a harsh toll on U.S. teen girls' mental health, with almost 60 percent reporting feelings of persistent sadness or hopelessness;

Whereas, Research indicates that social media activity is linked to lower self-esteem and body dysmorphia among teenage girls; and

Whereas, Schools play a critical role not just in academic learning, but in creating environments that protect against risk factors and play a critical role in shaping mental, physical, and social growth for young women and girls; now, therefore, be it

Resolved, That the Governing Board of the Los Angeles Unified School District celebrates the month of March as Women's History Month, and celebrates March 8th, International Women's Day as a way to honor the movement for women's rights movement, bringing attention to issues such as gender equality, reproductive rights, and violence and abuse against women;

Resolved further, That to address disparities and create schools where young women and girls can thrive, the District restates its commitment to the following priorities of the 2022-2026 Strategic Plan:

1. Pillar 1, Priority C: Eliminating Opportunity Gaps
2. Pillar 2, Priorities A, B, and C: Safe and Healthy Environments to Promote Joy and Wellness
3. Pillar 5, Priority C: Cultivating Staff Wellness; and, be it finally

Resolved, That the Superintendent will report to the Board in 60 days about positive and proactive interventions that the District has implemented to support the mental health of our youth and District staff, disaggregating the use of interventions by gender, race, and other relevant equity analysis, including highlighting specific school sites or programs that:

1. Offer school-based services connecting youth and adults to community-based sources of care, preventative counseling and therapeutic intervention;
2. Establish inclusive, safe and positive environments on our campuses;
3. Ensure equitable outcomes for youth and adults affected by gender-based discrimination; and
4. Provide tools and resources to engage in positive self-esteem and body image, including healthy practices regarding social media usage.

10. [Mr. Schmerelson- March 21 as World Down Syndrome Awareness Day \(Res-014-22/23\) \(Waiver of Board Rule 72\)](#)

Whereas, Down Syndrome is a genetic occurrence caused by extra material in chromosome 21 that results in intellectual disability. It is not yet known why this occurs;

Whereas, The estimated incidence of Down Syndrome is between 1 in 1,000 to 1 in 1,100 live births worldwide;

Whereas, Each year approximately 3,000 to 5,000 children are born with this chromosome disorder and it is believed there are about 250,000 families in the United States of America who are affected by Down Syndrome;

Whereas, The quality of life of people with Down Syndrome can be improved by meeting their health care needs, including regular check-ups with health professionals to monitor mental and physical condition and providing timely intervention, be it physiotherapy, occupational therapy, speech therapy, counseling or special education;

Whereas, Individuals with Down Syndrome can achieve optimal quality of life through guardian care and support, medical guidance and community-based support systems like inclusive education at all levels. This facilitates their participation in society and the fulfilment of their personal potential;

Whereas, The reality today is that society, at times, can demonstrate negative attitudes, low expectations, discrimination and exclusion, which can ensure that people with Down syndrome are left behind. This can also occur within the disability and the Down Syndrome communities;

Whereas, There is a need to build the capacity of people with Down Syndrome to meet the challenges faced across their lifetimes and to support them with the opportunities and tools needed to live fulfilling lives;

Whereas, World Down Syndrome Day was first observed in 2006 in many countries around the world;

Whereas, In December 2011, the United Nations General Assembly declared March 21st as World Down Syndrome Day. This resolution was co-sponsored by 78 United Nations Member States;

Whereas, Down Syndrome International (DSi) encourages people all over the world to choose their own activities and events on March 21st to help raise awareness of what Down Syndrome is, what it means to have Down Syndrome, and how people with Down Syndrome play a vital role in our lives and communities; and

Whereas, The 2023 DSi World Down Syndrome Day theme is “With Us Not For Us”, the message is a key to a human rights-based approach to disability and is encouraging participation in a video campaign using #WithUsNotForUS and #WorldDownSyndromeDay and #WDS2023; now, therefore, be it

Resolved, That the Governing Board of the Los Angeles Unified School District hereby proclaims March 21st as World Down Syndrome Awareness Day; and, be it finally

Resolved, That the Superintendent encourage schools to hold activities during this day in honor of World Down Syndrome Awareness Day.

11. [Mr. Schmerelson - Standing with the Mothers and Children of Artsakh \(Res-015-22/23\) \(Waiver of Board Rule 72\)](#)

Whereas, 120,000 ethnic Armenians living in Artsakh/Nagorno-Karabakh region, also known as the Lachin Corridor, have been trapped for a month behind a blockade with no international diplomatic mediation underway;

Whereas, The Lachin corridor was created as a lynchpin of a ceasefire agreement that ended a 2020 war between Armenia and Azerbaijan, guaranteeing safe passage for ethnic Armenians as well as the steady supply of goods to the territory, known to Armenians as Artsakh;

Whereas, The blockade has impeded vital supplies from reaching the 120,000 Armenians in the mountainous enclave, and 30,000 of them are children;

Whereas, These 30,000 children in Artsakh have been deprived of education due to the blockade, and cutting off of energy supplies, making schools unusable during the harsh wintertime;

Whereas, As the blockade continues with no end in sight, there are significant pressures on cargo and supply chains, ~~and~~ stores no longer have food and goods on their shelves, and the risk of malnourishment, and even starvation, for babies and young children is real;

Whereas, The entire population of Artsakh, whose ancestors had lived on its lands for some two thousand years, has been rendered defenseless;

Whereas, Global inaction is endangering mothers and children, and the health implications of conflict and instability on children are immeasurable;

Whereas, This situation is just one more example of the ongoing hate, intolerance, and violence directed against the Armenian people, which is certain to lead to war and repeat itself if gone unpunished; now therefore, be it

Resolved, That the Governing Board of the Los Angeles Unified School District condemns the blockade of the Lachin Corridor as a violation of human rights, especially those of mothers, children and infants; and, be it finally

Resolved, That the Board calls on the Biden Administration to utilize all diplomatic, economic and political means to compel Azerbaijan to engage meaningfully in the peace process.

Correspondence and Petitions

12. [Report of Correspondence \(ROC-008-22/23\)](#)

Miscellaneous Business

13. [Revised and Updated Committees and Committee Schedule \(032-22/23\)](#)

Adjournment

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

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

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

Materials related to an item on this Order of Business distributed to the Board of Education are available for public inspection at the Security Desk on the first floor of the Administrative Headquarters, and at:
<https://achieve.lausd.net/boe#calendar73805/20230323/event/65316>

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

PUBLIC NOTICE OF INITIAL PROPOSALS

TAB 1



Los Angeles Unified School District

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333 South Beaudry Ave,
Los Angeles, CA 90017

Board of Education Report

[Back to Order of Business](#)

File #: UIP-004-22/23, **Version:** 1

Teamsters Local Union No. 572 (Unit S) Initial Bargaining Proposals for 2023 Successor (UIP-004-22/23)

INTEROFFICE CORRESPONDENCE

LOS ANGELES UNIFIED SCHOOL DISTRICT

Office of General Counsel

TO: Michael McLean
Executive Officer of the Board

DATE: February 23, 2023

FROM: *AD* Anthony DiGrazia, Director
Office of Labor Relations

**SUBJECT: TEAMSTERS LOCAL UNION NO. 572 (UNIT S) INITIAL BARGAINING
PROPOSALS FOR 2023 SUCCESSOR**

Teamsters Local Union Number 572 (UNIT S) has informed the Office of Labor Relations of their intention to present Initial Proposals for Negotiations for Unit S. Teamsters will present the attached proposals to the Board.

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

Thank you.

Attachment

TEAMSTERS SUCCESSOR CONTRACT RE-OPENER
JULY 1, 2022 – JUNE 30, 2025

ATTACHMENT A

ITEMS TO NEGOTIATE:

- I. RECOGNITION
- II. SEPARABILITY AND SAVINGS
- III. DISTRICT RIGHTS
- IV. UNION RIGHTS
- V. GRIEVANCE PROCEDURE
- VI. WORK STOPPAGE
- VII. NON-DISCRIMINATION
- VIII. UNION SECURITY
- IX. HOURS OF WORK
- X. EVALUATION PROCEDURES
- XI. TRANSFER PROCEDURES
- XII. SUBCONTRACTING
- XIII. LEAVES OF ABSENCE
- XIV. WAGES AND SALARIES, PAY ALLOWANCES, DIFFERENTIALS AND SPECIAL SALARY PRACTICES
- XV. HEALTH AND WELFARE
- XVI. HOLIDAYS
- XVII. VACATION
- XVIII. SAFETY CONDITIONS
- XIX. TOOL REPLACEMENT
- XX. TUITION REIMBURSEMENT
- XXI. RECLASSIFICATION PROCEDURE
- XXII. JOB STEWARDS
- APPENDIX B TRANSPORTATION ADDENDUM
- APPENDIX C FLEET MAINTENANCE ADDENDUM
- APPENDIX D SCHOOL ADMINISTRATIVE ASSISTANT ADDENDUM
- APPENDIX E PLANT MANAGERS ADDENDUM
- APPENDIX F FOOD SERVICES ADDENDUM
- APPENDIX G CONSTRUCTION INSPECTORS ADDENDUM
- APPENDIX H SENIOR GARDENERS ADDENDUM
- APPENDIX I SUPERVISING SPECIAL EDUCATION ASSISTANTS ADDENDUM
- APPENDIX J SALARY SCHEDULES
- APPENDIX K RESPECTFUL TREATMENT

NEW BUSINESS

TAB 2



Board of Education Report

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File #: Rep-161-22/23, **Version:** 1

Approval of Procurement Actions

March 7, 2023

Procurement Services Division

Action Proposed:

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

Background:

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

Expected Outcomes:

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

Board Options and Consequences:

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

Policy Implications:

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

Budget Impact:

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

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

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

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

Student Impact:

Not applicable.

Equity Impact:

See attached for applicable items.

Issues and Analysis:

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

Attachments:

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

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

Previously adopted Board report referenced 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)

Informatives:

Not applicable.

Submitted:

02/15/23

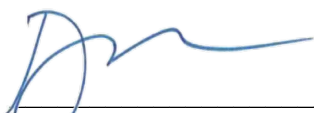
RESPECTFULLY SUBMITTED,

ALBERTO M. CARVALHO
Superintendent

APPROVED & PRESENTED BY:

PEDRO SALCIDO
Deputy Superintendent
Business Services & Operations

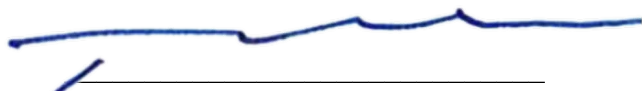
REVIEWED BY:

DEVORA NAVERA REED
General Counsel☒ Approved as to form.

APPROVED & PRESENTED BY:

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

REVIEWED BY:

TONY ATIENZA
Director, Budget Services and Financial Planning☒ Approved as to budget impact statement.

APPROVED & PRESENTED BY:

JUDITH REECE
Chief Procurement Officer
Procurement Services Division

ATTACHMENT A

APPROVAL OF PROCUREMENT CONTRACTS: RATIFICATION OF DELEGATED AUTHORITY**A. PROFESSIONAL SERVICES CONTRACTS ALREADY AWARDED****NEW CONTRACTS/AMENDMENTS/ASSIGNMENTS NOT EXCEEDING \$250,000****Item A**

<u>EAST REGION</u>			\$74,300
<u>CONTRACTOR</u>	<u>IDENTIFICATION</u>	<u>SOURCE OF FUNDS</u>	<u>AMOUNT</u>
	<u>NO.</u>		
Powerful Choices	4400010833	General Funds (100%)	\$74,300

Ratification of best value informally competed contract (out of three proposals) to provide professional development to English Language Arts teachers in order to improve the performance of students on the SBA and to accelerate their growth in their reading levels. To do this effectively, we need to differentiate for our newer teachers, our teachers in Special Education and in General Education, and provide opportunities for experienced teachers who have received initial training.

Throughout the course of the year, all English Language Art teachers (16), including Special Education teachers will engage in a variety of modules including professional development, coaching, guided observations and learning labs. The contract includes funding for 27 full days of professional development for different small groups of teachers and four, two-hour directed sessions. This contract with Powerful Choices supports us in the areas of: ongoing professional development in learning sessions, coaching, and demonstration labs.

This contract aligns with the Strategic Plan as follows:

- Pillar 1 – Academic Excellence: High quality instruction and eliminating opportunity gaps.
- Pillar 5 – Investing in Staff: Professional Learning. In order to implement such a rigorous and detailed curriculum, teachers need ongoing learning opportunities that include observation and coaching.

Powerful Choices was chosen because they rated the highest on the selection process. They address the scope of work most clearly, at the most reasonable price point, and have the capacity to complete the work. Powerful Choices has demonstrated extensive expertise in the area of reading and writing workshops, with a specific background in the middle grades.

Contract Term: 10/17/22 through 06/30/23

Contract Value: \$74,300

Requester:

Christine Moore, Principal
Luther Burbank Middle School
East Region

Equity Impact:

Not Applicable.

ATTACHMENT A

APPROVAL OF PROCUREMENT CONTRACTS: RATIFICATION OF DELEGATED AUTHORITY**A. PROFESSIONAL SERVICES CONTRACTS ALREADY AWARDED****NEW CONTRACTS/AMENDMENTS/ASSIGNMENTS NOT EXCEEDING \$250,000****Item B****OFFICE OF THE CHIEF STRATEGY OFFICER \$202,000**

<u>CONTRACTOR</u>	<u>IDENTIFICATION NO.</u>	<u>SOURCE OF FUNDS</u>	<u>AMOUNT</u>
Fulcrum Management Solutions, dba ThoughtExchange	4400009582-1/ 4500761300	General Funds (100%)	\$202,000

Ratification of amendment to extend term and increase capacity of an informally competed contract to provide a platform to engage District communities as part of ongoing planning and budgeting cycles to support student needs and close equity gap.

The ThoughtExchange platform allows for participants to share feedback and to rate the feedback others have shared, creating opportunities for richer and deeper engagement that surfaces not only the most frequently shared feedback (as could be captured in a survey), but also the feedback that resonates the most deeply. For example, whereas a single participant's write-in response to a survey may not generate attention, through ThoughtExchange, one participant may suggest an innovative practice that others rate highly. As a result, this platform empowers participant voice and agency in District engagement and decision-making.

This platform also leverages Google Translate to instantly translate feedback into participants' chosen languages, further breaking down silos in engagement. For example, one Tagalog-speaking participant may choose to respond in their chosen language and a Spanish-speaking participant would still be able to read and rate that response. This dramatically increases the District's capacity for transparent and accessible engagement for all communities, including our non-native English speakers.

This contract is directly linked to the following Strategic Plan measure of success: "Increase the number of participants in Thought Exchanges", and is fundamental to the Strategic Plan, pillar 3 of engagement and collaboration. As the District engages our communities as part of ongoing planning and budgeting cycles to support student needs and close equity gaps, this contract will allow for deeper, more transparent, and more equitable engagement to ensure locally authentic and empowered decision-making.

Contract Term: 11/04/21 through 11/03/22

New end date by this amendment: 11/03/2023

Initial Contract Value: \$240,000

Amendment No. 1: \$202,000

Aggregate Contract Value: \$442,000

Requester:

Veronica Arreguin, Chief Strategy Officer

ATTACHMENT A

APPROVAL OF PROCUREMENT CONTRACTS: RATIFICATION OF DELEGATED AUTHORITY**Equity Impact:**

Component	Score	Score Rationale
Recognition	4	The ThoughtExchange platform allows for participants to share feedback and to rate the feedback others have shared, creating opportunities for richer and deeper engagement that surfaces not only the most frequently shared feedback (as could be captured in a survey), but also the feedback that resonates the most deeply. For example, whereas a single participant's write-in response to a survey may not generate attention, through ThoughtExchange one participant may suggest an innovative practice that others rate highly. As a result, this platform empowers participant voice and agency in District engagement and decision-making. The platform also leverages Google Translate to instantly translate feedback into participants' chosen languages, further breaking down silos in engagement. For example, one Tagalog-speaking participant may choose to respond in their chosen language and a Spanish-speaking participant would still be able to read and rate that response. This dramatically increases the District's capacity for transparent and accessible engagement for all communities, including our non-native English speakers. For more information on how this platform works, please visit the ThoughtExchange website here : or watch this short video here .
Resource Prioritization	4	Through alignment with District and local planning and budgeting processes, this platform empowers community voice in the use of resources (including ongoing state funding, school-level SENI funds, federal recovery dollars, etc.) to close equity gaps and build supports based on student needs. In addition, through re-negotiation of this contract, this service now costs \$202,000, or \$0.36 per student (a 20% reduction in cost from the prior year). By comparison, the average per-student contract value for large districts is \$1.60 per student, and the average per-employee contract value for like-sized Enterprise corporations is \$1.65.
Results	3	By inviting our communities to be empowered educational partners and by closing equity and opportunity gaps in engagement, this platform is a vital tool in the District's strategies to build systems of supports for students. Communities and District staff reported high levels of engagement and support for the expansion of this tool. The District conducted 41 exchanges with 24,450 participants in 2021-22, the feedback from which would have required over 19,425 hours of face-to-face conversation to gather. In addition, the District's use of ThoughtExchange for the development of the Strategic Plan and the LCAP in 2021-22 resulted in 10,450 participants (including 4,600 parents, 342 community members, and over 100 students) sharing 9,518 comments and providing over 191,000 ratings in a single exchange, with several hundred participants accessing in languages other than English.
TOTAL	11	

ATTACHMENT A

APPROVAL OF PROCUREMENT CONTRACTS: RATIFICATION OF DELEGATED AUTHORITY**Item C – January 2023****B. PROFESSIONAL SERVICE NOT EXCEEDING \$250,000**

January 2023 =\$3,463,610

YTD

=\$24,991,994

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

	<u>January Qty of POs</u>	<u>YTD Qty of POs</u>	<u>January Total</u>	<u>YTD Total</u>
Low Value – Purchase Orders – <i>January 2023</i>	337	2,398	\$3,463,610 (Median - \$6,900)	\$24,991,994

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

January 2023 = \$27,203,921

YTD =

\$254,169,376

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

	<u>January Qty of POs/ Transaction s</u>	<u>YTD Qty of POs/ Transactions</u>	<u>January Total</u>	<u>YTD Total</u>
Low Value – Purchase Orders – <i>January 2023</i>	3,847	28,016	\$11,915,245 (Median - \$1,200)	\$85,896,270
Purchase Orders – <i>January 2023</i>	53	346	\$3,773,799 (Median - \$55,876)	\$26,704,443
DISTRICT CARD TRANSACTIONS (i.e., P-Card, Fuel Card, Toshiba Card, etc.) – <i>January 2023</i>	8,618	54,392	\$3,625,347 (Median- \$180)	\$26,653,448
Rental Facilities – <i>January 2023</i>	2	13	\$37,055 (Median - \$18,527)	\$248,393
Travel/Conference Attendance – <i>January 2023</i>	129	2,007	\$155,411 (Median - \$809)	\$2,126,597
GENERAL STORES DISTRIBUTION CENTER – <i>January 2023</i>	173	1,520	\$4,076,424 (Median - \$6,264)	\$25,451,563

ATTACHMENT A

APPROVAL OF PROCUREMENT CONTRACTS: RATIFICATION OF DELEGATED AUTHORITY

	<u>January</u> <u>Qty of POs/</u> <u>Transaction</u> <u>s</u>	<u>YTD</u> <u>Qty of POs/</u> <u>Transactions</u>	<u>January</u> <u>Total</u>	<u>YTD</u> <u>Total</u>
BOOK/INSTRUCTIONAL MATERIAL PURCHASE ORDERS (BPO) – <i>January 2023</i>	207	2,716	\$3,620,640 (Median - \$6,400)	\$87,088,662

D. GOODS AND GENERAL SERVICES**January 2023 = \$0****YTD = \$1,272,285**

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

	<u>January</u> <u>Qty of POs/</u> <u>Transaction</u> <u>s</u>	<u>YTD</u> <u>Qty of POs/</u> <u>Transactions</u>	<u>January</u> <u>Total</u>	<u>YTD</u> <u>Total</u>
GENERAL STORES DISTRIBUTION CENTER – <i>COVID-19 Transactions</i> <i>(Rapid Antigen Tests and Masks)</i> <i>January 2023</i>	0	1	\$0	\$1,272,285
GRAND TOTAL – January 2023			\$30,667,531	

ATTACHMENT B

REQUEST FOR APPROVAL OF PROCUREMENT CONTRACTS NOT UNDER DELEGATED AUTHORITY

A. APPROVAL OF PROFESSIONAL SERVICE CONTRACTS

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

Item DDIVISION OF INSTRUCTION

<u>CONTRACTOR</u>	<u>IDENTIFI- CATION NO.</u>	<u>SOURCE OF FUNDS</u>	<u>\$10,000,000 AMOUNT</u>
2Sigma School, Inc. (SBE);	4400011140	Various Per Requesting School or Office (100%)	\$10,000,000
Accelerate Education;	4400011141		
Edmentum, Inc.;	4400011142		
Get Lit Words Ignite, Inc.;	4400011143		
Imagine Learning, LLC;	4400011144		
Jupiter Education Services, LLC,	4400011145		
dba Red Comet (SBE);	4400011146		
Lincoln Learning Solutions and	4400011147		
Subject Technologies, Inc. (SBE)	(RFP 2000002715)		

Authorization to negotiate and execute formally competed bench of eight (8) contracts to provide University of California A-G eligible online courses aligned to California Common Core Standards. The authority to increase or decrease individual amount for these contracts will be limited to the aggregate amount of \$10,000,000.

Online course offerings are available to all secondary students to support the district goal of 100% graduation. All secondary schools who wish to incorporate online courses as an option for students may select from these vendors.

The availability of online courses increases access for all secondary students; allowing students options when a course is needed for credit recovery purposes and/or Advanced Placement courses is needed when it may not be offered at their school site or when there is a scheduling conflict. Although schools have reopened after the pandemic closures, the need for online course options remains in demand as schools and families look for options when unforeseen situations arise.

Providing all secondary students access to online A-G-approved courses is necessary to support the District's Strategic Plan. These courses will increase opportunities to enroll in robust course offerings (including college credit-bearing) that may not be available at the home school. It will allow students with impacted schedules to enroll outside the school day and increases student access to recovering a course where a D or Fail was initially received. Overall, these courses will support a higher graduation rate and increase access to specialty courses such as Advanced Placement, Dual Enrollment, and CTE pathways. Allowing students access to online course credit recovery options will also allow for increased course completion with a "C" or better. Services provided by the vendor(s) tie directly to the meeting metrics established by the specific strategies (listed below).

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

Pillar 1: Academic Excellence: 1D College and Career Readiness

Strategies:

1dS1: Equitable access to a rigorous course schedule with support to earn C or better

1dS3: Expand opportunities to participate in Career and Technical Education and Linked Learning pathways

1dS8: Support access to advanced learning options such as AP and college courses

Contract Term: 03/08/23 through 03/07/28, includes two (2) one-year renewal options

Aggregate Five-Year Value For Eight (8) Contracts: \$10,000,000

Requester:

Carol Alexander, Director

A-G Intervention and Support

Division of Instruction

Equity Impact:

Component	Score	Score Rationale
Recognition	3	A bench contract with multiple vendors recognizes historical inequities that exist between services students may require to receive opportunities to recover and/or enroll in courses that may not be available on the school's annual master schedule. Choice of online course offerings create opportunities for completion of A-G courses with grades of "C" or better, to achieve a high school diploma and be eligible for college admissions.
Resource Prioritization	3	This bench will allow schools to prioritize equitable course offerings based on student need, allowing for effective focus on students at all performance levels.
Results	3	The successful implementation of this bench contract will result in more course offerings that may not be available at the school site, as the robust vendor list will allow for increased evidenced-based approaches for academic excellence combined with supports that improve student achievement.
TOTAL	9	

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

A. APPROVAL OF PROFESSIONAL SERVICE CONTRACTS

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

Item E

FEDERAL AND STATE EDUCATION PROGRAMS

\$0

<u>CONTRACTOR</u>	<u>IDENTIFI- CATION NO.</u>	<u>SOURCE OF FUNDS</u>	<u>AMOUNT</u>
Various Vendors*	4400010692 4400010693 4400010695 Through 4400010699 4400010710 Through 4400010714 (RFP 2000002558)	Federally Funded Title I, Part A General Funds Restricted (100%)	\$40,600,000 (Board Approved BOE Report 364-19/20, dated 06/09/20)

***New Vendors:** A Tree of Knowledge; BetterLesson; Cecilia Mercado; Corwin Press, Inc., a SAGE Publications Inc. Company; Lynne H. Arpon; Patricia Parodi; Proximity Learning, Inc.; Quaglia Institute for School Voice and Aspirations; StudentNest, Inc. (SBE) (WBE); The Southern California Learning Corp. dba Sylvan Learning Centers; Tutor Me LA, LLC dba Tutor Me Education; Zinco Education, Inc. (SBE)

****Existing Vendors:** Afsaneh Yocheved Balakhaneh; Barbara B. Lester; Carnegie Learning, Inc.; Carol Hatanaka Ono; Catapult Learning West, LLC; Diana Jones; Eliza Ann Williams; FACTS Education Solutions; Houghton Mifflin Harcourt; Learn-It Systems, LLC; Marilyn Udoji; Merkos L'Inyonei Chinuch; One on One Learning Corp.; SOS Education (SBE); Total Education Solutions; UCLA Center X; Yeshiva Educational Services, Inc.; Yvonne Tawfik

Approval of twelve (12) formally competed contracts* to be added to the existing bench of eighteen (18) contracts**, via “refresh,” to provide supplemental services for private school students, teachers, and families. Supplemental services include providing supplemental reading/language arts, mathematics and/or science; school-based academic counseling; professional development workshops and coaching for private school teachers; and parent involvement workshops. The authority to increase or decrease the amounts for these contracts will be limited to the previously approved aggregate amount of \$40,600,000.

Services/goods are for the identified eligible students attending 102 private schools ([List of Private Schools](#)), their teachers, and their parents. In general, to be eligible for Title I services, a private school child must reside in a participating Title I public school attendance area and must be identified by the District as low achieving on the basis of multiple, educationally related, objective criteria. In consultation with the private school officials, the appropriate Title I services i.e., intervention, counseling, professional development, etc., based on the academic needs of the private school students, their teachers and parents are determined. The addition

ATTACHMENT B

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

of vendors to the existing bench of contracts would expedite the procurement process and provide the timely delivery of equitable services as mandated by statute.

The services provided are aligned with Pillar 4C, Operational Effectiveness. 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. The additional vendors to the bench 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.

Contract Term: 03/08/23 through 06/30/25

Aggregate Five-Year Value for Thirty (30) Contracts: \$40,600,000

Requesters:

Anthony Aguilar, Chief of Special Education, Equity and Access

Karen Ryback, Executive Director, Federal and State Education 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.
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.
TOTAL	9	

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

A. APPROVAL OF PROFESSIONAL SERVICE CONTRACTS

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

Item F

INFORMATION TECHNOLOGY SERVICES **\$110,200,000**

<u>CONTRACTOR</u>	<u>IDENTIFI- CATION NO.</u>	<u>SOURCE OF FUNDS</u>	<u>AMOUNT</u>
AT&T Corp.	4400011130 (RFP 2000002743)	E-Rate Funds (90%) General Funds (10%)	\$110,200,000

Approval of a formally competed contract for leased lit fiber optic networking services to all District schools and offices for the purpose of providing robust, high-speed data transport and internet access

The District requires services that provide highly reliable high-speed network access needed to meet operational instructional and business operational needs. This provides critical network access to information system and instructional applications utilized by students and staff.

The District's current fiber services agreement for all schools and offices will expire on March 24, 2024. Approval of this agreement allows the District to apply for E-rate funding for these services starting with the 2023-24 school year, providing an estimated 90% of funds. This will also allow the District to continue providing critical network services without interruption. This action supports Pillars 1, 3, and 4.

Contract Term: 03/08/23 through 03/07/28, includes one (1) one-year renewal option.

Aggregate Five-Year Contract Value: \$110,200,000

Requester:

Soheil Katal, Chief Information Officer
Information Technology Services

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

Equity Impact:

Component	Score	Score Rationale
Recognition	3	The proposed action supports the District's E-rate program which recognizes historical inequities. The E-rate program allocates discount eligibility based on the District students who qualify for the National School Lunch Program (NSLP) and the urban/rural status of the District.
Resource Prioritization	2	The proposed action does not appear to be prioritized based on specific student needs. Leased Lit Fiber services will be made available to all schools under this contract. All schools and students will be the beneficiary of the services.
Results	3	The proposed action will provide fiber circuits for Internet access at all schools for highly reliable and highly available network access needed to meet student educational needs.
TOTAL	8	

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

A. APPROVAL OF PROFESSIONAL SERVICE CONTRACTS

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

Item G

<u>OFFICE OF THE CHIEF RISK OFFICER</u>			\$92,760,000
<u>CONTRACTOR</u>	<u>IDENTIFICATION</u>	<u>SOURCE OF FUNDS</u>	<u>AMOUNT</u>
	<u>NO.</u>		
Willis Towers Watson	4400011110	Bond Funds	\$92,760,000
Insurance Services West, Inc.	(RFP 2000002813)	(100%)	

Authorization to negotiate and execute formally competed contract to provide insurance broker services for Owner Controlled Insurance Program (OCIP V) for school construction.

The District's Owner Controlled Insurance Program covers construction Insurance costs for bond funded construction projects, for both new and existing projects. The District purchases insurance that covers itself, contractors & sub-contractors involved in projects at no premium cost to contractors. The District obtains insurance at a lower cost than contractors. In addition, the District administers loss prevention and safety programs, and processes claims. Typical OCIP Insurance Coverages include: Commercial General Liability (CGL); Workers' Compensation; Excess Liability; Contractors' Pollution Liability; Builder's Risk.

The services are critical to new school construction and modernization of existing schools to provide a more congenial learning environment for students.

The services align with the five pillars of the Strategic Plan as it is a standards-aligned with student education.

Contract Term: 05/01/23 through 04/30/28, includes two (2) one-year renewal options

Aggregate Five (5) Year Contract Value: \$92,760,000

Requester:

Robert Reider, Director

Risk Finance and Insurance Services

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

Equity Impact:

Component	Score	Score Rationale
Recognition	4	New school construction and modernization of existing schools provide a more congenial learning environment for students
Resource Prioritization	4	New school construction and modernization of existing schools are provided in a geographical area of student need
Results	4	The District construction program end result is to enable student learning
TOTAL	12	

ATTACHMENT B

REQUEST FOR APPROVAL OF PROCUREMENT CONTRACTS NOT UNDER DELEGATED AUTHORITY

B. APPROVAL OF GOODS AND GENERAL SERVICES CONTRACTS

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

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

Item HDIVISION OF SCHOOL OPERATIONS

<u>CONTRACTOR</u>	<u>IDENTIFICATION NO.</u>	<u>SOURCE OF FUNDS</u>	<u>\$3,900,000 AMOUNT</u>
All American Sports Corporation, dba Riddell	4400011087 (IFB 2000002760)	General Funds (100%)	\$3,900,000

Approval of formally competed capacity contract to provide football helmets and shoulder pad repair, reconditioning and recertification for secondary schools' Associated Student Body (ASB) organization Districtwide.

The National Athletic Equipment Reconditioners Association (NAERA), National Operating Committee on Standards for Athletic Equipment (NOCSAE), and helmet manufacturers recommends reconditioning and recertification of football helmets annually. NAERA further recommends that noncertificable equipment such as shoulder pads be sanitized in accordance to manufacturer guidelines. All football helmets and shoulder pads should be cleaned and inspected regularly prior to football season and practice for safety and protection of athletes from injury during play.

The District is not certified for the reconditioning and recertification of helmets. The proposed contract is needed in order to be in compliance with NAERA and NOCSAE recommendations. Services will be provided to 66 schools that have a football team. [2000002760 - List of Participating Schools](#)

This action aligns with Pillar 2, Joy and Wellness, of the Strategic Plan. Properly sanitized, fitted, and tested equipment ensures that our student-athletes are able to compete and reap the inherent benefits of playing sports. This will also decrease the injury rate and lead to better attendance and academic performance.

Contract Term: 05/15/23 through 05/14/28, includes two (2) one-year renewal options

Aggregate Five-Year Contract Value: \$3,900,000

Requester:

Trenton Cornelius, Coordinator
Interscholastic Athletic Department

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

Equity Impact:

Component	Score	Score Rationale
Recognition	3	Addresses the need for all students to have a properly serviced and safe football equipment.
Resource Prioritization	3	All student athletes are required by law to have their helmet recertified and deemed safe on an annual basis.
Results	4	This closes any achievement gaps because all students with receive high level certified equipment
TOTAL	10	

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

B. APPROVAL OF GOODS AND GENERAL SERVICES CONTRACTS

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

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

Item I

FACILITIES SERVICES DIVISION

<u>CONTRACTOR</u>	<u>IDENTIFICATION NO.</u>	<u>SOURCE OF FUNDS</u>	\$21,500,000 <u>AMOUNT</u>
Russell Sigler, Inc.	4400011088 (IFB 200002763)	General Funds (90%) Bond Funds (10%)	\$5,000,000

Approval of formally competed capacity contract to provide HVAC equipment and supplies Districtwide.

The contract is critical for procurement of Carrier brand air conditioning and heating equipment to be used Districtwide.

During extreme weather conditions, promptly procuring air conditioning equipment to replace existing failed units will significantly minimize downtime and provide much-needed relief to classrooms and offices Districtwide. The contract will also be used for procurement of equipment for new installations as needed.

Students and staff benefit by having a well-conditioned and welcoming environment. Upgrading failed HVAC equipment, is essential for the modernization of LAUSD's classrooms and offices. Pillars 1, 4 and 5 are supported by this action.

Contract Term: 04/01/23 through 03/31/28, includes two (2) one-year renewal options

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

Requester:

India Griffin, Director
Maintenance & Operations
Facilities Services Division

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

Equity Impact:

Component	Score	Score Rationale
Recognition	1	This is a purchase contract, to be used for HVAC equipment replacement.
Resource Prioritization	4	Maintenance and operations prioritize all recourses based on student need.
Results	1	This is a purchase contract, to be used for HAVC equipment replacement.
TOTAL	6	

ATTACHMENT B

REQUEST FOR APPROVAL OF PROCUREMENT CONTRACTS NOT UNDER DELEGATED AUTHORITY

B. APPROVAL OF GOODS AND GENERAL SERVICES CONTRACTS

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

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

Item J**FACILITIES SERVICES DIVISION (CONT.)**

<u>CONTRACTOR</u>	<u>IDENTIFICATION NO.</u>	<u>SOURCE OF FUNDS</u>	<u>AMOUNT</u>
Consolidated Electrical Distributors, dba All-Phase Electric Supply; Turtle-ALA, LLC	4400011129	Restricted Routine	\$14,000,000
	4400011134	Maintenance Funds	
	(IFB 20000002807)	(90%)	
		Bond Funds (10%)	

Approval of formally competed capacity contracts to provide master electrical supplies and copper building wires for maintenance, repair and operations Districtwide. Authority to increase or decrease individual amounts for these contracts will be limited to the aggregate amount of \$14,000,000.

The district is not able to manufacture or supply the electrical components required to keep the schools in a high state of operation.

The proposed purchase contract provides the means for district M&O to obtain the necessary electrical parts and components needed to replace and maintain district electrical service in operational status. Pillar 4 will be supported by this action.

Contract Term: 04/01/23 through 03/31/26

Aggregate Value For Two (2) Contracts: \$14,000,000

Requester:

India Griffin, Director
Maintenance & Operations
Facilities Services Division

ATTACHMENT B

REQUEST FOR APPROVAL OF PROCUREMENT CONTRACTS NOT UNDER DELEGATED AUTHORITY**B. APPROVAL OF GOODS AND GENERAL SERVICES CONTRACTS**

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

NEW CONTRACTS/AMENDMENTS/AUTHORIZATION TO INCREASE CONTRACT CAPACITY EXCEEDING \$250,000**Item K****FACILITIES SERVICES DIVISION (CONT.)**

<u>CONTRACTOR</u>	<u>IDENTIFICATION NO.</u>	<u>SOURCE OF FUNDS</u>	<u>AMOUNT</u>
Workman Industries, Inc., dba Advanced Systems Co.	4400011089 (IFB 2000002884)	General Funds (100%)	\$2,500,000

Approval of formally competed capacity contract to provide portable misting fans to various locations Districtwide.

Various LAUSD schools, K-12, have exterior non-air-conditioned student dining areas. During extreme summer conditions, portable misting fans can provide relief by reducing outdoor ambient temperatures up to 25 degrees.

The proposed purchase contract will facilitate procurement and provide the lowest competitive cost for industrial-type portable misting fans. Fans are for use during extreme weather conditions at schools throughout the District as needed.

Students and staff benefit by having an improved outdoor dining environment by reducing extreme ambient conditions during the summer months. Pillars 2 and 5 are supported by this action.

Contracts Term: 04/01/23 through 03/31/26

Contract Value: \$2,500,000

Requester:

India Griffin, Director
Maintenance & Operations
Facilities Services Division

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

Equity Impact:

Component	Score	Score Rationale
Recognition	1	This is a purchase contract, to be used for HVAC equipment replacement.
Resource Prioritization	4	Maintenance and operations prioritize all recourses based on student need.
Results	1	This is a purchase contract, to be used for HAVC equipment replacement.
TOTAL	6	

ATTACHMENT B

REQUEST FOR APPROVAL OF PROCUREMENT CONTRACTS NOT UNDER DELEGATED AUTHORITY

B. APPROVAL OF GOODS AND GENERAL SERVICES CONTRACTS

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

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

Item L**INFORMATION TECHNOLOGY SERVICES**

<u>CONTRACTOR</u>	<u>IDENTIFICATION NO.</u>	<u>SOURCE OF FUNDS</u>	<u>\$12,900,902</u> <u>AMOUNT</u>
AAA Network Solutions, Inc., a ConvergeOne Company	4400011107 (IFB 2000002769)	E-Rate Funds (74%) General Funds (26%)	\$3,847,779

Approval of formally competed contract for Districtwide basic software and hardware support for Cisco equipment deployed at schools and offices. The contract will provide coverage for hardware RMA repair and critical software updates to fix defects and security vulnerabilities that may affect performance and stability. This will provide technical support for network equipment, and ensure that our software versions are current, providing an optimal network experience for students and employees.

The current Basic Software Support for network equipment contracts will expire on June 30, 2023. Approval of the proposed agreement will ensure critical services will continue to be available after that date. We have also included hardware repair coverage this time, as the Cisco 4451 routers are aging and replacement cost is high. By approving the contract now, we will ensure we meet the filing deadline for E-rate funding, allowing the District to leverage the E-rate Program to offset costs.

The contract aligns with Pillar 1: Academic Excellence of the Strategic Plan, as reliable local area networks at schools allow integration of technology and access to critical online resources.

Contract Term: 03/08/23 through 06/30/24

Contract Value: \$3,847,779

Requester:

Soheil Katal, Chief Information Officer
Information Technology Services

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

Equity Impact:

Component	Score	Score Rationale
Recognition	3	The proposed action supports the District's E-rate program which recognizes historical inequities. The E-rate program allocates discount eligibility based the District students who qualify for the National School Lunch Program (NSLP) and the urban/rural status of the District.
Resource Prioritization	3	The proposed action prioritizes resources based on specific student needs as defined under the E-rate program. Software maintenance and hardware replacement support will be made available for eligible network equipment under this contract. Eligible schools and students will be the beneficiary of the services.
Results	3	The proposed action will allow the District to maximize receiving all available dollars under the E-rate program, specifically, to provide software updates, bug fixes and technical support to critical network equipment and avoid technical difficulties and potential disruptions for students in the classroom.
TOTAL	9	

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

B. APPROVAL OF GOODS AND GENERAL SERVICES CONTRACTS

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

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

Item M

INFORMATION TECHNOLOGY SERVICES (CONT.)

<u>CONTRACTOR</u>	<u>IDENTIFICATION NO.</u>	<u>SOURCE OF FUNDS</u>	<u>AMOUNT</u>
AAA Network Solutions, Inc. a ConvergeOne Company	4400011150 (Package 1) (IFB 2000002781)	E-Rate Funds (62%) Bond Funds (38%)	\$9,053,123

Approval of formally competed contract for the upgrade and replacement of the Local Area Network (LAN) equipment and the fiber optic cable network for 21 schools where existing Public Address, telephone, LAN systems are obsolete, end-of-life, and failing. [List of Schools](#). This contract is part of Phase 1 of the School Network Systems Upgrade Project, approved in [Board Report No. 118-21/22](#).

Delaying this action would result in a missed deadline and a subsequent ineligibility for E-rate funding. This contract will allow the District to leverage the E-rate Program to offset costs.

Information Technology Services expects to attain and sustain reliable network services to meet internet connectivity, operational, and emergency communication needs. This project will modernize technological infrastructure connecting with Strategic Plan Pillar 4: Operational Effectiveness.

Contract Term: 03/09/23 through 03/08/27, includes two (2) one-year renewal options

Aggregate Four-Year Contract Value: \$9,053,123

Requester:

Soheil Katal, Chief Information Officer
Information Technology Services

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

Equity Impact:

Component	Score	Score Rationale
Recognition	3	The proposed action supports the District's E-rate program which recognizes historical inequities. The E-rate program allocates discount eligibility based on the District students who qualify for the National School Lunch Program (NSLP) and the urban/rural status of the District.
Resource Prioritization	2	The proposed action does not appear to be prioritized based on specific student needs. Upgraded IT LAN equipment and Fiber Cable Network will be made available to the 21 schools under this contract. Specific schools and students will be the beneficiary of the services.
Results	3	The proposed action will upgrade the IT LAN equipment and the Fiber Cable Network for 21 schools to attain and sustain reliable LAN services to meet Internet connectivity, operational, and emergency communication needs.
TOTAL	8	

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

B. APPROVAL OF GOODS AND GENERAL SERVICES CONTRACTS

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

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

Item N

<u>TRANSPORTATION SERVICES DIVISION</u>			\$2,579,550
<u>CONTRACTOR</u>	<u>IDENTIFICATION NO.</u>	<u>SOURCE OF FUNDS</u>	<u>AMOUNT</u>
A-Z Bus Sales (Blue Bird);	4400011118	General Funds (100%)	\$2,250,000
Western Truck Exchange	4400011119		
(International);	(IFB 2000002784)		
Buswest, LLC (Thomas Built)	4400011117		
	(IFB 2000002843)		

Approval of formally competed capacity contracts for the purchase of Original Equipment Manufacturer replacement parts for various bus models. The authority to increase or decrease the amounts of these contracts will be limited to the aggregate amount of \$2,250,000

Proposed contracts will ensure that frequently sourced bus parts are readily available for purchase and at the lowest contracted unit price available. Without these contracts, Transportation Services Division will not be able to secure optimal pricing as well as stock availability for the LAUSD bus fleet.

Replacement parts contracts align with the Academic Excellence and Operational Effectiveness pillar of the LAUSD strategic plan. An active replacement parts contract will reduce costs associated with repairs, minimize inventory liability by shifting stock back to the vendor, and reduce lead-time for common parts required for repair and maintenance. The availability and lower cost of replacement parts contribute to Transportation Division's operational goal of ensuring that all fleet buses are functional and operational at any given time.

Contract Term: 04/01/23 through 03/31/28, includes two (2) one-year renewal options

Aggregate Five-Year Value For Three (3) Contracts: \$2,250,000

Requestor:

Daniel Kang, Director
 Transportation Services Division

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

Equity Impact:

Component	Score	Score Rationale
Recognition	3	Will assisting district by creating a contract to purchase OEM vehicle parts at a discounted rate.
Resource Prioritization	4	Recourses provided will place priority toward purchasing discounted OEM parts to assist in maintaining safe reliable, cost-effective student transportation.
Results	3	The result will help bridge gaps and opportunities by keeping reliable buses and support vehicles delivering students to & from school, delivering food & supplies, and keeping district maintenance vehicles in service.
TOTAL	10	

ATTACHMENT B

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

B. APPROVAL OF GOODS AND GENERAL SERVICES CONTRACTS

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

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

Item O**TRANSPORTATION SERVICES DIVISION (CONT.)**

<u>CONTRACTOR</u>	<u>IDENTIFICATION NO.</u>	<u>SOURCE OF FUNDS</u>	<u>AMOUNT</u>
A – Z Bus Sales, Inc.	4500778479 (IFB 2000002794)	General Funds (100%)	\$329,550

Approval of formally competed contract for the purchase of a mobile electric school bus charging trailer. The charging trailer will assist in the charging of electric school buses that transport LAUSD students to and from school and district sponsored events. This charger will help fill charging gaps while LAUSD's electric school bus charging infrastructure is being completed.

The purchase of the mobile electric school bus charging trailer aligns with the Strategic Plan Pillar 4, Operational effectiveness. This purchase will help move toward modernization and clean transportation.

Contract Term: One-time purchase

Contract Value: \$329,550

Requester:

Daniel Kang, Director
Transportation Services Division

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

Equity Impact:

Component	Score	Score Rationale
Recognition	3	Will assist all students within the district by helping keep clean air electric buses in service.
Resource Prioritization	3	Resources will be used to provide continued clean air transportation.
Results	3	Resource will give greater opportunity for increased student attendance and school participation.
TOTAL	9	

TAB 3



Board of Education Report

[Back to Order of Business](#)

File #: Rep-131-22/23, **Version:** 1

Approval of Facilities Contracts Actions

March 7, 2023

Procurement Services Division - Facilities Contracts

Action Proposed:

Ratify the Procurement Services Division (PSD) contract actions taken by Facilities Contracts under delegated authority as listed in Attachment “A” including: award of advertised construction contracts; award of job order contract amendments; approval of change orders; completion of contracts; award of informal contracts; award of architectural and engineering contracts; award of professional/technical services amendment; award of goods and services contracts; extra services / amendments for architectural and engineering contracts and approve the proposed contracts listed in Attachment B including professional/technical services contracts; contract capacity increase for materials testing and special inspection services contracts; William Howard Taft Charter High School Comprehensive Modernization Project and goods and general services contract.

Background:

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

Expected Outcomes:

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

Board Options and Consequences:

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

Policy Implications:

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

Budget Impact:

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

File #: Rep-131-22/23, **Version:** 1

Student Impact:

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

Equity Impact:

Not applicable

Issues and Analysis:

There are no policy implications on these agreements.

Attachments:

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

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

Previously adopted Board reports referenced in the background and policy implications sections:

- Adopted November 12, 2023: [Board Report No. 048-13/14](https://drive.google.com/file/d/1SSEqBBMw3SGzcrmuUxcm0N2kc70dTiWb/view?usp=share_link)
[<https://drive.google.com/file/d/1SSEqBBMw3SGzcrmuUxcm0N2kc70dTiWb/view?usp=share_link>](https://drive.google.com/file/d/1SSEqBBMw3SGzcrmuUxcm0N2kc70dTiWb/view?usp=share_link)
- Adopted May 8, 2018: [Board Report No. 444-17/18](https://drive.google.com/file/d/1rzZbc_DrXvBVC9woRX4nTPK4oOjzBiS1/view?usp=share_link)
[<https://drive.google.com/file/d/1rzZbc_DrXvBVC9woRX4nTPK4oOjzBiS1/view?usp=share_link>](https://drive.google.com/file/d/1rzZbc_DrXvBVC9woRX4nTPK4oOjzBiS1/view?usp=share_link)

Informatives:

None

Submitted:

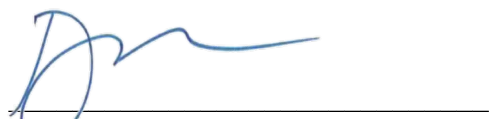
02/08/23

RESPECTFULLY SUBMITTED,

ALBERTO M. CARVALHO
Superintendent

APPROVED BY:

PEDRO SALCIDO
Deputy Superintendent,
Business Services & Operations

REVIEWED BY:

DEVORA NAVERA REED
General Counsel

☒ Approved as to form.

APPROVED:

SUNG YON LEE
Deputy Chief Business Officer
Business Services and Operations

REVIEWED BY:

TONY ATIENZA
Director, Budget Services and Financial Planning

☒ Approved as to budget impact statement

APPROVED & PRESENTED BY:

JUDITH REECE
Chief Procurement Officer
Procurement Services Division

REVIEWED BY:

MARK HOVATTER
Chief Facilities Executive

☒ Approved as to facilities impact

ATTACHMENT A

RATIFICATION OF CONTRACTS AWARDED UNDER DELEGATED AUTHORITY

A. AWARD OF ADVERTISED CONSTRUCTION CONTRACTS

Item A

<u>CONTRACTOR</u>	<u>IDENTIFICATION</u> <u>NO.</u>	<u>DESCRIPTION</u>	<u>SOURCE</u> <u>OF</u> <u>FUNDS</u>	<u>AMOUNT</u>
A.J. Fistes Corporation (SBE)	2310010 / 4400011086	<u>Dorsey HS</u> Exterior Painting Board Member: <u>Dr. George J. McKenna III</u>	<i>General Funds</i> (100%)	\$889,900

Ratification of formally competed contract from eight (8) bids received to provide exterior painting.

Provide approximately 258,147 square feet of exterior painting. As part of the Superintendent's Report presented at the April 14, 2021 Board of Education Meeting, a one-time \$15,000,000 investment will be allocated toward facilities improvements and upgrades, including exterior painting at various schools located within the HEET Community of Schools, in support of Board Member Resolution – Strategic Priorities for Elevating and Advancing Black Student Success ([Res-011-20/21](#)). These services provide operational effectiveness and modernize infrastructure. Pillar 4 is supported by this action.

Contract Term: 11/10/22 through completion

Contract Value: \$889,900

Requester:

India Griffin, Director
Maintenance & Operations
Facilities Services Division

ATTACHMENT A

RATIFICATION OF CONTRACTS AWARDED UNDER DELEGATED AUTHORITY

B. AWARD OF ADVERTISED CONSTRUCTION CONTRACTS

Item B

<u>CONTRACTOR</u>	<u>IDENTIFICATION NO.</u>	<u>DESCRIPTION</u>	<u>SOURCE OF FUNDS</u>	<u>AMOUNT</u>
PaveWest, Inc.	2310014 / 4400011064	<u>Del Amo ES</u> Asphalt Repair & Solar Coating Board Member: <u>Tanya Ortiz Franklin</u>	<i>Restricted Maintenance Funds (100%)</i>	\$632,000

Ratification of formally competed contract from three (3) bids received to provide asphalt repairs and solar coating.

Removal and replacement of approximately 215,000 square feet of asphalt throughout site. Repair and reseal approximately 16,000 square feet of asphalt at southeast parking and Kinder Yard.

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

Contract Term: 01/23/23 through completion

Contract Value: \$632,000

Requester:

India Griffin, Director
Maintenance & Operations
Facilities Services Division

ATTACHMENT A

RATIFICATION OF CONTRACTS AWARDED UNDER DELEGATED AUTHORITY

JOB ORDER CONTRACT AMENDMENTS

Item C

<u>CONTRACTOR</u>	<u>IDENTIFICATION NO.</u>	<u>DESCRIPTION</u>	<u>SOURCE OF FUNDS</u>	<u>AMOUNT</u>
Fredrick Towers, Inc. (SBE)	2230008 / 4400010338 (2230008.02)	Districtwide Job Order Contract Amendment	Bond Funds (100%)	\$500,000*

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

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

Contract term including this amendment: 03/08/22 through 03/06/24
One (1) option year (OY) remaining

Initial Contract Value:	\$500,000
Amendment No. 1	\$1,500,000
*Amendment No. 2	\$500,000
(Executed Date: 01/10/23)	Terms Revised OY1

Aggregate Contract Value: \$2,500,000

Requester:

Greg Garcia, Director
Project Execution
Facilities Services Division

* *Current Ratification*

ATTACHMENT A

RATIFICATION OF CONTRACTS AWARDED UNDER DELEGATED AUTHORITY

JOB ORDER CONTRACT AMENDMENTS

Item D

<u>CONTRACTOR</u>	<u>IDENTIFICATION NO.</u>	<u>DESCRIPTION</u>	<u>SOURCE OF FUNDS</u>	<u>AMOUNT</u>
Pars Arvin Construction, Inc. (SBE)	2230009 / 4400010339 (2230009.02)	Districtwide Job Order Contract Amendment	Bond Funds (100%)	\$500,000*

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

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

Contract term including this amendment: 03/04/22 through 03/02/24
One (1) option year (OY) remaining

Initial Contract Value:	\$500,000
Amendment No. 1	\$1,500,000
*Amendment No. 2	\$500,000
(Executed Date: 01/13/23)	Terms Revised OY1

Aggregate Contract Value: \$2,500,000

Requester:

Greg Garcia, Director
Project Execution
Facilities Services Division

* *Current Ratification*

ATTACHMENT A

RATIFICATION OF CONTRACTS AWARDED UNDER DELEGATED AUTHORITY

Item E

B. APPROVAL OF CHANGE ORDERS

January 2023 = \$4,371,744

		<u>QUANTITY</u>	<u>AMOUNT</u>
	i. New Construction contract change orders that do not individually exceed 10 percent for January 2023 (Average Transaction: \$38,279; Median Transaction: \$8,823)	25	\$995,243
	ii. New Construction contract credit change orders for January 2023:	0	<\$0>
	iii. Existing Facilities contract change orders that do not individually exceed 15 percent for January 2023 (Average Transaction: \$15,032; Median Transaction: \$7,316):	234	\$3,517,586
	iv. Existing Facilities contract credit change orders for January 2023:	11	<\$141,085>
	v. Existing Facilities contract change orders that individually exceed 15 percent (but do not exceed 25 percent) for January 2023, requiring 75 percent approval by the Board:	0	\$0

C.	COMPLETION OF CONTRACTS – January 2023	29	\$30,358,653
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D.	AWARD OF INFORMAL CONTRACTS (Not Exceeding \$109,300)		
	A & B Letters for January 2023 (Average Transaction: \$39,502; Median Transaction: \$25,997)	11	\$434,523

ATTACHMENT A

RATIFICATION OF CONTRACTS AWARDED UNDER DELEGATED AUTHORITY

H. AWARD OF ARCHITECTURAL AND ENGINEERING CONTRACTS

Item F

<u>CONTRACTOR</u>	<u>IDENTIFICATION NO.</u>	<u>DESCRIPTION</u>	<u>SOURCE OF FUNDS</u>	<u>AMOUNT</u>
Little Diversified Architectural Consulting, Inc	2220034 / 4400010263	<u>Polytechnic HS</u> Accessibility Enhancement Upgrades associated with the Comprehensive Modernization Project Board Member: <u>Kelly Gonez</u>	Bond Funds (100%)	\$100,308

Ratification of design contract to provide architectural and engineering services procured via RFQ R-19012.

Provide site investigation, construction documents, construction administration and closeout for accessibility enhancement upgrades as part of the Polytechnic High School Comprehensive Modernization Project ([BOE #291-17/18](#)).

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

Contract Term: 12/19/22 through closeout

Contract Value: \$100,308

Requester:

Aaron Bridgewater, Director
Asset Management
Facilities Services Division

ATTACHMENT A

RATIFICATION OF CONTRACTS AWARDED UNDER DELEGATED AUTHORITY

H. AWARD OF ARCHITECTURAL AND ENGINEERING
CONTRACTS**Item G**

<u>CONTRACTOR</u>	<u>IDENTIFICATION NO.</u>	<u>DESCRIPTION</u>	<u>SOURCE OF FUNDS</u>	<u>AMOUNT</u>
GA Design, Inc.	2320006 / 4400010921	<u>Columbus MS</u> Board Member: <u>Scott M. Schmerelson</u>	Bond Funds (100%)	\$677,861

Ratification of design contract to provide architectural and engineering services procured via RFQ R-19012.

Provide site investigation, construction documents, construction administration and closeout for the barrier removal project ([BOE #007-22/23](#))

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

Contract Term: 11/29/22 through closeout

Contract Value: \$677,861

Requester:

Aaron Bridgewater, Director
Asset Management
Facilities Services Division

ATTACHMENT A**RATIFICATION OF CONTRACTS AWARDED UNDER DELEGATED AUTHORITY****H. AWARD OF ARCHITECTURAL AND ENGINEERING CONTRACTS**

Item H – ITEM INTENTIONALLY LEFT BLANK

ATTACHMENT A

RATIFICATION OF CONTRACTS AWARDED UNDER DELEGATED AUTHORITY

H. AWARD OF ARCHITECTURAL AND ENGINEERING CONTRACTS

Item I

<u>CONTRACTOR</u>	<u>IDENTIFICATION NO.</u>	<u>DESCRIPTION</u>	<u>SOURCE OF FUNDS</u>	<u>AMOUNT</u>
NAC, Inc., dba NAC Architecture	2320011 / 4400010666	<u>Various Middle and High Schools</u> Update Educational Specifications for Performing Arts Facilities Board Member: <u>Districtwide</u>	Bond Funds (100%)	\$257,993

Ratification of design contract to provide architectural and engineering services procured via RFQ R-13019.

Review and update the District's design standards and guidelines for elementary and secondary (middle school and high school) performing arts facilities.

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

Contract Term: 12/06/22 through closeout

Contract Value: \$257,993

Requester:

Aaron Bridgewater, Director
Asset Management
Facilities Services Division

ATTACHMENT A

RATIFICATION OF CONTRACTS AWARDED UNDER DELEGATED AUTHORITY

L. AWARD OF PROFESSIONAL/TECHNICAL SERVICES AMENDMENTS

Item J

<u>CONTRACTOR</u>	<u>IDENTIFICATION NO.</u>	<u>DESCRIPTION</u>	<u>SOURCE OF FUNDS</u>	<u>NOT-TO- EXCEED AMOUNT</u>
Chattel, Inc.	2090028 / 4400008371 (2090028.04)	<u>Roosevelt HS</u> Historian/Writer to Develop Interpretive Plan/History Walk Board Member: <u>Dr. Rocío Rivas</u>	Bond Funds (100%)	\$0*

Ratification of amendment to extend the term of a formally competed contract to develop historical interpretive plan/history walk in support of the Roosevelt HS Comprehensive Modernization Project for one (1) year.

The Roosevelt High School Comprehensive Modernization Project's Environmental Impact Report included a mitigation measure requiring the development of an interpretive plan to communicate to students, faculty, alumni and the public, stories, information, and experiences pertinent to historic events that took place on the Roosevelt campus ([Board Report No. 438-17/18](#)).

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

Contract term including this amendment: 11/25/20 through 12/31/23

Initial Contract Value:	\$47,500
Amendment No. 1	Terms Revised
Amendment No. 2	\$20,000
Amendment No. 3	\$46,720
*Amendment No. 4	\$0 Terms Revised
*Amendment No. 5	\$0 Terms Revised

Contract Value: \$114,220

Requester:

Aaron Bridgewater, Director
Asset Management
Facilities Services Division

ATTACHMENT A

RATIFICATION OF CONTRACTS AWARDED UNDER DELEGATED AUTHORITY

N. AWARD OF GOODS AND SERVICES CONTRACTS

Item K

<u>CONTRACTOR</u>	<u>IDENTIFICATION NO.</u>	<u>DESCRIPTION</u>	<u>SOURCE OF FUNDS</u>	<u>NOT-TO- EXCEED AMOUNT</u>
Paul Botello, Artist	2390012 / 4400011080	<u>Esperanza ES</u> Board Member: <u>Dr. Rocío Rivas</u>	General Funds (100%)	\$75,000

Ratification of a single-source contract to provide mural and logo restoration “A Shared Hope” designed and created by the Consultant at Esperanza ES.

These services provide engagement, collaboration, operational effectiveness and modernize infrastructure. Pillars 3 and 4 are supported by this action.

Contract Term: 12/19/22 through 04/30/23

Contract Value: \$75,000

Requester:

Mark Hovatter, Chief Facilities Executive
Facilities Services Division

ATTACHMENT A

RATIFICATION OF CONTRACTS AWARDED UNDER DELEGATED AUTHORITY

- O. **EXTRA SERVICES / AMENDMENTS FOR ARCHITECTURAL AND ENGINEERING CONTRACTS** **\$780,073**

Item L

CONTRACT NOS.	1520004/4400003146; 1520021/4400003235; 1520055/4400003899; 1520055/4400003899; 1520055/4400003899; 1620141/4400004749; 1620142/4400004780; 1620147/4400004891; 1720056/4400006036; 1820004/4400006062; 1820027/4400006246; 1820028/4400006234; 1920009/4400007241; 2020005/4400007945; 2020011/4400008160; 2120146/4400009571
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Extra services are for design work that is not covered under the original Agreement. December Extra Services are listed at the link provided.

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

[BOE 131 Extra Services](#)

ATTACHMENT B
APPROVAL OF CONTRACTS NOT UNDER DELEGATED AUTHORITY

A. APPROVAL OF PROFESSIONAL / TECHNICAL SERVICES CONTRACTS

\$80,000,000

Item M

<u>CONTRACTOR</u>	<u>IDENTIFICATION NO.</u>	<u>CONTRACTOR</u>	<u>IDENTIFICATION NO.</u>
Inspection Service of California, Inc dba BPI Inspection Service (SBE)	2390013/4400011121	Stephen Payte DSA Inspections, Inc. (Micro-SBE)	2390017/4400011125
Knowland Construction Services, Inc. (SBE)	2390014/4400011122	The G Crew (SBE)	2390018/4400011126
Prodigal Investment Group, LLC, dba Premier Inspection Services (Micro-SBE)	2390015/4400011123	TYR, Inc. (SBE)	2390019/4400011127
Sandy Pringle Associates, Inc. (SBE)	2390016/4400011124	Vital Inspection Services, Inc. (Micro-SBE)	2390020/4400011128

Authorization to award eight (8) formally competed professional services contracts for DSA Construction Inspection services Districtwide selected via RFQ R-23002. The amount awarded per firm will be based upon the needs of the Bond Program and the ability for the firms to provide the adequate number of inspectors. The authority to increase or decrease individual amounts for these contracts will be limited to the aggregate amount of \$80,000,000.

Contract Term: 05/01/23 through 04/30/28, includes two (2) one-year renewal options

NOT-TO-EXCEED AGGREGATE AMOUNT

\$80,000,000* (100% Bond Funds)

Aggregate five-year value for eight (8) contracts: \$80,000,000

Requester:

India Griffin, Director

Maintenance & Operations

Facilities Services Division

ATTACHMENT B
APPROVAL OF CONTRACTS NOT UNDER DELEGATED AUTHORITY

B. APPROVAL OF PROFESSIONAL / TECHNICAL SERVICES CONTRACT \$30,000,000
CAPACITY INCREASE AMENDMENT

Item N

<u>CONTRACTOR</u>	<u>IDENTIFICATION NO.</u>	<u>CONTRACTOR</u>	<u>IDENTIFICATION NO.</u>
AESCO Technologies, Inc. (SBE)	2190002/4400008515	Ninyo & Moore Geotechnical & Environmental Sciences Consultants	2190010/4400008553
American Engineering Laboratories, Inc. (SBE)	2190003/4400008516	NV5 West, Inc.	2190011/4400008554
California Testing & Inspections, Inc. (SBE)	2190004/4400008517	RMA Group	2190012/4400008555
Geo-Advantec, Inc. (SBE)	2190005/4400008518	Smith-Emery Laboratories	2190013/4400008556
Geocon West, Inc.	2190006/4400008519	Southwest Inspection & Testing, Inc. (SBE)	2190014/4400008557
Group Delta Consultants, Inc.	2190007/4400008550	The Converse Professional Group, dba Converse Consultants (SBE)	2190015/4400008558
Koury Engineering & Testing, Inc.	2190008/4400008551	Twining, Inc.	2190016/4400008559
MTGL, Inc. (SBE)	2190009/4400008552	Atlas Technical Consultants, LLC (formerly United Testing, LLC, dba United-Heider Inspection Group)	2190017/4400008560

Authorization to increase capacity for sixteen (16) formally competed professional services contracts for materials testing & special inspection services for District-wide procured via RFQ R-20017. The amount awarded per firm will be based upon the needs of the Bond Program. The authority to increase or decrease individual amounts for these contracts will be limited to the aggregate amount of \$70,000,000.

([BOE#011-20/21](#)) September 15, 2020, Approval of Professional Technical Services Contracts)

ATTACHMENT B
APPROVAL OF CONTRACTS NOT UNDER DELEGATED AUTHORITY

Contract Term: 11/01/20 through 10/31/23, plus two (2) one-year renewal options

Original Value: \$40,000,000

*Additional Requested Value: \$30,000,000

NOT-TO-EXCEED AGGREGATE AMOUNT

\$70,000,000* (90% Bond Funds /10% General Funds)

Aggregate five-year value for sixteen (16) contracts: \$70,000,000

Requester:

India Griffin, Director

Maintenance & Operations

Facilities Services Division

* Current Ratification

ATTACHMENT B
APPROVAL OF CONTRACTS NOT UNDER DELEGATED AUTHORITY

- C. **AUTHORIZATION TO AWARD A BEST VALUE COMPREHENSIVE MODERNIZATION PROJECT CONTRACT** **\$131,339,000**

Item O

<u>CONTRACTOR</u>	<u>IDENTIFICATION NO.</u>	<u>DESCRIPTION</u>	<u>AMOUNT</u>
Pinner Construction Co, Inc.	2310007	Authorization to award a best value formally competed contract for a Comprehensive Modernization Project at William Howard Taft Charter High School.	\$131,339,000 <i>100% Bond Funds</i>

The Taft High School Comprehensive Modernization Project (Project) will provide safe and updated school facilities that support 21st century teaching and learning.

([Board Report No. 063-20/21](#)) Approved on October 06, 2020, Project Approval for the Taft High School Comprehensive Modernization Project)

[Click here to view project scope, schedule, and budget](#)

Board Member: Nick Melvoin

Contract Term: Contract execution through DSA certification and closeout

Contract Value: \$131,339,000

Requester:

Greg Garcia, Director
 Project Execution
 Facilities Services Division

ATTACHMENT B
APPROVAL OF CONTRACTS NOT UNDER DELEGATED AUTHORITY

D. APPROVAL OF GOODS AND GENERAL SERVICES CONTRACTS

Item P

<u>CONTRACTOR</u>	<u>IDENTIFICATION NO.</u>	<u>SOURCE OF FUNDS</u>	<u>AMOUNT</u>
Intermountain Lock & Security Supply	4500777493 (IFB 2000002822)	Bond Funds (100%)	\$315,000

Approval of formally competed purchase of the security camera system for various schools Districtwide.

The security camera system will assist in the security of the individual schools. These systems will allow the schools to keep the schools locked while viewing and verbally interviewing individuals before they are allowed to enter each school.

The purchase of the security camera system aligns with the Strategic Plan Pillar 2, Joy and Wellness and Pillar 4, Operational Effectiveness. This purchase will help move toward a welcoming leaning environment by keeping their environment safe.

Contract Term: One-time purchase

Contract Value: \$315,000

Requester:

India Griffin, Director
Maintenance & Operations
Facilities Services Division

Amount	Contract #	SAP #	Architect	School	Project Description	ES/AC Number	RFQ #	Effective Date	Expiration Date	Max Contract Value or Capacity after the Amendment	SAP Value Encumbered (Released)	Board District	Local District
\$ 6,327.60	1520021	4400003235	NAC Architecture	Crenshaw HS	Provide a design for a security closure at the spiral stair in the PAC that would prevent unauthorized access	ES-23036	RFQ R-13019 Architectural Services In Support of Asset Management Branch	11/29/22	DSA Certification	\$ 3,794,754.75	\$ 3,794,754.75	1	W
\$ 33,414.47	2020005	4400007945	Leher Architects LA Inc	Sunrise ES	Additional Voluntary Barrier Removal Scope, not included in original, raise corner of existing concrete walkway around play area in order to make it flush or sloped with top elevation, making it safe and not a trip hazard	ES-23043	RFQ R-13019 Architectural Services In Support of Asset Management Branch	11/18/22	DSA Certification	\$ 594,418.73	\$ 594,418.73	1	E
\$ 6,253.86	1920009	4400007241	HPI Architecture	Canoga Park HS	Research dance classroom existign low voltage as-builts and advise in support of project construcion activities	ES-23031	RFQ R-13019 Architectural Services In Support of Asset Management Branch	11/02/22	DSA Certification	\$ 792,548.75	\$ 792,548.75	3	NW
\$ 357,628.20	1520055	4400003899	AC Martin Partners, Inc.	Colfax Charter ES	ATF - Provide services for enhanced Construction Administration services from 7/30/2018 to 8/12/2019 for Kindergarten Building	ES-22081	RFQ R-13019 Architectural Services In Support of Asset Management Branch	12/16/22	DSA Certification	\$ 3,763,028.68	\$ 3,992,304.79	3	NE
\$ 219,949.80	1520055	4400003899	AC Martin Partners, Inc.	Colfax Charter ES	ATF - Provide services for enhanced Construction Administration services from 8/13/2019 to 7/31/2020 for Main Building	ES-22082	RFQ R-13019 Architectural Services In Support of Asset Management Branch	12/16/22	DSA Certification	\$ 3,634,676.59	\$ 3,992,304.79	3	NE
\$ 7,142.00	1520055	4400003899	AC Martin Partners, Inc.	Colfax Charter ES	Re-design of the pendant lights support in the main building classrooms	ES-22092	RFQ R-13019 Architectural Services In Support of Asset Management Branch	12/05/22	DSA Certification	\$ 3,414,726.79	\$ 3,992,304.79	3	NE
\$ 3,746.99	1620147	4400004891	CO Architects	North Hollywood HS	Theatrical Lighting at Video Production Classrm-Include theatrical scope to contract documents directed per Ed Specifications for video production classroom and apply the current guide spec "26 5561 television and video studio theatrical lighting system"	ES-23051	RFQ R-13019 Architectural Services In Support of Asset Management Branch	11/28/22	DSA Certification	\$ 20,351,835.26	\$ 19,613,388.66	3	NE

Amount	Contract #	SAP #	Architect	School	Project Description	ES/AC Number	RFQ #	Effective Date	Expiration Date	Max Contract Value or Capacity after the Amendment	SAP Value Encumbered (Released)	Board District	Local District
\$ 40,246.36	1720056	4400006036	Johnson Fain, Inc.	Reseda HS	ATF - Prepare project scope criteria and diagrams	ES-23039	RFQ R-13019 Architectural Services In Support of Asset Management Branch	11/17/22	DSA Certification	\$ 837,536.49	\$ 855,426.67	4	NW
\$ 31,197.80	1820027	4400006246	Nadel, Inc.	Delevan Drive ES	Coordinate with LABOE regarding the routing of electrical conduits over the storm drain easement	ES-23029	RFQ R-13019 Architectural Services In Support of Asset Management Branch	10/14/22	DSA Certification	\$ 2,735,443.88	\$ 2,735,443.88	5	C
\$ 108,691.18	1620142	4400004780	Gonzalez-Goodale Architects	Huntington Park HS	Comprehensive Modernization-Admin Fire Sprinkler & Corridor Ceiling replacement, Ceramics Classrooms, Fire Alarm Survey and Bottle Fillers	ES-23007	RFQ R-13019 Architectural Services In Support of Asset Management Branch	10/21/22	DSA Certification	\$ 11,220,685.82	\$ 11,407,967.74	5	E
\$ 21,169.43	2120146	4400009571	TSK Architects	Nimitz MS	Redesign of accessible ramp at Classroom Building due to relocation by school administration	ES-23047	RFQ R-13019 Architectural Services In Support of Asset Management Branch	11/15/22	DSA Certification	\$ 389,400.67	\$ 365,217.13	5	E
\$ 34,711.14	1520004	4400003146	AC Martin Partners, Inc.	Byrd MS	HVAC EMS modification extended Construction Administration. The current construction schedule extends the duration 240 calendar days	ES-23041	RFQ R-13019 Architectural Services In Support of Asset Management Branch	10/27/22	DSA Certification	\$ 1,209,309.97	\$ 1,209,309.97	6	NE
\$ 9,487.76	2020011	4400008160	Amado Whittle Architects, Inc.	Verdugo HS	Relocate the JROTC program from Craft Building #1 to Building AA-259. Also relocate the Robotics, Baseball and Softball programs to fit in Building AA-256.	ES-23038	RFQ R-13019 Architectural Services In Support of Asset Management Branch	10/13/22	DSA Certification	\$ 652,007.71	\$ 652,007.71	6	NE
\$ 21,689.31	1820028	4400006234	CSDA Design Group	Amestoy Elementary	Changes and additions to change fire alarm strobes and alarms into combo devices in package 3 to be consistent with Package 2. Interior modifications to change relocatable classroom into 2 offices	ES-23023	RFQ R-13019 Architectural Services In Support of Asset Management Branch	11/21/22	DSA Certification	\$ 2,056,067.55	\$ 2,056,067.55	7	S
\$ 81,866.47	1620141	4400004749	LPA, Inc.	San Pedro HS	Comprehensive Modernization-Structural concrete anchor substitution, Crosswalk-Traffic Study, PC Serial # revisions to Interim Housing Package, Transition to Colin for RFCs and submittals, Air Handler Units, and revisions to Food Service equipment	ES-23008	RFQ R-13019 Architectural Services In Support of Asset Management Branch	11/28/22	DSA Certification	\$ 14,954,175.34	\$ 14,954,175.34	7	S

Amount	Contract #	SAP #	Architect	School	Project Description	ES/AC Number	RFQ #	Effective Date	Expiration Date	Max Contract Value or Capacity after the Amendment	SAP Value Encumbered (Released)	Board District	Local District
\$ 16,500.59	1820004	4400006062	Ghataode Bannon Architects	South Shores ES	Changes to required Interim Housing Package 4, and plan revisions due to the new Master Clock	ES-23035	RFQ R-13019 Architectural Services In Support of Asset Management Branch	11/28/22	DSA Certification	\$ 1,942,357.70	\$ 1,942,477.24	7	S

\$ 780,073.16

TAB 4



Board of Education Report

[Back to Order of Business](#)

File #: Rep-184-22/23, **Version:** 1

**Report of Cash Disbursements
Corporate Credit Card Charges
March 7, 2023
Accounting and Disbursements Division**

Action Proposed:

1. Ratify cash disbursements totaling \$761,365,356.65 which were made against funds of the District from January 1, 2023 through January 31, 2023. These disbursements are within approved budgeted appropriations and were made in accordance with established Board policies.
 - a. "A" Warrants (Payroll) total of \$19,931,930.27
Warrant Numbers:
2967068 - 2970558
2970586 - 2976496
2976520 - 2984740
 - b. Direct deposit payroll (Automated Clearing House - ACH) total of 241,575,876.37
 - c. "B" Warrants (Accounts Payable) total of \$83,664,056.77
Warrant Numbers:

20786243 - 20786359	20809321 - 20809502
20787365 - 20787492	20812199 - 20812361
20788871 - 20789004	20814242 - 20814400
20790957 - 20791092	20816401 - 20816640
20793011 - 20793240	20818715 - 20818928
20795346 - 20795502	20821056 - 20821227
20797724 - 20797995	20823558 - 20823702
20802049 - 20802215	20826570 - 20826752
20804636 - 20804765	20828814 - 20829037
20806798 - 20807076	20831049 - 20831192
 - d. Accounts Payable ACH payments total of \$416,193,493.24
2. Approve Corporate Card Charges: In order to allow flexibility for timely payments of expenses related to official District business, charges have been made from the Superintendent's and Executive Office of the Board's American Express Corporate Card in accordance with established District policies and procedures. It is recommended that the Board approve charges made against funds of the District totaling \$5,813.35 for the quarter ended December 31, 2022.

File #: Rep-184-22/23, **Version:** 1

Background:

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

Expected Outcomes:

The Board shall be approving routine District financial transactions.

Board Options and Consequences:

A “YES” vote ratifies the previously disbursed payments.

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

Policy Implications:

This Board report does not change any school policy.

Budget Impact:

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

Student Impact:

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

Equity Impact:

Not applicable. A routine transaction.

Issues and Analysis:

The Board shall be approving routine District financial transactions.

Attachments:

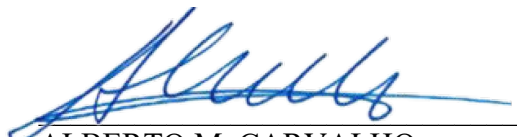
Not applicable

Informatives:

Not applicable

Submitted:

02/08/23

RESPECTFULLY SUBMITTED,

ALBERTO M. CARVALHO
Superintendent

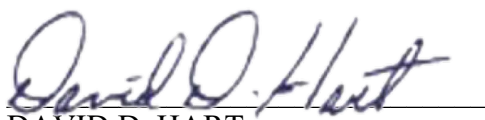
APPROVED & PRESENTED BY:

PEDRO SALCIDO
Deputy Superintendent,
Business Services & Operations

REVIEWED BY:

DEVORA NAVERA REED
General Counsel

☒ Approved as to form.

APPROVED & PRESENTED BY:

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

REVIEWED BY:

TONY ATIENZA
Director, Budget Services and Financial Planning

☒ Approved as to budget impact statement.

TAB 5



Board of Education Report

[Back to Order of Business](#)

File #: Rep-185-22/23, **Version:** 1

Donations of Money and Materials to the District

March 7, 2023

Accounting and Disbursements Division

Action Proposed:

1. Approve the donation of money (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 \$349,629.00 be deposited; and the Controller be authorized to draw checks for the purposes indicated on the donation:

Date: 1/17/2023
Donor: Partnership for LA Schools
Donation: \$25,000.00
For use at: Local District East
Purpose: To provide funding to support Illustrative Math Implementation efforts.

Date: 1/31/2023
Donor: Community School Parents Association
Donation: \$40,000.00
For use at: Community Magnet Charter Schools
Purpose: To provide funding for substitute coverage.

Date: 1/17/2023
Donor: Sharefest Community Development, Inc.
Donation: \$70,000.00
For use at: Gulf Elementary
Purpose: To provide funding for Grass Field.

Date: 01/31/2023
Donor: Friends of Broadway
Donation: \$214,629.00
For use at: Broadway Elementary School
Purpose: To reimburse the school's Ni Hao Chinese Mandarin and Spanish tutor expenses.

2. Approve the donations of materials/food (District): It is recommended that the donations be accepted; that appreciation is expressed to the donors for their contribution by way of this report; and the Procurement Services Division - Materiel Management Branch be authorized to distribute the donations, with a total value of \$596,373.60, for the purpose indicated on the donation:

File #: Rep-185-22/23, Version: 1

Date:	12/06/2022
Donor:	Shelter Partnership, Inc.
Donation:	70 pallets of miscellaneous Ty Beanie Baby products
Value:	\$596,373.60
Purpose:	To report donated toys and candy received on December 6, 2022, for distribution to students of Los Angeles Unified School District.

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 and materials made to the District.

A NO vote would cause the non-acceptance of cash and materials 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:

Not applicable

Informatives:

Not applicable

Submitted:

2/08/23

RESPECTFULLY SUBMITTED,

ALBERTO M. CARVALHO
Superintendent

APPROVED & PRESENTED BY:

PEDRO SALCIDO
Deputy Superintendent,
Business Services & Operations

REVIEWED BY:

DEVORA NAVERA REED
General Counsel

☒ Approved as to form.

APPROVED & PRESENTED BY:

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

REVIEWED BY:

TONY ATIENZA
Director, Budget Services and Financial Planning

☒ Approved as to budget impact statement.

TAB 6



Board of Education Report

[Back to Order of Business](#)

File #: Rep-170-22/23, Version: 1

Approval of Routine Personnel Actions

March 7, 2023

Human Resources Division

Action Proposed:

Approve 4,809 routine personnel actions (including, but not limited to elections, promotions, transfers, leaves, terminations, separations, permits and approval of senior management contracts) according to the following breakdown:

Classified:	2,730
Certificated:	1,521
Unclassified:	558

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

SAP transaction numbers: 3356614 to 3479041

ROUTINE PERSONNEL ACTIONS

	Total (this report) (01/06/2023 to 02/02/2023)	Total (Year-to-date)
1. Classified	2,730	25,948
2. Certificated	1,521	28,663
3. Unclassified	<u>558</u>	<u>4,974</u>
TOTAL	4,809	59,585

4. It is recommended that the salary of *Deputy Director of Transportation* be reallocated as follows:

Monthly Rates

Current	\$10,243.47	\$10,821.28	\$11,433.54	\$12,078.98	\$12,762.52
Proposed	\$11,625.33	\$12,281.84	\$12,981.37	\$13,707.95	\$14,482.46

5. It is recommended that the salary of *Director of Development and Civic Engagement* be reallocated as follows:

Monthly Rates

Current	\$10,667.82	\$11,256.84	\$11,869.35	\$12,530.05	\$13,214.23
Proposed	\$11,138.47	\$11,769.17	\$12,434.28	\$13,136.28	\$13,878.85

BREAKDOWN OF ACTIONS

Action	Classified	Certificated	Unclassified	Total
Hires	558	282	233	1,073
Leaves/Paid	159	155	0	314
Leaves/Unpaid	15	34	0	49
Reassignments/Demotions	9	4	0	13
Reassignments/Promotions	141	130	0	271
Reassignments/Transfers	117	148	55	320
Retirements	61	39	0	100
Separations/Non-Resignations	261	110	95	466
Separations/Resignations	147	94	62	303
Other Actions*	1,262	525	113	1,900

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

Background:

This report is presented at this 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

File #: Rep-170-22/23, **Version:** 1

Budget Impact:

Cost Neutral

Student Impact:

Not applicable

Equity Impact:

Not applicable

Issues and Analysis:

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

Attachments:

Attachment A - Administrative Regulation 4214

Attachment B - Number of Routine Personnel Actions

Attachment C - Routine Personnel Actions

Attachment D - Senior Management Contracts

Informatives:

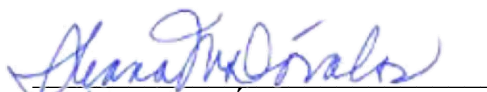
Not applicable

Submitted:

02/13/23

RESPECTFULLY SUBMITTED,

ALBERTO M. CARVALHO
Superintendent

APPROVED & PRESENTED BY:

ELEANA M. DÁVALOS
Chief Human Resources Officer
Human Resources Division

REVIEWED BY:

DEVORA NAVERA REED
General Counsel

☒ Approved as to form.

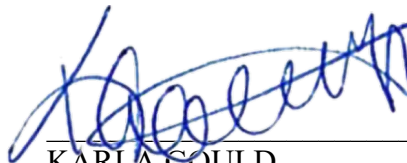
APPROVED BY:

PEDRO SALCIDO
Deputy Superintendent
Business Services & Operations

REVIEWED BY:

TONY ATIENZA
Director, Budget Services and Financial Planning

☒ Approved as to budget impact statement.

CERTIFIED BY:

KARLA GOULD
Personnel Director
Personnel Commission

Los Angeles Unified School District
Human Resources Division

ATTACHMENT A

DATE: 2/3/23

ADMINISTRATIVE REGULATION: 4214 SAP Transaction #3356614-3479041

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 (2,730) on the Board of Education Routine Personnel Actions Report for the March 7, 2023 meeting.

The following table represents a breakdown of the new hire, reassignment, and rehire actions for the March 7, 2023 board report for the period of January 6, 2023 to February 2, 2023.

Hire Data:

As presented in the attached table, the total number of classified hire and reassignment actions for the period of January 6, 2023 to February 2, 2023, is 1,459 of which 1,015 (70%) are rehires or reassignments, and 444 (30%) are new hires. With the exception of 167 assignments, all of the actions are for positions which are school-based or provide direct support to the schools or their operations.

All new hires to regular/permanent positions are for A, B, C, or E basis positions. The new hires consist of: Administrative Staff Aide, Assistant General Counsel II, Associate Financial Analyst, Associate Project Engineer I (2), Audit Manager, Inspector General's Office, Automotive Mechanic (2), Building and Grounds Worker (11), Building/Construction Inspector, Bus Park Attendant (5), Campus Aide (Restricted), Class "A" Commercial Truck Driver, Coordinator of Legislative Advocacy, Counselor Aide, Director of Materiel Management, Electrical Inspector, Electrician (6), Engineering Aide, Environmental Health Specialist (2), Financial Analyst, Food Service Worker (10), Gardener, Heavy Bus Driver, Intermediate Accountant, IT Support Technician (5), Library Aide (2), Licensed Vocational Nurse (9), Light Bus Driver, Medical Assistant, Office Technician (14), Parent Education Support Assistant (Spanish Language) (3), Plumbing Inspector (2), Pupil Services and Attendance Aide, School Facilities Attendant (Restricted), School Supervision Aide and (Restricted), Senior Office Technician (5), Speech Language Pathology Assistant, Staff Assistant to Board Members III (2), Staff Assistant to Board Members V (2), Student and Family Resources Navigator (7).

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

Accounting Analyst (2), Administrative Analyst (2), Administrative Assistant (3), Administrative Staff Aide, Area Facilities Services Director, Asbestos Surveyor, Assignment Technician (2), Assistant Administrative Analyst, Assistant Plant Manager I, Assistant Plant Manager II, Assistant Transportation Services Manager, Associate Computer Applications Specialist, Building and Grounds Worker, Continuation School Officer Manager, Credentials and Contract Specialist (2), Cyber Security Engineer III, Early Education Center Office Manager (4), Facilities Partnership and Development Manager, Financial Manager (2), Fiscal Specialist (3), Food Service Manager I (2), Food Service Manager II (2), Food Service Worker II (Driving), Gardener (8), Head Accountant (2), Health Care Assistant, Health Office Clerk (3), Human Resources Specialist I, Information Technology Support Assistant, Instructional Aide Computer Lab, Insurance Technician, Inventory Control Analyst, IT Support Technician (2), Lieutenant (2), Marketing Representative, Office Technician (9), Plant Manager I (4), Plant Manager II (2), Principal Administrative Analyst, Resident Construction Engineer (2), Salary Credits Assistant, School Administrative Assistant (13), School Facilities Attendant (Female) (Restricted), Senior Electrical

Inspector, Senior Financial Manager, Senior Food Service Worker (8), Senior Insurance Technician, Senior Office Technician (11), Senior Pest Management Technician (2), Sergeant (3), Special Education Assistant (9), Special Education Assistant (Male), Speech Language Pathology Assistant, Stores Supervisor, Student and Family Resources Navigator (2), Supervising Building/Construction Inspector (2), Tile Layer Helper, Tractor Mower Operator.

Hire Data of All Classified Employees								
From January 6, 2022 to February 2, 2023								
By New Hire, Reassignment, and Rehire								
Classification	Prov	Reg/ Perm	Restr	Return Retiree	Subs	Temp 1GXX	Temp	Grand Total
NEW HIRE								
Accounting Technician II					1			1
Administrative Analyst					1			1
Administrative Intern II							1	1
Administrative Staff Aide		1						1
Assistant General Counsel II		1						1
Associate Financial Analyst		1						1
Associate Project Engineer I		2						2
Athletics Assistant					13			13
Audit Manager, Inspector General's Office		1						1
Automotive Mechanic		2						2
Building and Grounds Worker		11						11
Building/Construction Inspector		1						1
Bus Driver Trainee					3			3
Bus Park Attendant		5						5
Campus Aide (Male/Restricted)			3					3
Campus Aide (Restricted)		1	29					30
Class "A" Commercial Truck Driver		1						1
Communication Support Assistant					1			1
Community Representative A and (Restricted)			1			1		2
Community Representative C and (Restricted)			17			1		18
Coordinator of Legislative Advocacy		1						1
Counselor Aide		1						1
Director of Materiel Management		1						1
Early Education Center Aide I & (Restricted)					6			6
Education Aide III & (Restricted)			7					7
Education Aide III (AVID)			1					1
Educational Resource Aide (Restricted)			2					2
Electrical Inspector		1						1
Electrician		6						6
Engineering Aide		1						1
Environmental Health Specialist		2						2
Financial Analyst		1						1
Food Service Worker		10			68			78
Gardener		1						1
Heavy Bus Driver		1						1
Instructional Aide (Literacy) & (Restricted)			3					3
Instructional Aide (Math) & (Restricted)			4					4

Hire Data of All Classified Employees								
From January 6, 2022 to February 2, 2023								
By New Hire, Reassignment, and Rehire								
Classification	Prov	Reg/ Perm	Restr	Return Retiree	Subs	Temp 1GXX	Temp	Grand Total
Instructional Aide (Transitional Kindergarten) & (Restricted)			35					35
Instructional Aide I & (Restricted)			22					22
Intermediate Accountant		1						1
IT Support Technician		5						5
Library Aide		2						2
Licensed Vocational Nurse		9						9
Light Bus Driver		1						1
Maintenance Worker	1							1
Medical Assistant		1						1
Office Technician		14			4			18
Parent Education Support Assistant (Spanish Language)		3						3
Plumbing Inspector		2						2
Pupil Services and Attendance Aide		1						1
School Administrative Assistant					4			4
School Climate Advocate & (Restricted)			2					2
School Facilities Attendant (Restricted)		1						1
School Supervision Aide and (Restricted)		1	53			1		55
Senior Office Technician		5					1	6
Special Education Assistant					33			33
Special Education Trainee					9			9
Speech Language Pathology Assistant		1						1
Staff Assistant to Board Members III		2						2
Staff Assistant to Board Members V		2						2
Stock Worker					5			5
Student and Family Resources Navigator		7						7
New Hire Total	1	111	179		148	3	2	444
REASSIGNMENT								
Accounting Analyst		2						2
Accounting Technician II		1						1
Administrative Aide	1							1
Administrative Analyst		2		1				3
Administrative Assistant		4						4
Administrative Staff Aide		1						1
Area Electrical Supervisor	1	1						2
Area Facilities Services Director		1						1
Area Food Services Supervisor		1						1
Area Heating and Air Conditioning Supervisor	1							1
Asbestos Surveyor		1						1
Assignment Technician		2						2
Assistant Administrative Analyst		2						2

Hire Data of All Classified Employees								
From January 6, 2022 to February 2, 2023								
By New Hire, Reassignment, and Rehire								
Classification	Prov	Reg/ Perm	Restr	Return Retiree	Subs	Temp 1GXX	Temp	Grand Total
Assistant Plant Manager I		2					1	3
Assistant Plant Manager II		1						1
Assistant Transportation Services Manager		1						1
Associate Computer Applications Specialist		1						1
Athletics Assistant					4			4
Building and Grounds Worker		81			1			82
Campus Aide (Female/Restricted)			2					2
Campus Aide (Male/Restricted)			1					1
Campus Aide (Restricted)		4	20				11	35
Carpenter		2						2
Community Representative A and (Restricted)			1					1
Community Representative C and (Restricted)		1	7					8
Complex Project Manager		1						1
Compressor & Pneumatic Tool Operator		1						1
Continuation School Office Manager	1	1					2	4
Credentials and Contract Specialist	2	3						5
Credentials and Contract Supervisor		1						1
Cyber Security Engineer III		1						1
Deputy Controller	1							1
Early Education Center Aide I & (Restricted)		6	29		6			41
Early Education Center Attendant		3						3
Early Education Center Office Manager	1	4						5
Education Aide III & (Restricted)			1					1
Educational Resource Aide (Restricted)							1	1
Enterprise Server Analyst							1	1
Events Director	1							1
Facilities Cost Analyst							1	1
Facilities Partnership and Development Manager		1						1
Financial Aide					1			1
Financial Analyst				1			2	3
Financial Manager		2						2
Fiscal Specialist		4						4
Food Service Manager I	15	5		1				21
Food Service Manager II	2	4						6
Food Service Manager IV	1							1
Food Service Manager V	3							3
Food Service Manager VI	2	1						3
Food Service Training Specialist	2	1						3

Hire Data of All Classified Employees								
From January 6, 2022 to February 2, 2023								
By New Hire, Reassignment, and Rehire								
Classification	Prov	Reg/ Perm	Restr	Return Retiree	Subs	Temp 1GXX	Temp	Grand Total
Food Service Worker		56		1	7			64
Food Service Worker II (Driving)	1	1						2
Gardener		8						8
Head Accountant		2						2
Health Care Assistant		10						10
Health Office Clerk		3						3
Health Site Support Aide		1						1
Heavy Bus Driver		4						4
Human Resources Specialist I		1						1
Human Resources Specialist II		1						1
HVAC Test and Inspection Supervisor	1							1
Information Technology Support Assistant		1						1
Instructional Aide (Literacy) & (Restricted)			9				3	12
Instructional Aide (Math) & (Restricted)			6					6
Instructional Aide (Transitional Kindergarten) & (Restricted)			30					30
Instructional Aide I & (Restricted)			7				3	10
Instructional Aide-Computer Lab		5	1		1			7
Insurance Technician		1					1	2
Inventory Control Analyst		1						1
Inventory Control Clerk		1						1
IT Support Technician		9						9
Library Aide		5						5
Lieutenant		2					1	3
Light Bus Driver		2						2
Local District Administrative Assistant		1						1
Maintenance Worker	1	1						2
Marketing Representative		1						1
Office Technician		29		1	8		6	44
Parent Resource Liaison		1						1
Plant Manager I		5					2	7
Plant Manager II		3					1	4
Principal Administrative Analyst		1						1
Principal Administrative Assistant		1					1	2
Principal Auditor, Inspector General's Office		1						1
Principal Clerk	1							1
Project Engineer		1						1
Project Labor Administrator							1	1
Resident Construction Engineer		2						2
Salary Credits Assistant		2						2
School Administrative Assistant		17		3			8	28

Hire Data of All Classified Employees								
From January 6, 2022 to February 2, 2023								
By New Hire, Reassignment, and Rehire								
Classification	Prov	Reg/ Perm	Restr	Return Retiree	Subs	Temp 1GXX	Temp	Grand Total
School Climate Advocate & (Restricted)			6				2	8
School Facilities Attendant (Female) (Restricted)		1						1
School Facilities Attendant (Restricted)		2						2
School Supervision Aide and (Restricted)			16			5	7	28
Selection Technician		1						1
Senior Auditor, Inspector General's Office		1						1
Senior Director of Engagement and Partnerships	1							1
Senior Electrical Inspector		1						1
Senior Electrician	1							1
Senior Financial Analyst	1							1
Senior Financial Manager		1						1
Senior Food Service Worker	2	26						28
Senior Heating and Air Conditioning Fitter							1	1
Senior Insurance Technician		1						1
Senior Office Technician		14					7	21
Senior Pest Management Technician		2						2
Senior Plumber		1						1
Senior Secretary		1						1
Sergeant		4						4
Special Education Assistant		108		1	61		8	178
Special Education Assistant (Male)		1					1	2
Special Education Trainee				1	26		5	32
Speech Language Pathology Assistant		2					2	4
Stores Supervisor		1						1
Student and Family Resources Navigator		9						9
Supervising Building/Construction Inspector		2						2
Supervising Personnel Clerk		1						1
Tile Layer Helper		1						1
Tractor Mower Operator		1						1
Translator - Interpreter (Spanish Language)		1						1
Reassignment Total	43	513	136	10	115	5	79	901
REHIRE								
Accounting Technician II				1	1			2
Assistant General Counsel II		1						1
Athletics Assistant					6			6
Building and Grounds Worker		2		1				3
Bus Park Attendant		4						4
Campus Aide (Male/Restricted)			1					1

Hire Data of All Classified Employees								
From January 6, 2022 to February 2, 2023								
By New Hire, Reassignment, and Rehire								
Classification	Prov	Reg/ Perm	Restr	Return Retiree	Subs	Temp 1GXX	Temp	Grand Total
Campus Aide (Restricted)			10					10
Cyber Security Engineer I		1						1
Early Education Center Aide I & (Restricted)					4			4
Early Education Center Office Manager		1						1
Electrician		1						1
Financial Analyst		1						1
Food Service Worker		6			8			14
Health Care Assistant		1						1
Information Technology Support Assistant					1			1
Instructional Aide (Literacy) & (Restricted)			2					2
Instructional Aide (Transitional Kindergarten) & (Restricted)			9					9
Instructional Aide I & (Restricted)			7					7
IT Support Technician		2						2
Library Aide		2						2
Licensed Vocational Nurse		1						1
Maintenance Worker	1							1
Office Technician		5						5
Parent Education Support Assistant (Spanish Language)		2						2
Police Officer		1						1
School Climate Advocate & (Restricted)			1					1
School Supervision Aide and (Restricted)		1	15					16
Senior Financial Manager		1						1
Special Education Assistant		3			8			11
Special Education Trainee					1			1
Student and Family Resources Navigator		1						1
Rehire Total	1	37	45	2	29			114
Grand Total	45	661	360	12	292	8	81	1,459

Summary

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

LOS ANGELES UNIFIED SCHOOL DISTRICT
Human Resources Division

ATTACHMENT C

ROUTINE PERSONNEL ACTIONS

The Human Resources Division reports 136 certificated new hires during the time period covered by this report and a summary list of hires appears below. The 282 certificated new hires serve at schools and programs throughout the District and are comprised of both former employees selected from rehire lists and newly employed certificated employees. Substitute teachers continue to be hired to ensure increased coverage capacity for teacher absences.

Adult Education Teacher, Acad Instr	1
Adult Education Teacher, P-P CT	1
Adult Education Teacher, Day-to-Day Substitute	2
Assistant Principal, EIS	1
Contract Teacher	1
Counselor, Pupil Services & Attendance	6
Counselor, School	1
Elementary Teacher	18
Elementary Teacher, Day-to-Day Substitute	60
Non Classroom Prep Assignment	2
Occupational Therapist	1
Psychiatric Social Worker	10
ROC/ROP Teacher	6
RSP Teacher	2
School Nurse	7
Secondary Teacher	31
Secondary Teacher, Day-to-Day Substitute	17
Special Education Teacher	6
Special Education Teacher, Moderate	3
Speech & Language Pathologist	6
Teacher Assistant-Degree Track	100

LOS ANGELES UNIFIED SCHOOL DISTRICT
Human Relations Division

ATTACHMENT D

ROUTINE PERSONNEL ACTIONS – SENIOR MANAGEMENT

Approval of a contract of employment for a senior management employee appointed by the Board of Education in closed session on February 7, 2023. See attached list.

LOS ANGELES UNIFIED SCHOOL DISTRICT
SENIOR MANAGEMENT CONTRACTS
MARCH 7, 2023

NAME	TITLE	SERVICE	START DATE	END DATE	ANNUAL SALARY	*STEP	AUTO/ALLOWANCE/ OTHER
Robert Whitman	Education Transformation Officer	Certificated	02/08/2023	06/30/2024	\$210,000	Fixed Rate	\$250 per month

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

TAB 7



Board of Education Report

[Back to Order of Business](#)

File #: Rep-171-22/23, **Version:** 1

Provisional Internship Permits

March 7, 2023

Human Resources Division

Action Proposed:

Approve request for 35 teachers to be employed under the Provisional Internship Permit pursuant to Title 5 California Code of Regulations, Section 80021.1.

Background:

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

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

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

Expected Outcomes:

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

Board Options and Consequences:

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

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

File #: Rep-171-22/23, **Version:** 1

Policy Implications:

This action does not change District policy.

Budget Impact:

There is no impact on the District's budget.

Student Impact:

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

Equity Impact:

Not applicable

Issues and Analysis:

Not applicable

Attachments:

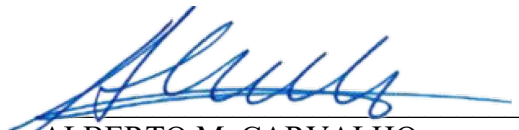

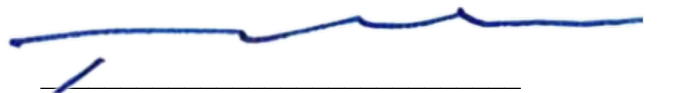
Attachment A - Teachers with Provisional Intern Permits

Informatives:

Not applicable

Submitted:

02/08/23

RESPECTFULLY SUBMITTED,
ALBERTO M. CARVALHO
Superintendent**APPROVED & PRESENTED BY:**
ELEANA M. DÁVALOS
Chief Human Resources Officer
Human Resources Division**REVIEWED BY:**
DEVORA NAVERA REED
General Counsel☒ Approved as to form.**APPROVED & PRESENTED BY:**
PEDRO SALCIDO
Deputy Superintendent
Business Services & Operations**REVIEWED BY:**
TONY ATIENZA
Director, Budget Services and Financial Planning☒ Approved as to budget impact statement.

Teachers with Provisional
Intern Permits

Attachment A

No.	Name	School	Region	BD	Subject	Effective
1	Cindy De La O	Widney Career PTC	C	1	Mild/Moderate Support Needs and Extensive Support Needs	2/1/2023
2	Victor Islas	Menlo EL	C	1	Multiple Subject	1/30/2023
3	Cynthia Leonor	Menlo ES STEAM Mag	C	1	Multiple Subject	1/18/2023
4	Ricardo Baron	Widney Career PTC	C	1	Mild/Moderate Support Needs and Extensive Support Needs	1/12/2023
5	Kylie Miljkovic	Widney Career PTC	C	1	Mild/Moderate Support Needs and Extensive Support Needs	1/10/2023
6	Deirdre McWhorter	74th St EL	S	1	Multiple Subject	1/20/2023
7	Carlos Robles	Edward R Roybal Learning Center	C	2	Mathematics	2/3/2023
8	Jenna Green	Logan Acad Globl Eco	C	2	Multiple Subject	1/30/2023
9	Alicia Ortiz	Gratts LA for YS	C	2	Mild/Moderate Support Needs and Extensive Support Needs	1/10/2023
10	Joanna Aguayo	Elementary CDS	C	2	Multiple Subject	1/2/2023
11	Douglas Lamb	Liechty MS	C	2	Music	1/18/2023
12	Grecia Moya Lizaola	Central HS	C	2	Multiple Subject	1/12/2023
13	Sara Jenkins	Madison EL	E	2	Mild/Moderate Support Needs and Extensive Support Needs	2/1/2023
14	Madeleine Zazueta	Wilson SH	E	2	Mild/Moderate Support Needs and Extensive Support Needs	1/26/2023
15	Giuletta Maucere	Sp Ed-Infant/Pre Sch	Related Services	2	Deaf and Hard of Hearing	1/19/2023
16	Ana Vera Gallardo	Augustus Hawkins SH	S	2	Social Science	2/2/2023
17	Nathan Schoeck	Northridge MS	M	3	Mathematics	1/19/2023
18	Ashley Royce	Porter Ranch School	N	3	Multiple Subject	1/17/2023
19	Erika Lopez	Cardenas EL	N	3	Multiple Subject	1/6/2023
20	Karina Carrillo Lira	Granada El	N	3	Mild/Moderate Support Needs and Extensive Support Needs	1/13/2023
21	Jasbir Sehmbeey	Columbus MS	N	3	Chemistry	1/10/2023
22	Britney Moran	Maclay MS	N	3	Multiple Subject	2/6/2023
23	Brenda Jimenez	Hollywood SH	W	4	Mild/Moderate Support Needs and Extensive Support Needs	1/26/2023
24	John Din Roe Santos	Sotomayor Art/ Sciences Magnet	C	5	Physical Education	2/6/2023

Teachers with Provisional
Intern Permits

Attachment A

No.	Name	School	Region	BD	Subject	Effective
25	Serenity Lopez	Kingsley EL	W	5	Mild/Moderate Support Needs and Extensive Support Needs	1/27/2023
26	Jeffrey Jackson	Ramona EL	W	5	Mild/Moderate Support Needs and Extensive Support Needs	1/17/2023
27	Marlene Saad	Panorama City EL	N	6	Multiple Subject	1/11/2023
28	Jessica Wilson	Panorama HS Sports Med/Info Tech Magnet	N	6	English	12/20/2022
29	Jocelyn Rivas	75th St EL	S	7	Multiple Subject	1/24/2023
30	Demi Zelaya	Rancho Dominguez Prep	S	7	Multiple Subject	1/12/2023
31	Adriana Ortega	Fremont SH	S	7	Physical Education	1/17/2023
32	Jessie Jimenez	Dana MS	S	7	Social Science	1/13/2023
33	Yvette Pacheco	116th St EL	S	7	Multiple Subject	1/9/2023
34	Jasmine Jimenez	Moore M/S/T Acad	S	7	Multiple Subject	1/6/2023
35	William Bomer	Drew MS	S	7	Mild/Moderate Support Needs and Extensive Support Needs	1/12/2023

TAB 8



Board of Education Report

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File #: Rep-182-22/23, **Version:** 1

Approval of the Proposed Material Revision for Ivy Academia

March 7, 2023

Charter Schools Division

Action Proposed:

Approve the material revision of the charter for Ivy Academia (“Charter School”) to decrease grade levels from TK-12 to TK-8 and reduce the enrollment capacity from 1,400 to 750 students, beginning in the 2023-2024 school year. The recommendation for approval is based on the information set forth in the attached Staff Assessment and Recommendation Report.

Background:

Ivy Academia is a TK-12 school currently serving 526 students on a private facility in the Northwest Valley at 5975 Shoup Avenue, Woodland Hills, CA 91367 in Board District 4 and Region North. Ivy Academia was approved by the LAUSD Board of Education on February 10, 2004. On April 3, 2018, the charter school was renewed for another five-year term to serve 1,400 students in grades TK-12.

On November 9, 2022, the Charter Schools Division commenced processing of Ivy Academia’s complete material revision. Ivy Academia seeks to revise its current charter, which expires June 30, 2023. Effective July 1, 2021, Assembly Bill 130 [codified, in part, as Education Code section 47607.4] extends the terms of all charter schools whose terms expire on or between January 1, 2022 and June 30, 2025, inclusive, by two years. Thus, by operation of law, the charter term for Ivy Academia expires June 30, 2025.

Based on a comprehensive review of the material revision application and supporting documentation, staff has determined that the charter school has met the standards and criteria set forth in Education Code section 47605 and therefore recommends approval of the material revision of the charter.

Expected Outcomes:

Charter School is expected to operate its school in a manner consistent with Board action, policies and requirements, local, state, and federal law including ordinances, statutes, and regulations as well as with the terms and conditions set forth in Charter School’s petition. The measurable pupil outcomes and method by which pupil progress toward outcomes will be measured are set forth in the charter petition.

Board Options and Consequences:

“Yes” - If the Board adopts the recommendation of approval of the material revision of the charter, Charter School would continue to operate as a charter school, as amended, commencing in the 2023-2024 school year and for the remainder of the charter term.

“No” - If the Board does not adopt the recommendation of approval of the material revision of the charter, and instead takes specific action to deny the proposed material revision of the charter, Charter School would continue to operate under the terms of its current charter consistently with the Board’s action and direction.

Policy Implications:

There are no policy implications at this time.

Budget Impact:

State income and various other income sources to the District are reduced when current District students enroll at a charter school, and comparable or offsetting expenditure reduction may not occur in such cases. Under Education Code section 47604(d), a school district that grants a charter to a charter school to be operated by, or as, a nonprofit public benefit corporation is not held liable for the charter school's debts or obligations as long as the school district complies with all oversight responsibilities required by law. The District will continue to have monitoring and oversight responsibility for charter school finances, as specified in the Charter Schools Act. Any significant modifications to the charter school's petition or operations that raise financial implications would require a material revision prior to implementation. Petition approval is also contingent upon adequate liability insurance coverage.

Charter School has selected to join the LAUSD special education local planning area (SELPA) Option 3. The Charter School's fair share contribution to special education will be 10% of the charter schools' AB 602 (rate includes Base, Cost-of-Living Adjustment (COLA), and Growth/Decline reduced by the amount withheld for Program Specialist/Regionalized Services) and Federal IDEA revenues. This amount will be paid from the Charter School's Local Control Funding Formula ("LCFF") funds or other unrestricted revenue sources and will be allocated to support the existing District-wide administration of special education supports and services. The amount withheld by the District from the Program Specialist/Regionalized Services in fiscal year will continue to be withheld and adjusted annually for COLA. An additional 10% of special education revenues will be retained by the District and allocated as directed by the Advisory Board and members of the LAUSD SELPA Option 3, with the leadership of the Charter-operated Program special education director. These funds will be used to support the personnel for the members of the LAUSD SELPA Option 3; build management and operating procedures to create an infrastructure to support schools in meeting the needs of students with mild to severe disabilities; and, to create and implement new programs that serve students in charter schools. If Charter School does not spend their allocation of special education funds during a fiscal year of the charter petition period, the allocation of special education funds to Charter School for the next fiscal year will be reduced in an amount equal to the unspent special education funds of the previous fiscal year.

Student Impact:

As stated in the *LAUSD Policy and Procedures for Charter Schools*, "[W]hen the LAUSD Board authorizes and oversees a charter school, it establishes a relationship to advance its vision and mission and to accelerate gains in academic achievement and accountability for *all* of its students and public schools," (*Policy*, p.3). Based on a comprehensive review and assessment of Charter School's request for material revision of the charter and its record of performance, staff has determined that Charter School has met the requirements for approval of the material revision.

Equity Impact:

Not applicable

Issues and Analysis:

If all applicable pending issues, including but not limited to special education requirements, special education local planning area (SELPA) requirements, governance, fiscal and facilities matters, are not resolved at the time of the Board meeting, the item may be pulled from the agenda.

File #: Rep-182-22/23, **Version:** 1

Attachments:

Attachment A - Staff Assessment and Recommendation Report

Attachment B - DFS Data Set

Attachment C - Desegregation Impact Statement

Attachment D - Material Revision

Informatives:

Not applicable

Submitted:

02/08/23

File #: Rep-182-22/23, Version: 1

RESPECTFULLY SUBMITTED,



ALBERTO M. CARVALHO
Superintendent of Schools

APPROVED & PRESENTED BY:



JOSÉ COLE-GUTIÉRREZ
Director
Charter Schools Division

REVIEWED BY:



DEVORA NAVERA REED
General Counsel

☒ Approved as to form.

REVIEWED BY:



TONY ATIENZA
Director, Budget Services and Financial Planning

☒ Approved as to budget impact statement.

STAFF ASSESSMENT AND RECOMMENDATION REPORT

REQUEST FOR MATERIAL REVISION OF CHARTER

Board of Education Report 182-22/23

March 7, 2023

School Name:	Ivy Academia		
Type of Charter School:	Start-Up Independent Charter School		
Charter Operator	Alternative Schools, Inc.		
Location Code:	4672		
Type of Site(s):	Private		
Site Address(es):	5975 Shoup Avenue, Woodland Hills, CA 91367		
Board District(s):	4	Region(s):	North
Grade Levels Served:	TK-12	Current Enrollment:	526
Grade Levels Authorized in Current Charter:	TK-12	Approved Enrollment in Current Charter:	1,400 (see proposed change in "Action Proposed" below)
CONSIDERATION:	Material Revision to decrease grade levels and reduce enrollment capacity		
CDE PERFORMANCE LEVEL: <small>(PER CDE'S 2020 CLASSIFICATION)</small>	Middle Performing		
STAFF RECOMMENDATION:	Approval		
SUMMARY OF STAFF FINDINGS:	<p>Based on a comprehensive review of the request for material revision of the charter and the school's record of performance, staff has determined that the charter school has met the standards and criteria for approval.</p> <ul style="list-style-type: none"> ♦ <i>The charter school has presented a sound educational program for its targeted student population.</i> ♦ <i>The petition, as revised through the petition review and revisions process, contains reasonably comprehensive descriptions of all required elements, including the Federal, State, and District Required Language.</i> ♦ <i>Petitioners are demonstrably likely to successfully implement the educational program set forth in the petition.</i> ♦ <i>The petition contains required affirmations, assurances, and declarations.</i> ♦ <i>The petition contains a declaration of whether or not the charter school shall be deemed the exclusive public employer of the employees of the charter school for purposes of Chapter 10.7 of Division 4 of Title 1 of the Government Code.</i> 		

STAFF ASSESSMENT

I. ACTION PROPOSED

Staff recommends approval of the proposed material revision of the charter for Ivy Academia (“Charter School”), a TK-12 span school located in Board District 4 and Region North, to decrease grade levels from TK-12 to TK-8 and reduce the enrollment capacity from 1,400 to 750 students, beginning in the 2023-2024 school year.

Alternative Schools, Inc., the nonprofit organization that holds the charter, is proposing to amend Ivy Academia’s charter to decrease grade levels and reduce enrollment capacity due to declining enrollment in grades 9-12, facility needs, and input from stakeholders. The school plans to continue operating at 5975 Shoup Avenue, Woodland Hills, CA, 91367.

II. CRITERIA FOR MATERIAL REVISIONS

Material Revisions are governed by the same standards and criteria that apply to new petitions (See Ed. Code, §§47605 and 47607), and shall include, but not be limited to, a reasonably comprehensive description of any new requirement for charter schools enacted into law after the charter was originally granted or last renewed. (Ed. Code, §47607(a)(3) and (b).) Staff must determine whether the charter, as amended, would be reasonably comprehensive, educationally sound, and demonstrably likely to be successfully implemented. If the Material Revision contains a request to expand to one or more additional sites, or to add grade levels, staff must also determine whether the charter school is demonstrably likely to serve the interests of the entire community in which the school is proposing to locate. (Ed. Code, § 47605(c)(7); Ed. Code, § 47607(a)(4)), and whether LAUSD is positioned to absorb the fiscal impact of the charter school expansion. (Ed. Code, § 47605(c)(8); Ed. Code § 47607(a)(4).)

III. GENERAL SCHOOL INFORMATION

A. School History

	Ivy Academia
Initial Authorization:	On February 10, 2004, Ivy Academia was authorized by the LAUSD Board of Education for three years to serve 1,154 students in grades K-12.
Most Recent Renewal:	<p>The charter was renewed on April 3, 2018 for a five-year term (July 1, 2018 – June 30, 2023) to serve up to 1,400 students in grades TK-12.</p> <p>Effective July 1, 2021, Assembly Bill 130 [codified, in part, as Education Code section 47607.4] extends the terms of all charter schools whose terms expire on or between January 1, 2022 and June 30, 2025, inclusive, by two years. Thus, by operation of law, the charter term for Ivy Academia expires June 30, 2025.</p>

	Ivy Academia
Approved Material Revisions of Current Charter:	N/A
Board Benchmarks in Current Charter Term:	<p>On April 3, 2018, as part of the school’s most recent renewal, the LAUSD Board of Education issued the following academic benchmark to Ivy Academia:</p> <ol style="list-style-type: none"> 1. The school shall provide a written status report to the Charter Schools Division annually no later than December 1 that provides evidence to demonstrate growth of at least one performance level per academic year on the English Language Arts and Math indicators for measuring “Academic Performance” on the California School Dashboard as reported by the California Department of Education (CDE), for Students with Disabilities, with the goal of achieving and maintaining the “Green” performance level or higher on this indicator. <p>Ivy Academia is in year five of its charter term.</p> <p>Due to lack of Smarter Balanced Assessment (SBA) testing in 2020 and 2021 and one year of SBA testing in 2022, Ivy Academia was not able to provide an update on the academic benchmark. The Charter Schools Division (CSD) has been monitoring through oversight. In 2019, Ivy Academia did not meet the benchmark for Students with Disabilities in ELA and Math.</p>
Material Revision Application:	<p>The processing of Ivy Academia’s complete material revision application commenced on November 9, 2022. Pursuant to the <i>LAUSD Policy and Procedures for Charter Schools</i>, the 120-day timeline (for presenting the material revision once processing commences) runs through March 8, 2023.</p>

B. Educational Program

	Ivy Academia
Key Features of Educational Program:	<p>Ivy Academia offers a TK-12 educational program which includes the following features:</p> <ul style="list-style-type: none"> ♦ Students are provided with opportunities for hands-on experiences in the core content areas within a TK-12 standards-based educational program. ♦ Ivy Academia promotes a college and career ready instructional program in elementary and secondary grade levels by providing project-based learning instructional lessons in financial literacy, business planning, and leadership, among additional content area lessons to develop student skills as outlined in the California State Content Standards. ♦ Ivy Academia graduation requirements include two-years of business courses and the completion of 60 volunteer community service hours.
Master Plan for English Learners and Standard English Learners:	Ivy Academia implements the District's Master Plan for English Learners and Standard English Learners.
Special Education SELPA:	Ivy Academia participates in LAUSD Special Education Local Plan Area (SELPA) Option 3.

C. Student Enrollment and Population

2021-2022 Enrollment by Ethnicity and Student Group																		
School	Enrollment	F/R Meal	GATE	American Indian or Alaska Native	Asian	Black or African American	English Learner	Filipino	Foster Youth	Homeless	Latino	Migrant Education	Native Hawaiian or Pacific Islander	Not Reported	Socio- economically Disadvantaged	Students with Disabilities	Two or More Races	White
Ivy Academia	645	69.6%	2.3%	0.2%	3.7%	9.9%	17.2%	5.6%	0.3%	0.6%	63.4%	0.0%	0.3%	0.6%	72.1%	12.7%	5.7%	10.5%

Data Source: Data Quest, Student and School Downloadable Data Files <https://www.cde.ca.gov/ds/sd/sd/filesenr.asp>

D. Charter School Operator

Ivy Academia is operated by Alternative Schools, Inc., a California nonprofit public benefit corporation that does not operate any other LAUSD-authorized charter school.

IV. STAFF REVIEW AND ASSESSMENT

Based on a comprehensive review of the material revision application, staff has determined that the charter school has met the standards and criteria for approval. Staff analysis includes the following:

A. Does the petition, as revised, include a sound educational program, a reasonably comprehensive description of the 15 elements required for petitions, an affirmation of each of the conditions described in Education Code section 47605(e), and are petitioners likely to successfully implement the program set forth in the petition?

Yes, the petition, as amended, presents a sound educational program; a reasonably comprehensive petition with the requisite affirmations and the Federal, State, and District Required Language; and petitioners are likely to successfully implement the educational program for its targeted student population. The petition, as proposed through its revisions, is consistent with applicable legal, District policy and other requirements, and sufficiently addresses, including but not limited to, the identification of appropriate performance targets and description of an instructional program aligned to state performance standards and the salient needs of the target student population.

The charter school's record of performance during the term of the charter is addressed below under the following specific factors:

1. *Student Achievement and Educational Performance*

a. Summary

Ivy Academia has been identified by the state as a Middle performing charter school. Please see discussion of the charter school's record of academic performance below. Updated CDE Performance Levels from the state are not available at this time.

b. Measurements of Academic Performance on the California School Dashboard

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). Performance levels will be reported based on the 2021-2022 school year data using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High).

Ivy Academia							
Year	ELA	Math	EL Progress Indicator	College/Career Indicator	Chronic Absenteeism	Graduation Rate	Suspension Rate
2022	Low	Low	Low	N/A	Very High	No Performance Level	Very Low

Data Sources: California School Dashboard Research data files 2022 <https://www.cde.ca.gov/ds/sd/sd/>

Please see attached *Ivy Academia's* Data Set.

c. English Language Arts Academic Indicator

Distance from Standard Schoolwide and Numerically Significant Subgroups:

Ivy Academia – ELA (Grades 3-8 and Grade 11) Academic Indicator - CA School Dashboard Indicator						
Student Group	Number of Students with Scores	School 2022 Average DFS	School 2022 Status Level	State 2022 Average DFS	State 2022 Status Level	School to State DFS Comparison
All Students	360	-16.5	Low	-12.2	Low	Lower
Black or African American	44	-21.4	Low	-57.7	Low	Higher
English Learner	77	-57.5	Low	-61.2	Low	Higher
Latino	223	-30.3	Low	-38.6	Low	Higher
Socioeconomically Disadvantaged	262	-25.4	Low	-41.4	Low	Higher
Students with Disabilities	48	-97.9	Very Low	-97.3	Very Low	Lower
White	43	21.3	High	21.9	High	Lower

Data Sources: California School Dashboard Research data files 2022 <https://www.cde.ca.gov/ds/sd/sd/>

Due to requirements under AB 130, the CDE can only display the most current year of data (or Status) on the 2022 Dashboard. Therefore, every Local Educational Agency (LEA), school, and student group will receive one of five Status levels on the 2022 Dashboard based on 2021–2022 school year data. These Status levels range from Very High, High, Medium, Low, and Very Low. Change levels and performance colors are not reported.

As seen in the above table, in 2022, in English Language Arts (ELA), Ivy Academia’s Distance from Standard (DFS) schoolwide was lower than the state’s DFS.

In 2022, the charter school had six numerically significant student groups (Black or African American, English Learner, Latino, Socioeconomically Disadvantaged, Students with Disabilities, and White) in ELA. The charter school’s numerically significant student groups were higher than the state’s DFS for those student groups, except for the Students with Disabilities and White student groups, which performed lower than the state’s DFS for those student groups.

As outlined in Ivy Academia’s 2022-2023 Local Control Accountability Plan (LCAP), in order to improve academic achievement in ELA, school leadership shared the school is providing before, during, and after school interventions in the form of tutoring to mitigate learning loss and accelerate student learning. In addition, school leadership shared the school is using online programs to identify student learning gaps for individual students and assist with learning. To support Students with Disabilities and other student groups, school leadership shared the school is progress monitoring with California Assessment of Student Performance and Progress (CAASPP)/Smarter Balanced Assessment Consortium (SBAC) Interim Assessments, CAASPP/SBAC Interim Comprehensive Benchmarks, and curriculum assessments. School leadership also stated the school is implementing the Measures of Academic Progress (MAP) interim assessments by Northwest Education Association (NWEA) in 2022-2023 to better analyze and measure student performance in ELA.

Ivy Academia – 2021-2022 English Language Arts Indicator Participation Rate by Student Group											
All Students	Asian	Black or African-American	English Learner	Filipino	Foster Youth	Homeless	Latino	Socioeconomically Disadvantaged	Students with Disabilities	Two or More Races	White
99%	100%	100%	99%	100%	100%	100%	99%	99%	94%	100%	98%

Participation Rate Report above displays the percent of students tested by content area. The Every Student Succeeds Act (ESSA) requires districts and schools to test at least 95 percent of all students and student groups in English Language Arts and mathematics. It also requires states to factor the participation rate into the Academic Indicator. For any local educational agency (LEA), school, or student group with less than 95 percent of students tested, the ESSA requires a penalty to be applied to the Academic Indicator. Beginning with the 2022 Dashboard, California will assign the [Lowest Obtainable Scale Score \(LOSS\)](#) to each student needed to bring the participation rate of the school, district, and/or student group to 95 percent. The LOSS assigned to each of these students who did not test will be used in calculating the Distance from Standard (DFS).

In 2022, in ELA, the charter school met the participation rates (95%) schoolwide and for its student groups except for the Students with Disabilities student group.

School leadership shared the school will continue to hold parent meetings discussing the importance of state testing in providing an understanding of student achievement and continue messaging in email communication to stakeholders. In addition, school leadership shared school administration met with parents of Students with Disabilities to share how CAASPP achievement data contributes to the understanding of student proficiency within ELA and Math standards.

Internal Assessment Data

The charter school did not provide internal assessment data. For 2022-2023, Ivy Academia is implementing the Measures of Academic Progress (MAP) interim assessments by Northwest Education Association (NWEA) in ELA. Prior to 2022-2023, the charter school was employing the California Assessment of Student Performance and Progress (CAASPP) assessments as the school's internal assessment data.

d. Math Academic Indicator

Distance from Standard Schoolwide and Numerically Significant Subgroups:

Ivy Academia – Math (Grades 3-8 and Grade 11) Academic Indicator - CA School Dashboard Indicator						
Student Group	Number of Students with Scores	School 2022 Average DFS	School 2022 Status Level	State 2022 Average DFS	State 2022 Status Level	School to State DFS Comparison
All Students	359	-86.8	Low	-51.7	Low	Lower
Black or African American	44	-57.5	Low	-106.9	Very Low	Higher
English Learner	76	-116.3	Very Low	-92.0	Low	Lower
Latino	222	-108.2	Very Low	-83.4	Low	Lower
Socioeconomically Disadvantaged	261	-95.0	Low	-84.0	Low	Lower
Students with Disabilities	48	-147.8	Very Low	-130.8	Very Low	Lower
White	43	-56.6	Low	-13.4	Medium	Lower

Data Sources: California School Dashboard Research data files 2022 <https://www.cde.ca.gov/ds/sd/sd/>

Due to requirements under AB 130, the CDE can only display the most current year of data (or Status) on the 2022 Dashboard. Therefore, every Local Educational Agency (LEA), school, and student group will receive one of five Status levels on the 2022 Dashboard based on 2021–2022 school year data. These Status levels range from Very High, High, Medium, Low, and Very Low. Change levels and performance colors are not reported.

As seen in the above table, in 2022, in Math, Ivy Academia's DFS schoolwide was lower than the state's DFS.

In 2022, the charter school had six numerically significant student groups (Black or African American, English Learner, Latino, Socioeconomically Disadvantaged, Students with Disabilities, and White) in Math. In 2022, the Black or African American student group performed higher than the state's DFS for the student group, while the English Learner, Latino, Socioeconomically Disadvantaged, Students with Disabilities, and White student groups performed lower than the state's DFS for those student groups.

As outlined in Ivy Academia's 2022-2023 LCAP, in order to improve academic achievement in Math, school leadership shared the school is providing before, during, and after school interventions in the form of tutoring to mitigate learning loss and accelerate student learning. In addition, school leadership shared the school is using online programs to identify student learning gaps for individual students and assist with learning. To support Students with Disabilities and other student groups, school leadership shared the school is progress monitoring with CAASPP/SBAC Interim Assessments, CAASPP/SBAC Interim Comprehensive Benchmarks, and curriculum assessments. School leadership also stated the school is implementing the Measures of Academic Progress (MAP) interim assessments by Northwest Education Association (NWEA) in 2022-2023 to better analyze and measure student performance in Math.

Ivy Academia – 2021-2022 Math Indicator Participation Rate by Student Group											
All Students	Asian	Black or African-American	English Learner	Filipino	Foster Youth	Homeless	Latino	Socioeconomically Disadvantaged	Students with Disabilities	Two or More Races	White
99%	100%	100%	98%	100%	100%	100%	99%	99%	94%	100%	98%

Participation Rate Report above displays the percent of students tested by content area. The Every Student Succeeds Act (ESSA) requires districts and schools to test at least 95 percent of all students and student groups in English language arts and mathematics. It also requires states to factor the participation rate into the Academic Indicator. For any local educational agency (LEA), school, or student group with less than 95 percent of students tested, the ESSA requires a penalty to be applied to the Academic Indicator. Beginning with the 2022 Dashboard, California will assign the [Lowest Obtainable Scale Score \(LOSS\)](#) to each student needed to bring the participation rate of the school, district, and/or student group to 95 percent. The LOSS assigned to each of these students who did not test will be used in calculating the Distance from Standard (DFS).

In 2022, in Math, the charter school met the participation rates (95%) schoolwide and for its student groups except for the Students with Disabilities student group.

School leadership shared the school will continue to hold parent meetings discussing the importance of state testing in providing an understanding of student achievement and continue messaging in email communication to stakeholders. In addition, school leadership shared school administration met with parents of Students with Disabilities to share how CAASPP achievement data contributes to the understanding of student proficiency within ELA and Math standards.

Internal Assessment Data

The charter school did not provide internal assessment data. For 2022-2023, Ivy Academia is implementing the Measures of Academic Progress (MAP) interim assessments by Northwest Education Association (NWEA) in Math. Prior to 2022-2023, the charter school was employing the CAASPP assessments as the school's internal assessment data.

e. English Learner Progress Academic Indicator

Percent of English Learners Making Progress Towards English Proficiency:

Ivy Academia – English Learner Progress Indicator – CA School Dashboard Indicator						
Student Group	Number of English Learner Students	School 2022 Percentage of English Learners making progress towards English proficiency	School 2022 Status Level	State 2022 Percentage of English Learners making progress towards English proficiency	State 2022 Status Level	School to State ELPI Comparison
English Learner	67	40.3%	Low	50.3%	Medium	Lower

Data Source: DataQuest, Student and Downloadable Data File <https://www.cde.ca.gov/ds/sd/sd/>

As seen in the above table, the 2022 California School Dashboard indicates 40.3% of Ivy Academia’s English Learner (EL) students are making progress towards English proficiency, lower than the state at 50.3%. The Status Level for the school is Low while the state’s Status Level is Medium.

As outlined in Ivy Academia’s 2022-2023 LCAP, in order to improve English language proficiency for EL students, school leadership shared the school is providing professional development for teachers to further address the implementation of English Language Development (ELD) standards across content areas as well as implement Tier III interventions, including one-on-one tutoring, when necessary. School leaders shared that for their English Learners in middle school, students receive additional support through an elective course focused on designated and integrated ELD standards and strategies to strengthen English language proficiency.

School	Number of EL Students Enrolled	Number of EL Students Tested	Percent of EL Students Tested
Ivy Academia	89	85	95.5%

Schools that did not test at least 95 percent of their English learner population on the English Language Proficiency Assessments for California (ELPAC) are assigned a “Low” Status, unless they have a “Very Low” Status.

f. College/Career Academic Indicator

The College/Career Academic Indicator was not reported in the 2022 Dashboard.

g. Suspension Rate Indicator

Percentage of Students Suspended At Least Once Schoolwide and Numerically Significant Subgroups:

Ivy Academia - Suspension Rate Indicator - CA School Dashboard Indicator						
Student Group	Number of Students	School 2022 Percentage of Students suspended at least once	School 2022 Status Level	State 2022 Percentage of Students suspended at least once	State 2022 Status Level	School to State Suspension Rate Percentage Comparison
All Students	676	1.0%	Very Low	3.1%	Medium	Lower
Black or African American	65	0.0%	Very Low	7.9%	High	Lower
English Learner	116	2.6%	Medium	3.2%	Medium	Lower
Filipino	36	0.0%	Very Low	1.2%	Low	Lower
Latino	427	1.4%	Low	3.3%	Medium	Lower
Socioeconomically Disadvantaged	500	0.8%	Very Low	4.5%	Medium	Lower
Students with Disabilities	88	4.5%	Medium	5.4%	High	Lower
Two or More Races	40	0.0%	Very Low	2.9%	Medium	Lower
White	80	1.3%	Low	2.6%	Medium	Lower

Data Sources: California School Dashboard Research data files 2022 <https://www.cde.ca.gov/ta/ac/cm/>

As indicated in the above table, in 2022, Ivy Academia's suspension rate was lower than the state schoolwide and for all numerically significant student groups.

h. Graduation Rate Indicator [HS Only]

Percentage of Graduated Students Schoolwide and Numerically Significant Subgroups:

Ivy Academia – Graduation Rate Indicator – CA School Dashboard						
Student Group	Number of Students	School 2022 Percentage of graduated students	School 2022 Status Level	State 2022 Percentage of graduated students	State 2022 Status Level	School to State Graduated Students Comparison
All Students	23	73.9%	No Performance Level	87.4%	Medium	--

Data Sources: California School Dashboard Research data files 2022 <https://www.cde.ca.gov/ta/ac/cm/>

As seen in the table above, in 2022, the charter school's percentage of graduated students was lower than the state schoolwide.

Ivy Academia promotes the A-G course completion track for students. However, students can and do graduate without completing the A-G course requirements for admission eligibility into the California State University or University of California system. In addition, the charter school's graduation requirements include students completing 60 community service hours (volunteer/non-course) by the end of the third quarter of grade 12 and completing a career pathway of two years of business courses.

i. Chronic Absenteeism Indicator

Percentage Schoolwide and Numerically Significant Subgroups:

Ivy Academia – Chronic Absenteeism Indicator – CA School Dashboard						
Student Group	Number of students enrolled who meet criteria	School 2022 Chronic Absenteeism Percentage	School 2022 Status Level	State 2022 Chronic Absenteeism Percentage	State 2022 Status Level	School to State Chronic Absenteeism Percentage Comparison
All Students	539	43.2%	Very High	30.0%	Very High	Higher
Black or African American	61	44.3%	Very High	42.9%	Very High	Higher
English Learner	94	46.8%	Very High	33.6%	Very High	Higher
Latino	334	45.2%	Very High	35.8%	Very High	Higher
Socioeconomically Disadvantaged	406	48.0%	Very High	37.4%	Very High	Higher
Students with Disabilities	66	50.0%	Very High	39.6%	Very High	Higher
Two or More Races	34	58.8%	Very High	21.5%	Very High	Higher
White	60	40.0%	Very High	21.9%	Very High	Higher

Data Sources: California School Dashboard Research data files 2022 <https://www.cde.ca.gov/ta/ac/cm/>

As seen in the above table, in 2022, Ivy Academia had a higher percentage of Chronic Absenteeism than the state schoolwide and for all numerically significant student groups.

As outlined in Ivy Academia's 2022-2023 LCAP, in order to reduce Chronic Absenteeism, school leadership shared that the school has invested in tiered re-engagement strategies to increase student attendance, which includes the use of a school counselor to perform family outreach and provide family resources. School leadership shared the school works with families of chronically absent students to provide access to short-term independent study, when necessary, and tutoring when the students return to campus in the effort to mitigate learning loss.

j. English Learner Performance

Reclassification Rates:

Year	Students Redesignated FEP	Ivy Academia	State	School to State RFEP Comparison
2019-2020	2018-19 EL #	104	1,195,988	Higher
	2019-20 Reclass #	26	164,653	
	2019-20 Reclass Rate	25.0%	13.8%	
2020-2021	2019-20 EL #	78	1,148,024	Lower
	2020-21 Reclass #	0	79,667	
	2020-21 Reclass Rate	0.0%	6.9%	

Data Source: DataQuest, Student and Downloadable Data File <https://www.cde.ca.gov/ds/sd/sd/>

In 2019-2020, Ivy Academia's reclassification rate was 25.0%, which was higher than the state's reclassification rate of 13.8%. In 2020-2021, Ivy Academia's reclassification rate of 0.0% was lower than the state's rate of 6.9%.

The 2021-2022 reclassification rate data has not yet been released by the state.

Ivy Academia adheres to the District's reclassification criteria set forth in the *2018 Master Plan for English Learners and Standard English Learners*.

Long-term English Learners and "At-Risk" Rates:

English Learners	2020-21				2021-22			
	Ivy Academia		State		Ivy Academia		State	
	Enrollment	Percent	Enrollment	Percent	Enrollment	Percent	Enrollment	Percent
LTEL 6+ Years	35	17.7%	361,482	17.1%	49	22.3%	379,290	18.1%
At-Risk 4-5 Years	24	12.1%	214,740	10.1%	15	6.8%	211,055	10.1%

Data Source: Data Quest, Student and School Downloadable Data Files <https://www.cde.ca.gov/ds/sd/sd/filesenr.asp>

In 2020-2021, Ivy Academia's percentage of Long-term English Learners (LTELs) was 17.7% (35 students), compared to the state's rate of 17.1%. In 2021-2022, Ivy Academia's percentage was 22.3% (49 students), compared to the state's rate of 18.1%.

In 2020-2021, Ivy Academia's percentage of "At-Risk" was 12.1%, compared to the state's 10.1%. In 2021-2022, the charter school had 6.8% "At-Risk" compared to the state's 10.1%.

2. Annual Oversight Results

a. Student Achievement and Educational Performance

Ivy Academia has achieved the ratings of *Developing* and *No Rating* in the category of Student Achievement and Educational Performance on its annual oversight evaluation reports for the last two years.

The rating of "2" (*Developing*) in the 2020-2021 Annual Performance-Based Oversight Visit Report was based on Ivy Academia receiving 2019 schoolwide ELA Indicator and schoolwide Math Indicator performance colors of Orange as well as a schoolwide Chronic Absenteeism Indicator performance color of Red. In addition, in 2019, the school had less than a majority of its numerically significant student groups with "Status/DFS" scores above the statewide averages in ELA and Math.

Due to the COVID-19 pandemic, state law suspended the reporting of state indicators on the 2021 Dashboard. Accordingly, a "No Rating" was issued in the Student Achievement and Educational Performance category for the 2021-2022 Annual Performance-Based Oversight Report.

	2020-2021	2021-2022
Annual Oversight Evaluation Report Rating in Category of Student Achievement and Educational Performance	2 Developing	No Rating

*Note: The annual oversight rating represents the Charter Schools Division staff evaluation of the school's performance as outlined in the Annual Performance-Based Oversight Visit Report on or about the date of the annual oversight visit.

b. Governance

Ivy Academia has earned the rating of *Accomplished* in the category of Governance on its annual oversight evaluation reports over the past two years and has no unresolved governance issues pending.

	2020-2021	2021-2022
Annual Oversight Evaluation Report Rating in Category of Governance	4 Accomplished	4 Accomplished

*Note: The annual oversight rating represents the Charter Schools Division staff evaluation of the school's performance as outlined in the Annual Performance-Based Oversight Visit Report on or about the date of the annual oversight visit.

c. Organizational Management, Programs, and Operations

Ivy Academy has earned the rating of *Accomplished* in the category of Organizational Management, Programs, and Operations on its annual oversight evaluation reports for the last two years and has no unresolved operations issues pending.

	2020-2021	2021-2022
Annual Oversight Evaluation Report Rating in Category of Organizational Management, Programs, and Operations	4 Accomplished	4 Accomplished

*Note: The annual oversight rating represents the Charter Schools Division staff evaluation of the school's performance as outlined in the Annual Performance-Based Oversight Visit Report on or about the date of the annual oversight visit.

i. Access and Equity

2021-2022 Enrollment by Ethnicity and Student Group																		
School	Enrollment	F/R Meal	GATE	American Indian or Alaska Native	Asian	Black or African American	English Learner	Filipino	Foster Youth	Homeless	Latino	Migrant Education	Native Hawaiian or Pacific Islander	Not Reported	Socio- economically Disadvantaged	Students with Disabilities	Two or More Races	White
Ivy Academia	645	69.6%	2.3%	0.2%	3.7%	9.9%	17.2%	5.6%	0.3%	0.6%	63.4%	0.0%	0.3%	0.6%	72.1%	12.7%	5.7%	10.5%
Statewide	5,892,240	57.8%	N/A	0.5%	9.5%	5.1%	19.1%	2.3%	0.5%	2.9%	55.9%	0.7%	0.4%	1.0%	59.6%	12.7%	4.3%	21.7%
Los Angeles Unified	548,338	80.2%	8.5%	0.1%	3.5%	7.3%	21.3%	1.8%	0.7%	1.4%	74.5%	0.1%	0.2%	1.0%	81.4%	13.6%	1.7%	10.2%

Data Source: Data Quest, Student and School Downloadable Data Files <https://www.cde.ca.gov/ds/sd/sd/filesenr.asp>

ii. Special Education

2021-2022 Enrollment by Disability																		
School	OCT 2021 Enroll #	SpEd Enroll #	SpEd Enroll %	% High Incidence	% Low Incidence	# AUT	# DB	# DEAF	# ED	# EMD	# HOH	# ID	# OHI*	# OI	# SLD*	# SLI*	# TBI	# VI
Ivy Academia	645	82	12.7%	82.9%	17.1%	8	0	0	2	0	1	3	18	0	34	16	0	0
Statewide	5,892,240	745,513	12.7%	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Los Angeles Unified	548,338	74,435	13.6%	69.2%	30.8%	14,986	4	240	1,278	1	1,052	3,564	10,139	1,429	29,207	12,183	69	267

Data Source: Data Quest, Student and School Downloadable Data Files <https://www.cde.ca.gov/ds/sd/sd/filesenr.asp> and CALPADS County Authorizing LEA Report 1.1 Enrollment by Primary Status.

According to 2021 CALPADS Fall 1 Certified Student Profile List Report, Ivy Academia has a 12.7% Special Education enrollment, which is the same as the state's percentage of 12.7%, and lower than the District's percentage of 13.6%. The CSD has

conferred with staff in the Division of Special Education, and no concerns have been noted at this time.

iii. Additional Information

Ivy Academia's teachers are collectively represented by United Teachers Los Angeles, as an affiliate of the California Teachers Association.

d. Fiscal Operations

Ivy Academia has earned the rating of *Proficient* in the category of Fiscal Operations on its annual oversight evaluation reports for the last two years and has no unresolved fiscal issues pending.

During the 2021-2022 oversight visit, the CSD noted that the school's internal controls and processes were generally in place and implemented in practice.

	2020-2021	2021-2022
Annual Oversight Evaluation Report Rating in Category of Fiscal Operations	3 Proficient	3 Proficient

*Note: The annual oversight rating represents the Charter Schools Division staff evaluation of the school's performance as outlined in the Annual Performance-Based Oversight Visit Report on or about the date of the annual oversight visit.

3. *Fiscal Management and Performance*

a. Fiscal Condition

Ivy Academia's fiscal condition is positive and has been upward trending since the 2019-2020 fiscal year. According to the 2021-2022 independent audit report, the school had positive net assets of \$5,776,583 and net income of \$1,609,801. The 2022-2023 First Interim Financials project positive net assets and net income.

The disparity between the 2018-2019 net income and 2019-2020 net loss is attributable, in part, to Ivy Academia's receipt of a one-time legal settlement payment. The payment was made in Fiscal Year 2018-2019 (resulting in net income) and utilized for the school's purchase and transition into a new facility in Fiscal Year 2019-2020 (resulting in a net loss).

	2018-2019 (Audited Actuals)	2019-2020 (Audited Actuals)	2020-2021 (Audited Actuals)	2021-2022 (Audited Actuals)	2022-2023 (First Interim)
Net Assets	\$5,220,764	\$3,013,534	\$4,166,782	\$5,776,583	\$5,847,703
Net Income/Loss	\$3,900,486	(\$2,207,230)	\$1,153,248	\$1,609,801	\$71,120
Transfers In/Out	\$0	\$0	\$0	\$0	\$0
Prior Year Adjustment(s)	\$0	\$0	\$0	\$0	\$0

b. 2021-2022 Independent Audit Report

Audit Opinion: Unmodified

Material Weaknesses: None Reported

Deficiencies/Findings: None Reported

Lack of a Going Concern: None Reported

c. Other Significant Fiscal Information

The school's reported Norm Enrollment was 668, 617, 598, 629, and 526 for Fiscal Years 2018-2019, 2019-2020, 2020-2021, 2021-2022, and 2022-2023, respectively, representing an accumulated decline in enrollment of 142 students since Fiscal Year 2018-2019. Ivy Academia explains that the drop in enrollment was primarily due to its two moves in location in recent years and the proximity of two large high schools in the area that make it hard to compete for students for grades 9-12.

As noted above, Ivy Academia's proposed material revision is to remove grades 9-12 and reduce capacity to 750 students. The school has projected enrollment through its renewal term for Fiscal Years 2023-2024 and 2024-2025 to be 601 and 750 students, respectively. Please see the breakdown by grade below:

GRADE	2022-23	2023-24	2024-25
	Norm	Projection	
ENROLLMENT BY GRADE			
TK	6	12	12
K	23	48	75
1	48	48	75
2	35	68	78
3	53	56	78
4	40	72	81
5	36	72	81
6	66	75	90
7	56	75	90
8	74	75	90
9	29	0	0
10	23	0	0
11	21	0	0
12	16	0	0
TOTAL	526	601	750

The school shared its plans to focus on outreach to the community, should this material revision be approved, to highlight its single site and focus on grades TK-8.

On April 3, 2020, Ivy Academia applied for the Paycheck Protection Program (PPP) through the U.S. Small Business Administration and received the funds of \$962,300 on May 4, 2020. The school stated that, on April 9, 2021, its PPP loan and interest amounts were forgiven.

- B. **Does the Petition Contain a Declaration of Whether or Not the Charter School Shall Be Deemed the Exclusive Public Employer of the Employees of the Charter School Community?**
Yes, the petition contains the required declaration.

ATTACHMENT B

Ivy Academia

Academic Performance - English Language Arts

This report shows the performance levels for a single state indicator, English Language Arts, for all student groups. It shows the current year. Status levels range from Very High, High, Medium, Low, and Very Low for all state measures based on the 2021-22 school year data. A single (*) and a single dash (-) shows that the student group has fewer than 11 students, for that reason the Status and Status level are not reported for privacy reasons. For student groups with 11-29 students, the Status is reported but the Status level is not reported. A double dash (-) means that data is not currently available. Note: Charter Schools are treated as schools (not LEAs) when it comes to reporting Foster Youth and Homeless student groups. Charter schools will need at least 30 or more Foster Youth, or 30 or more Homeless students, to receive a status level for each student group.

Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at <http://www.cde.ca.gov/ds/xd/filer.asp> and California School Dashboard System of Support <https://www.cde.ca.gov/la/ae/cm/>. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and CA Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

ELA (Grades 3-8 and Grade 11) Academic Indicator - CA School Dashboard Indicator										
RG	BD	Location Code	School	Student Group	Number of Students with Scores	School 2022 Average DFS	School 2022 Status Level	State 2022 Average DFS	State 2022 Status Level	School to State DFS Comparison
N	3	4672	Ivy Academia	All Students	360	-16.5	Low	-12.2	Low	Lower
				American Indian or Alaska Native	0	--	--	-49.3	Low	--
				Asian	15	22.2	No Performance Level	63.0	Very High	--
				Black or African American	44	-21.4	Low	-57.7	Low	Higher
				English Learner	77	-57.5	Low	-61.2	Low	Higher
				Filipino	16	72.8	No Performance Level	42.9	High	--
				Foster Youth	*	-	No Performance Level	-85.6	Very Low	--
				Homeless	*	-	No Performance Level	-62.9	Low	--
				Latino	223	-30.3	Low	-38.6	Low	Higher
				Native Hawaiian or Pacific Islander	0	--	--	-29.1	Low	--
				Socioeconomically Disadvantaged	262	-25.4	Low	-41.4	Low	Higher
				Students with Disabilities	48	-97.9	Very Low	-97.3	Very Low	Lower
				Two or More Races	19	-34.2	No Performance Level	25.1	High	--
White	43	21.3	High	21.9	High	Lower				

Participation Rate Report below displays the percent of students tested by content area. The Every Student Succeeds Act requires districts and schools to test at least 95 percent of all students and student groups in English language arts and mathematics. It also requires states to factor the participation rate into the Academic Indicator. For any local educational agency (LEA), school, or student group with less than 95 percent of students tested, the ESSA requires a penalty to be applied to the Academic Indicator. To meet this federal requirement, beginning with the 2022 Dashboard, California will assign the Lowest Obtainable Scale Score (LOSS) to each student needed to bring the participation rate of the school, district, and/or student group to 95 percent. The LOSS assigned to each of these students who did not test will be used in calculating the Distance from Standard (DFS).

English Language Arts Indicator Participation Rate By Student Group														
	All Students	American Indian or Alaska Native	Asian	Black or African American	English Learner	Filipino	Foster Youth	Homeless	Latino	Hawaiian or Pacific Island	Socioeconomically Disadvantaged	Students with Disabilities	Two or More Races	White
Percent of students tested in 2022 **	99%		100%	100%	99%	100%	100%	100%	99%		99%	94%	100%	98%
Participation Rate Met 2022 *	Yes		Yes	Yes	Yes	Yes	Yes	Yes	Yes		Yes	No	Yes	Yes

* Note: An asterisk (*) indicates that the student group consists of less than 11 students, the minimum size for reporting.

** Whole number rounding is used for the participation rate.

Ivy Academia
Academic Performance - Math

This report shows the performance levels for a single state indicator. Mathematics, for all student groups. It shows the current year. Status levels range from Very High, High, Medium, Low, and Very Low for all state measures based on the 2021-22 school year data. A single (✓) and a single dash (✓) shows that the student group has fewer than 11 students, for that reason, the Status level are reported for private reasons. For student groups with 11-29 students, the Status is reported but the Status level is not reported. A double dash (--) means that data is not currently available. Note: Charter Schools are treated as schools (not LEAs) when it comes to reporting Foster Youth and Homeless student groups. Charter schools will need at least 30 or more Foster Youth, or 30 or more Homeless students, to receive a status level for each student group.

Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at <http://www.cde.ca.gov/ds/sd/filesenr.asp> and California School Dashboard System of Support <https://www.cde.ca.gov/ta/tac/cm/>. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and CA Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

Math (Grades 3-8 and Grade 11) Academic Indicator - CA School Dashboard Indicator										
RG	BD	Location Code	School	Student Group	Number of Students with Scores	School 2022 Average DFS	School 2022 Status Level	State 2022 Average DFS	State 2022 Status Level	School to State DFS Comparison
N	3	4672	Ivy Academia	All Students	359	-86.8	Low	-51.7	Low	Lower
				American Indian or Alaska Native	0	--	--	-90.4	Low	--
				Asian	15	-22.9	No Performance Level	48.4	Very High	--
				Black or African American	44	-57.5	Low	-106.9	Very Low	Higher
				English Learner	76	-116.3	Very Low	-92.0	Low	Lower
				Filipino	16	-4.3	No Performance Level	2.7	High	--
				Foster Youth	*	-	No Performance Level	-126.3	Very Low	--
				Homeless	*	-	No Performance Level	-101.8	Very Low	--
				Latino	222	-108.2	Very Low	-83.4	Low	Lower
				Native Hawaiian or Pacific Islander	0	--	--	-71.3	Low	--
				Socioeconomically Disadvantaged	261	-95.0	Low	-84.0	Low	Lower
				Students with Disabilities	48	-147.8	Very Low	-130.8	Very Low	Lower
				Two or More Races	19	-92.3	No Performance Level	-9.9	Medium	--
				White	43	-56.6	Low	-13.4	Medium	Lower

Participation Rate Report below displays the percent of students tested by content area. The Every Student Succeeds Act requires districts and schools to test at least 95 percent of all students and student groups in English language arts and mathematics. It also requires states to factor the participation rate into the Academic Indicator. For any local educational agency (LEA), school, or student group with less than 95 percent of students tested, the ESSA requires a penalty to be applied to the Academic Indicator. To meet this federal requirement, beginning with the 2022 Dashboard, California will assign the Lowest Obtainable Scale Score (LOSS) to each student needed to bring the participation rate of the school, district, and/or student group to 95 percent. The LOSS assigned to each of these students who did not test will be used in calculating the Distance from Standard (DFS).

Mathematics Indicator Participation Rate By Student Group														
Percent of students tested in 2022 ***	All Students	American Indian or Alaska Native	Asian	Black or African American	English Learner	Filipino	Foster Youth	Homeless	Latino	Hawaiian or Pacific Island	Socioeconomically Disadvantaged	Students with Disabilities	Two or More Races	White
	99%		100%	100%	98%	100%	100%	100%	99%		99%	94%	100%	98%
	Yes		Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No	Yes	Yes
Participation Rate Met 2022 *														

* Note: An asterisk (*) indicates that the student group consists of less than 11 students, the minimum size for reporting.

** Whole number rounding is used for the participation rate.

Data Sources: California School Dashboard Research data files 2022

Ivy Academia
English Learner Progress Indicator (ELPI)

This report shows the percentage of current EL students making progress towards English language proficiency or maintaining the highest level. ELs take the ELPAC annually to measure their progress towards English language proficiency. The ELPAC has four performance levels. The four ELPAC performance levels are divided into six ELPI levels to determine whether ELs made progress towards English language proficiency. Due to the restrictions imposed by Assembly Bill 130, California is required to only report current year data (or Status) for the 2022 Dashboard. Results will fall into one of five Status levels, ranging from "Very High" to "Very Low." An asterisk (*) and a single dash (-) shows that the student group has fewer than 11 students, for that reason the Status and Status level are not reported for privacy reasons. For student groups with 11-29 students, the Status is reported but the Status level is not reported. A double dash (-) means that data is not currently available.

Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at <http://www.cde.ca.gov/de/sd/sd/filesenr.asp> and California School Dashboard System of Support <https://www.cde.ca.gov/ia/ac/cm/>. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and CA Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

English Learner Progress Indicator - CA School Dashboard Indicator										
RG	BD	Location Code	School	Student Group	Number of English Learner Students	School 2022 Percentage of English Learners making progress towards English proficiency	School 2022 Status Level	State 2022 Percentage of English Learners making progress towards English proficiency	State 2022 Status Level	School to State ELPI Comparison
N	3	4672	Ivy Academia	English Learner	67	40.3%	Low	50.3%	Medium	Lower

Note: LEAs and schools that did not test at least 95 percent of their English learner population on the English Language Proficiency Assessments for California (ELPAC) are assigned a "Low" Status, unless they have a "Very Low" Status. Number of English Learners: 0 to 10 fewer than 11 EL students have an overall PL on ELPAC SA in both prior and current years (Status rate and level are suppressed) 11 to 29 =Number of EL students with overall PL on ELPAC SA in both prior and current years is 11 and 29 (Status rate and level are reported but are not used for accountability) 30 and up =At least 30 EL students have an overall PL on ELPAC SA in both prior and current years (Status rate and level are reported and will be used for accountability)

2022 Student English Language Acquisition Results		
The percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e., levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.		
School		State
Ivy Academia		
ELs Who Progressed at Least One ELPI Level		40.3%
ELs Who Maintained ELPI Level 4		0.0%
ELs Who Maintained ELPI Level 1, 2L, 2H, 3L, 3H		29.9%
ELs Who Decreased at Least One ELPI Level		29.9%

ELPAC Participation	
School tested less than 95% of EL Students	No
Note: Schools that did not test at least 95 % of their English learner population on the ELPAC are assigned a "Low" Status, unless they have a "Very Low" Status.	

* Note: An asterisk (*) indicates that the student group consists of less than 11 students, the minimum size for reporting.

Data Sources: California School Dashboard Research data files 2022

Ivy Academia
[Chronic Absenteeism](#)

This report displays the percentage of students in Kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled. Due to the restrictions imposed by Assembly Bill 130, California is required to only report current year data (or Status) for the 2022 Dashboard. Results will fall into one of five Status levels, ranging from "Very High" to "Very Low." Note: The Status levels are reversed for the Chronic Absenteeism Indicator in comparison to other state measures, and the goal is to have a low rate of student absence. An asterisk (*) and a single dash (-) shows that the student group has fewer than 11 students, for that reason the Status and Status level are not reported for privacy reasons. For student groups with 11-29 students, the Status is reported but the Status level is not reported. A double dash (-) means that data is not currently available.

Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at <http://www.cde.ca.gov/ds/sd/files/emr.asp> and California School Dashboard System of Support <https://www.cde.ca.gov/ta/tac/csm/>. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and CA Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

Chronic Absenteeism - CA School Dashboard Indicator										
RG	BD	Location Code	School	Student Group	Number of students enrolled who meet criteria	School 2022 Chronic Absenteeism Percentage	School 2022 Status Level	State 2022 Chronic Absenteeism Percentage	State 2022 Status Level	School to State Chronic Absenteeism Percentage Comparison
N	3	4672	Ivy Academia	All Students	539	43.2%	Very High	30.0%	Very High	Higher
				American Indian or Alaska Native	0	--	--	42.9%	Very High	--
				Asian	20	15.0%	No Performance Level	11.5%	High	--
				Black or African American	61	44.3%	Very High	42.9%	Very High	Higher
				English Learner	94	46.8%	Very High	33.6%	Very High	Higher
				Filipino	28	21.4%	No Performance Level	16.2%	High	--
				Foster Youth	*	--	No Performance Level	42.1%	Very High	--
				Homeless	*	--	No Performance Level	45.1%	Very High	--
				Latino	334	45.2%	Very High	35.8%	Very High	Higher
				Native Hawaiian or Pacific Islander	*	--	No Performance Level	43.9%	Very High	--
				Socioeconomically Disadvantaged	406	48.0%	Very High	37.4%	Very High	Higher
				Students with Disabilities	66	50.0%	Very High	39.6%	Very High	Higher
				Two or More Races	34	58.8%	Very High	25.1%	Very High	Higher
				White	60	40.0%	No Performance Level	21.9%	Very High	Higher

Data Sources: California School Dashboard Research data files 2022

Ivy Academia Suspension Rate Indicator

Suspension Rate: The percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once. Due to the restrictions imposed by Assembly Bill 130, California is required to report current year data (or Status) only for the 2022 Dashboard. Results will fall into one of five Status levels, ranging from "Very High" to "Very Low." Note: The Status levels are reversed for the Suspension Rate Indicator in comparison to other state measures, and the goal is to have a low rate of student suspension. An asterisk (*) and a single dash (-) shows that the student group has fewer than 11 students, for that reason the Status and Status level are not reported for privacy reasons. For student groups with 11-29 students, the Status is reported but the Status level is not reported. A double dash (--) means that data is not currently available.

Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at <http://www.cde.ca.gov/ds/sd/filesenr.asp> and California School Dashboard System of Support <https://www.cde.ca.gov/1a/ac/cm/>. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and CA Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

Suspension Rate Indicator - CA School Dashboard Indicator										
RG	BD	Location Code	School	Student Group	Number of Students	School 2022 Percentage of Students suspended at least once	School 2022 Status Level	State 2022 Percentage of Students suspended at least once	State 2022 Status Level	School to State Suspension Rate Percentage Comparison
N	3	4672	Ivy Academia	All Students	676	1.0%	Very Low	3.1%	Medium	Lower
				American Indian or Alaska Native	*	--	No Performance Level	6.4%	High	--
				Asian	25	0.0%	No Performance Level	0.9%	Very Low	--
				Black or African American	65	0.0%	Very Low	7.9%	High	Lower
				English Learner	116	2.6%	Medium	3.2%	Medium	Lower
				Filipino	36	0.0%	Very Low	1.2%	Low	--
				Foster Youth	*	--	No Performance Level	12.4%	Very High	--
				Homeless	*	--	No Performance Level	5.5%	High	--
				Latino	427	1.4%	Low	3.3%	Medium	Lower
				Native Hawaiian or Pacific Islander	*	--	No Performance Level	4.5%	Medium	--
				Socioeconomically Disadvantaged	500	0.8%	Very Low	4.0%	Medium	Lower
				Students with Disabilities	88	4.5%	Medium	5.4%	High	Lower
				Two or More Races	40	0.0%	Very Low	2.9%	Medium	Lower
				White	80	1.3%	Low	2.6%	Medium	Lower

Data Sources: California School Dashboard Research data files 2022

Ivy Academia
Graduation Rate Indicator

Graduation Rate: Students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school. Due to the restrictions imposed by Assembly Bill 130, California is required to only report current year data (or Status) for the 2022 Dashboard. Results will fall into one of five Status levels, ranging from "Very High" to "Very Low." Note: The Status levels are reversed for the Chronic Absenteeism Indicator in comparison to other state measures, and the goal is to have a low rate of student absence. An asterisk (*) and single dash (-) shows that the student group has fewer than 11 students, for that reason the Status and Status level are not reported for privacy reasons. For student groups with 11-29 students, the Status is reported but the Status level is not reported. A double dash (-) means that data is not currently available.

Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at <http://www.cde.ca.gov/ds/sd/filesent.asp> and California School Dashboard System of Support <https://www.cde.ca.gov/ia/ac/cm/>. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and CA Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

Graduation Rate Indicator - CA School Dashboard Indicator										
RG	BD	Location Code	School	Student Group	Number of Students	School 2022 Percentage of graduated students	School 2022 Status Level	State 2022 Percentage of graduated students	State 2022 Status Level	School to State Graduated Students Comparison
N	3	4672	Ivy Academia	All Students	23	73.9%	No Performance Level	87.4%	Medium	--
				American Indian or Alaska Native	0	--	--	79.6%	Low	--
				Asian	0	--	--	95.2%	Very High	--
				Black or African American	*	--	No Performance Level	79.5%	Low	--
				English Learner	*	--	No Performance Level	73.3%	Low	--
				Filipino	*	--	No Performance Level	95.5%	Very High	--
				Foster Youth	0	--	--	64.1%	Very Low	--
				Homeless	0	--	--	74.4%	Low	--
				Latino	16	75.0%	No Performance Level	85.3%	Medium	--
				Native Hawaiian or Pacific Islander	0	--	--	85.2%	Medium	--
				Socioeconomically Disadvantaged	21	71.4%	No Performance Level	85.1%	Medium	--
				Students with Disabilities	*	--	No Performance Level	75.2%	Low	--
				Two or More Races	0	--	--	89.6%	Medium	--
				White	*	--	No Performance Level	90.8%	High	--

Data Sources: California School Dashboard Research data files 2022

Ivy Academia
Enrollment Report

This report displays CALPADS K-12 enrollment number and percentages of select student groups. Annual enrollment consists of the number of students primarily enrolled on Census Day (the first Wednesday in October). This information was submitted by local educational agencies (LEAs) and charter schools to the California Department of Education (CDE) as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS). These data were reviewed and certified in CALPADS as being accurate by authorized district or school personnel. In order to certify data in CALPADS, authorized district or charter school personnel are required to review the accuracy of all data associated with the applicable CALPADS submission. The California Department of Education collects some data on GATE programs through the California Longitudinal Pupil Achievement Data System (CALPADS); however, this information is submitted by LEAs on a voluntary basis and it wouldn't necessarily be accurate as per CDE. Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS). California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at <http://www.cde.ca.gov/ds/sd/files/enr.asp> and California School Dashboard System of Support <https://www.cde.ca.gov/ta/ac/cmy/>. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and CA Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

2021-2022 Enrollment by Ethnicity and Student Group																					
RG	BD	Loc Code	School	Enrollment	F/R Meal	GATE	American Indian or Alaska Native	Asian	Black or African American	English Learner	Filipino	Foster Youth	Homeless	Latino	Migrant Education	Native Hawaiian or Pacific Islander	Not Reported	Socio-economically Disadvantaged	Students with Disabilities	Two or More Races	White
N	3	4672	Ivy Academia	645	69.6%	2.3%	0.2%	3.7%	9.9%	17.2%	5.6%	0.3%	0.6%	63.4%	0.0%	0.3%	0.6%	72.1%	12.7%	5.7%	10.5%
				5,892,240	57.8%	N/A	0.5%	9.5%	5.1%	19.1%	2.3%	0.5%	2.9%	55.9%	0.7%	0.4%	1.0%	59.6%	12.7%	4.3%	21.7%
Los Angeles Unified				548,338	80.2%	8.5%	0.1%	3.5%	7.3%	21.3%	1.8%	0.7%	1.4%	74.5%	0.1%	0.2%	1.0%	81.4%	13.6%	1.7%	9.7%

2020-2021 Enrollment by Ethnicity and Student Group																					
RG	BD	Loc Code	School	Enrollment	F/R Meal	GATE	American Indian or Alaska Native	Asian	Black or African American	English Learner	Filipino	Foster Youth	Homeless	Latino	Migrant Education	Native Hawaiian or Pacific Islander	Not Reported	Socio-economically Disadvantaged	Students with Disabilities	Two or More Races	White
N	3	4672	Ivy Academia	603	69.0%	4.8%	0.5%	4.5%	9.0%	13.4%	6.5%	0.3%	0.7%	62.9%	0.0%	0.2%	0.0%	71.1%	12.9%	6.0%	10.6%
				6,002,523	58.9%	N/A	0.5%	9.5%	5.2%	17.7%	2.4%	0.4%	0.6%	55.3%	0.8%	0.4%	0.9%	60.3%	12.6%	4.1%	21.7%
Los Angeles Unified				574,996	81.3%	9.7%	0.2%	3.6%	7.6%	18.8%	1.9%	0.7%	1.2%	74.2%	0.2%	0.2%	0.5%	81.6%	13.4%	1.6%	10.2%

Data Source: Data Quest, Student and School Downloadable Data Files <https://www.cde.ca.gov/ds/sd/files/enr.asp>

Ivy Academia
RECLASSIFICATION RATES

This reports shows a two year comparison of the number of English Learners (ELs) on Census Day, the number of students reclassified since the prior Census Day, and the reclassification rate for each specified year. The reclassification rate, displayed in percentage, is calculated by dividing the number reclassified by the number of prior year ELs.

Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at <http://www.cde.ca.gov/ds/sd/filesenr.asp> and California School Dashboard System of Support <https://www.cde.ca.gov/ta/ac/cm/>. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and CA Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

RG	BD	Loc Code	School	Year	Students Redesignated FEP	School	State	School to State RFEF Comparison
N	3	4672	Ivy Academia	2019-2020	2018-2019 Number of English Language Learners	104	1,195,988	Higher
					2019-2020 Number of Students Reclassified	26	164,653	
					2019-2020 Reclassification Rate	25.0%	13.8%	
				2020-2021	2019-2020 Number of English Language Learners	78	1,148,024	Lower
					2020-2021 Number of Students Reclassified	0	79,667	
					2020-2021 Reclassification Rate	0.0%	6.9%	

Data Source: Data Quest, Student and School Downloadable Data Files <https://www.cde.ca.gov/ds/sd/filesenrclass.asp>

Ivy Academia

Long-Term English Learners (LTEL) and "At-Risk"

Note: The "EL Total" column in this report displays the summed total of the disaggregated English Learner (EL) data in the four columns under the "English Learners" heading. The "Total (Ever-EL)" column displays the summed total of the data in the "RFEP" column plus the data in the "English Learners" heading OR the data in the "EL Total" column, but not both. The percent values displayed in this report are calculated as a percent of the "Total (Ever-EL)" which fully and more accurately considers what happens to all EL students over time, including those who are Reclassified Fluent English Proficient (RFEP). Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at <http://www.cde.ca.gov/ds/sd/filesenr.asp> and California School Dashboard System of Support <https://www.cde.ca.gov/ta/ac/cm/>. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and CA Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

RG	BD	Loc Code	School	English Learners	2020-2021			2021-2022		
					School		State		School	
					Enrollment	Percent	Enrollment	Percent	Enrollment	Percent
N	3	4672	Ivy Academia	LTEL 6+ Years	35	17.7%	361,482	17.1%	42	19.1%
				At-Risk 4-5 Years	24	12.1%	214,740	10.1%	15	6.8%
				EL 0-3 Years	22	11.1%	463,337	21.9%	46	20.9%
				EL 4+ Years Not At-Risk or LTEL	0	0.0%	22,731	1.1%	8	3.6%
				EL total	81	40.9%	1,062,290	50.2%	111	50.5%
				RFEP	117	59.1%	1,053,625	49.8%	109	49.5%
				Total (Ever)	198	100.0%	2,115,915	100.0%	220	100.0%

Data Source: Data Quest, Student and School Downloadable Data Files <https://www.cde.ca.gov/ds/sd/files/tel.asp>

This report displays the 12% enrollment and number of 12% students with disabilities, total, by evidence category, and by eligibility as reported on the Current Day (First) Enrollment in October. CAUSDs fill in Certified Student Profiles List Report (Report 8) or Letter for Some students with disabilities, and percentages in this report should be higher or lower than reported by some schools when comparing this report counts with 2021-22 Enrollment by Student Group counts posted by the CDE due to the difference in data associated with the application. CAUSDs certification is a two-step process with Level 2 certification reserved for the district superintendent, and their designees. High incidence agencies are indicated by an asterisk (*). Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data (CALPADS) system. <http://www.cde.ca.gov/ds/ops/pa/calds.asp>. Please note: There may be slight differences with some of the information reported in this report and what is available in CalPADS and CA Dashboard due to changes in data modifications such as:

2020-2021 Special Education Enrollment						
RG	BD	Loc Code	School	OCT 2020 Enroll #	Sp Ed Enroll #	Sp Ed Enroll %
N	3	4672	Ivy Academia	603	78	12.9%
				Statewide	6,002,523	12.5%
				Los Angeles Unified	574,996	13.9%

Enrollment										
# DEAF	# ED	# EMD	# HOH	# ID	# OHI*	# OI	# SLD*	# SLI*	# TBI	# VI
0	2	0	1	3	18	0	34	16	0	0
240	1,278	1	1,052	3,564	10,139	1,429	29,207	12,183	69	267

Enrollment										
# DEAF	# ED	# EMD	# HOH	# ID	# OHI*	# OI	# SLD*	# SLI*	# TBI	# VI
0	1	0	1	2	17	0	32	14	0	0
444	1,268	157	1,239	3,595	10,830	1,681	31,987	12,593	71	311

Key			
AUT	Autism	OHI	Other Health Impairment
DB	Deaf-Blindness	OI	Orthopedic Impairment
DEAF	Deafness	SLD	Specific Learning Disability
ED	Emotional Disturbance	SLI	Speech or Language Impairment
EMD	Established Medical Disability	TBI	Traumatic Brain Injury
HOH	Hard of Hearing	VI	Visual Impairment
ID	Intellectual Disability		

Data Source: Data Quest, Student and School Downloadable Data Files <https://www.cde.ca.gov/ds/ds/files/enr.asp> and CALPADS County Authorizing LEA Report 1.1 Enrollment by Primary Status.



LOS ANGELES UNIFIED SCHOOL DISTRICT
Board of Education Report
DESEGREGATION IMPACT STATEMENT (DIS)
IVY ACADEMIA
BOARD OF EDUCATION REPORT 182 – 22/23
March 7, 2023

I. Category of Proposed Action:

The proposed action would amend the charter for Ivy Academia (“Charter School”), located in Board District 4 and Region North, to decrease grade levels and reduce enrollment capacity.

II. Summary Description of Current District Practice:

Charter schools are schools of choice by legislation and are open to any student in the State of California. Charter schools are granted renewal for single charter status for a minimum period of two years to a maximum of seven (7) years, depending on the state’s classification of High, Middle or Low for a charter school’s performance pursuant to applicable law. Low performing charter schools may be renewed for a period of two years, Middle performing charter schools for five years, and High performing charter schools may receive a term of five, six or seven years. It should be noted, however, that although State legislation allows students to attend a charter school from any area in the state, the Los Angeles Unified School District (LAUSD) is under Court Order, Crawford v. LAUSD, which applies to all schools within or chartered through the LAUSD. Any modifications to the Court-Ordered Integration Program must first be approved by Student Integration Services.

III. Proposed Change:

The approval of this request for material revision would amend the charter to decrease grade levels and reduce enrollment capacity.

IV. Effects of This Proposal:

The Los Angeles Unified School District (LAUSD) does not guarantee availability of Court-ordered Integration funding. The charter school will be responsible for maintaining the Court Order and providing information requested by the LAUSD as set forth in the Charter petition. Modifications or school decisions cannot negatively impact or cause additional costs to the Court-ordered Integration budget.

V. Analyze the Impact of This Proposal on Integration, Desegregation, Re-segregation and/or Segregation:

If the Charter goals are met, there should be positive results on the five (5) Harms of Racial Isolation which are low academic achievement, low self-esteem, lack of access to post-secondary opportunities, interracial hostility and intolerance, and overcrowded conditions. The Court-ordered Integration Program for participating students will operate under various Court Orders for schools within the Los Angeles Unified School District. Any modification of the Court-ordered Integration Program must first be approved by Student Integration Services.

VI. If proposed action affects negatively any desegregation program, list other option(s) identified:

If the District Court-ordered Integration Guidelines are followed, there will not be a negative effect on the District’s Court-ordered Integration Program.

PREPARED BY:

ERIK ELWARD, Ed.D.
Specialist
Charter Schools Division

APPROVED BY:

KEITH H. ABRAHAMS, III
Executive Director
Student Integration Services

RESOLUTIONS

TAB 9



Board of Education Report

[Back to Order of Business](#)

File #: Res-013-22/23, Version: 2

Dr. Rivas, Ms. Ortiz Franklin - Celebrating Women's History and Addressing Present Day Disparities and Gaps for Women and Girls in LAUSD (Res-013-22/23) (Waiver of Board Rule 72)

Whereas, Women's History Month is dedicated to honoring and acknowledging women's immeasurable contributions to our past and present in the face of discrimination and undue hardship, and is celebrated in March throughout the United States and abroad, corresponding with March 8th, International Women's Day. While we celebrate many female leaders, and the progress made towards gender equality, we acknowledge that women still face many societal barriers. For example, women still only earn 82 cents for every dollar earned by men, and the wage gap is even larger for women of color, with Black women earning 64 cents, and Hispanic women earning 57 cents despite having high rates of workforce participation;

Whereas, The Los Angeles Unified School District is a committed leader in education, embracing all forms of diversity, including supporting the educational achievement of the young women, girls, and youth affected by gender-based discrimination who attend our schools, as expressed by Priorities 1C, 2A, 2B, and 2C, and 5C of the 2022-2026 LAUSD Strategic Plan;

Whereas, The term young women and girls includes cis and trans women, non-binary and gender nonconforming individuals, impacted by gender-based discrimination;

Whereas, According to the Youth Risk Behavior Survey recently released by the Centers for Disease Control and Prevention (CDC), teen girls and LGBTQ youth fared worse on most measures of health behaviors and experiences:

- 30 percent of girls said they seriously considered attempting suicide, double the rate among boys and up almost 60 percent from a decade ago,
- Almost 20 percent of girls reported experiencing rape or other sexual violence in the previous year, also an increase over previous years,
- Almost half of LGBTQ students said they had seriously considered a suicide attempt.

Whereas, According to the same CDC report, the pandemic took a harsh toll on U.S. teen girls' mental health, with almost 60 percent reporting feelings of persistent sadness or hopelessness;

Whereas, Research indicates that social media activity is linked to lower self-esteem and body dysmorphia among teenage girls; and

Whereas, Schools play a critical role not just in academic learning, but in creating environments that protect against risk factors and play a critical role in shaping mental, physical, and social growth for young women and girls; now, therefore, be it

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

March as Women's History Month, and celebrates March 8th, International Women's Day as a way to honor the movement for women's rights movement, bringing attention to issues such as gender equality, reproductive rights, and violence and abuse against women;

Resolved further, That to address disparities and create schools where young women and girls can thrive, the District restates its commitment to the following priorities of the 2022-2026 Strategic Plan:

1. Pillar 1, Priority C: Eliminating Opportunity Gaps
2. Pillar 2, Priorities A, B, and C: Safe and Healthy Environments to Promote Joy and Wellness
3. Pillar 5, Priority C: Cultivating Staff Wellness; and, be it finally

Resolved, That the Superintendent will report to the Board in 60 days about positive and pro-active interventions that the District has implemented to support the mental health of our youth and District staff, disaggregating the use of interventions by gender, race, and other relevant equity analysis, including highlighting specific school sites or programs that:

1. Offer school-based services connecting youth and adults to community-based sources of care, preventative counseling and therapeutic intervention;
2. Establish inclusive, safe and positive environments on our campuses;
3. Ensure equitable outcomes for youth and adults affected by gender-based discrimination; and
4. Provide tools and resources to engage in positive self-esteem and body image, including healthy practices regarding social media usage.

TAB 10



Board of Education Report

[Back to Order of Business](#)

File #: Res-014-22/23, Version: 1

Mr. Schmerelson- March 21 as World Down Syndrome Awareness Day (Res-014-22/23) (Waiver of Board Rule 72)

Whereas, Down Syndrome is a genetic occurrence caused by extra material in chromosome 21 that results in intellectual disability. It is not yet known why this occurs;

Whereas, The estimated incidence of Down Syndrome is between 1 in 1,000 to 1 in 1,100 live births worldwide;

Whereas, Each year approximately 3,000 to 5,000 children are born with this chromosome disorder and it is believed there are about 250,000 families in the United States of America who are affected by Down Syndrome;

Whereas, The quality of life of people with Down Syndrome can be improved by meeting their health care needs, including regular check-ups with health professionals to monitor mental and physical condition and providing timely intervention, be it physiotherapy, occupational therapy, speech therapy, counseling or special education;

Whereas, Individuals with Down Syndrome can achieve optimal quality of life through guardian care and support, medical guidance and community-based support systems like inclusive education at all levels. This facilitates their participation in society and the fulfilment of their personal potential;

Whereas, The reality today is that society, at times, can demonstrate negative attitudes, low expectations, discrimination and exclusion, which can ensure that people with Down syndrome are left behind. This can also occur within the disability and the Down Syndrome communities;

Whereas, There is a need to build the capacity of people with Down Syndrome to meet the challenges faced across their lifetimes and to support them with the opportunities and tools needed to live fulfilling lives;

Whereas, World Down Syndrome Day was first observed in 2006 in many countries around the world;

Whereas, In December 2011, the United Nations General Assembly declared March 21st as World Down Syndrome Day. This resolution was co-sponsored by 78 United Nations Member States;

Whereas, Down Syndrome International (DSi) encourages people all over the world to choose their own activities and events on March 21st to help raise awareness of what Down Syndrome is, what it means to have Down Syndrome, and how people with Down Syndrome play a vital role in our lives and communities; and

Whereas, The 2023 DSi World Down Syndrome Day theme is “With Us Not For Us”, the message is a key to a human rights-based approach to disability and is encouraging participation in a video campaign using #WithUsNotForUS and #WorldDownSyndromeDay and #WDSD2023; now, therefore, be it

File #: Res-014-22/23, **Version:** 1

Resolved, That the Governing Board of the Los Angeles Unified School District hereby proclaims March 21st as World Down Syndrome Awareness Day; and, be it finally

Resolved, That the Superintendent encourage schools to hold activities during this day in honor of World Down Syndrome Awareness Day.

TAB 11



Board of Education Report

[Back to Order of Business](#)

File #: Res-015-22/23, Version: 1

Mr. Schmerelson - Standing with the Mothers and Children of Artsakh (Res-015-22/23) (Waiver of Board Rule 72)

Whereas, 120,000 ethnic Armenians living in Artsakh/Nagorno-Karabakh region, also known as the Lachin Corridor, have been trapped for a month behind a blockade with no international diplomatic mediation underway;

Whereas, The Lachin corridor was created as a lynchpin of a ceasefire agreement that ended a 2020 war between Armenia and Azerbaijan, guaranteeing safe passage for ethnic Armenians as well as the steady supply of goods to the territory, known to Armenians as Artsakh;

Whereas, The blockade has impeded vital supplies from reaching the 120,000 Armenians in the mountainous enclave, and 30,000 of them are children;

Whereas, These 30,000 children in Artsakh have been deprived of education due to the blockade, and cutting off of energy supplies, making schools unusable during the harsh wintertime;

Whereas, As the blockade continues with no end in sight, there are significant pressures on cargo and supply chains, and stores no longer have food and goods on their shelves, and the risk of malnourishment, and even starvation, for babies and young children is real;

Whereas, The entire population of Artsakh, whose ancestors had lived on its lands for some two thousand years, has been rendered defenseless;

Whereas, Global inaction is endangering mothers and children, and the health implications of conflict and instability on children are immeasurable;

Whereas, This situation is just one more example of the ongoing hate, intolerance, and violence directed against the Armenian people, which is certain to lead to war and repeat itself if gone unpunished; now therefore, be it

Resolved, That the Governing Board of the Los Angeles Unified School District condemns the blockade of the Lachin Corridor as a violation of human rights, especially those of mothers, children and infants; and, be it finally

Resolved, That the Board calls on the Biden Administration to utilize all diplomatic, economic and

File #: Res-015-22/23, **Version:** 1

political means to compel Azerbaijan to engage meaningfully in the peace process.

RECEIPT OF COMMUNICATIONS

TAB 12



Los Angeles Unified School District

146

333 South Beaudry Ave,
Los Angeles, CA 90017

Board of Education Report

[Back to Order of Business](#)

File #: ROC-008-22/23, **Version:** 1

Report of Correspondence (ROC 008-22/23)

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

March 7, 2023

REPORT OF CORRESPONDENCE

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

FROM	LEGAL ACTION
1. Demarco Law Firm	Summons and Complaint for Damages(1) Sexual Battery; (2) Negligence; and (3) Negligent Failure to Warn, Train or Educate.; Case No. 22STCV38269; Superior Court in the State of California for the County of Los Angeles; John AVB Doe, et al., Plaintiffs v. Doe 1 and Does 2 through 100, Inclusive, Defendants
2. Herman Law	Summons and Complaint for Damages: (1) Negligence (School); (2) Negligence (Does 2 through 25); (3) Negligent Hiring; Retention, and Supervision (School); and (4) Negligent, Retention, and Supervision (Does 2 through 25).; Case No. 22STCV38407; Superior Court in the State of California for the County of Los Angeles; Y.M., Plaintiff v. Los Angeles Unified School District; and Does 2 through 25, Inclusive, Defendants
3. Liakos Law, APC	Summons and Complaint for Damages(1) Claim for Childhood Sexual Assault; (2) Negligence; (3) Negligent Supervision Failure to Warn; (4) Negligent Retention/Hiring; (5) Negligent Failure to Wart, Train or Educate; (6) Intentional Infliction of Emotional Distress, and (7) Sexual Harassment; Case No. 22SMCV02828; Superior Court in the State of California for the County of Los Angeles; L.L. John Doe RS, v. Defendant Doe Facility; Defendant Doe School District; Defendant Does 3 through 100, Inclusive, Defendants
4. Herman Law	Summons and Complaint for (1) Negligence (School); (2) Negligence (Does 2 through 25); (3) Negligent Hiring; Retention, and Supervision (School); and (4) Negligent, Retention, and Supervision (Does 2 through 25); Case No. 22STCV38409; Superior Court in the State of California for the County of Los Angeles; L.M., Plaintiff v. Los Angeles Unified School District; and Does 2 through 25, Inclusive, Defendants

5. Pfau Cochran Vertetis Amala, PLLC Summons and Complaint for (1) Claim for Childhood Sexual Assault; (2) Negligence, and (3) Intentional Infliction of Emotional Distress.; Case No. 22STCV36949; Superior Court in the State of California for the County of Los Angeles; John Doe, Plaintiff v. Doe Defendant 1; Doe Defendant 2; Doe Defendant 3; Doe Defendant 4; and Does 1 through 10, Inclusive, Defendants

6. Lyon Law PC Summons and Complaint for Damages: Disability Discrimination in Employment and Related Claims; Case No. 23STCV01676; Superior Court in the State of California for the County of Los Angeles; Victoria Suarez, Plaintiff, v. Los Angeles Unified School District; Accounting & Disbursements Division Payroll Administration Branch; and Does 1-10, Defendants

7. Mahoney Law Group, APC Summons and Complaint for Damages: (1) Violation of the Ralph Civil Rights Act; (2) Violation of Bane Act; (3) Battery; (4) Assault; (5) Negligent Supervision; (6) Negligent Hiring and Retention; (7) Negligent Failure to Recognize and Report child Abuse, (8) Intentional Infliction of Emotional Distress, and (9) Unfair Business Practices; Business and Professional Code; Case No. 23CHCV00256; Superior Court in the State of California for the County of Los Angeles; Ivan Domingo, an incompetent person, by and through his guardian ad litem, Norbel Domino, Plaintiff, v. Los Angeles Unified School District; Quenten Daniels; Does 1 through 50, Inclusive, Defendants

8. IRVING MEYER, ESQ Summons and Complaint for Damages: : 1) Disability and/or Age Discrimination (FEHA); (2) Retaliation (FEHA); (3) Failure to Provide an Accommodation (FEHA); (4) Failure to Enter into an Interactive Process (FEHA); and (5) Disability Harassment (FEHA).; Case No. 23STCV02152; Superior Court in the State of California for the County of Los Angeles; Bonnie Sugerman, Plaintiff, v. Los Angeles Unified School District; and Does 1 to 20, Defendants

9. Dordick Law Corporation Summons and Complaint for Damages: Complaint for Personal Injuries and Damages Arising from Childhood Sexual Abuse; Case No. 23STCV01862; Superior Court in the State of California for the County of Los Angeles; Y., an Individual; P., an Individual, Plaintiffs v. Los Angeles Unified School District, a public entity; Jerome A. Lowe; and Does 1 through 50, Defendants

10. Law Office of Nicole C. Pearson
Summons and Complaint for Damages: : (1) Negligence, (2) Battery, (3) Negligent Hiring, Retention and Supervision, (4) Unlawful Human Experimentation, (5) violation of Due Process, (6) Violation of the Right to Privacy, (7) Intentional Infliction of Emotional Distress, and (8) Negligent Infliction of Emotional Distress; Case No. 22STCV38363; Superior Court in the State of California for the County of Los Angeles; Maribel Duarte, individually, and as Guardian Ad Litem of her minor son, Moises Quinonez, Plaintiffs v. Los Angeles Unified School District, et al, Defendants
11. Champion Law Firm
Summons and Complaint for Damages: Complaint for Personal Injuries and Other; Case No. 23CHCV00323; Superior Court in the State of California for the County of Los Angeles; Ana Maria Garcia, Plaintiffs v. Los Angeles Unified School District, et al., Defendants
12. Law Office of Carol D. Kellogg
Summons and Complaint for Damages: Complaint for Personal Injuries; Case No. 23NWCV00261; Superior Court in the State of California for the County of Los Angeles; Naomi Merida, a Minor by and through her GAL, Bertha Jaqueline Raya, Plaintiffs v. Los Angeles Unified School District, et al., Defendants
13. Law Office of Scott E. Spell
Summons and Complaint for Damages; Case No. 23CHCV00271; Superior Court in the State of California for the County of Los Angeles; Alex de la Torre, a Minor by and through his GAL Lizbeth Garcia , Plaintiffs v. Los Angeles Unified School District, et al., Defendants
14. Slater Slater Schulman, LLP
Summons and Complaint for Personal Injuries and Damages from Childhood Sexual Abuse; Case No. 22STCV23783; Superior Court in the State of California for the County of Los Angeles; Jane Doe T.C., and Individual, Plaintiffs v. DOE #1, a Public Entity (Los Angeles Unified School District), et al., Defendants
15. Downtown L.A. Law Group
Summons and Complaint for Damages: (1) Discrimination, (2) Harassment, (3) Retaliation, (4) Failure to Prevent Discrimination, Harassment and Retaliation, (5) Retaliation in Violation of Gov't Code 12940, (6) Failure to Provide Reasonable Accommodations, (7) Failure to Engage in a Good Faith Interactive Process, (8) Wrongful Termination; Case No. 22STCV18912; Superior Court in the State of California for the County of Los Angeles; Joaquin Rangel, an Individual, Plaintiffs v. Los Angeles Unified School District et al, Defendants

16. DeMarco Law Firm
Summons and Complaint for Damages: (1) Negligence and (2) Negligent Failure to Warn, Train, or Educate; Case No. 23STCV02661; Superior Court in the State of California for the County of Los Angeles; Jane HAB Doe, an Individual, and John HJB Doe, and Individual, Plaintiffs v. Los Angeles Unified School District et al, Defendants
17. Mahoney Law Group, APC
Summons and Complaint for Damages: (1) Violation of the Ralph Civil Rights Act; (2) Violation of Bane Act; (3) Battery; (4) Assault; (5) Negligent Supervision; (6) Negligent Hiring and Retention; (7) Negligent Failure to Recognize and Report child Abuse, (8) Intentional Infliction of Emotional Distress, and (9) Unfair Business Practices; Business and Professional Code; Case No. 23CHCV00256; Superior Court in the State of California for the County of Los Angeles; Ivan Domingo, an incompetent person, by and through his guardian ad litem, Norbel Domino, Plaintiff, v. Los Angeles Unified School District; Quentin Daniels; Does 1 through 50, Inclusive, Defendants
18. Law Offices of Johnson/Omotosho, LLP
Summons and Complaint for Damages: (1) Negligent Hiring, Supervision, Training and Retention, (2) Negligence; Case No. 22STCV33760; Superior Court in the State of California for the County of Los Angeles; M.H. a Minor, by and through his GAL, Lesley Morgan, Plaintiffs v. Los Angeles Unified School District, et al., Defendants
19. Herman Law
Summons and Complaint for Damages: (1) Negligence (School 1 and 2); (2) Negligence (Does 3-25), (3) Negligent Hiring, Retention, and Supervision (School 1 and 2); and (4) Negligent Hiring, Retention and Supervision (Does 3-25); Case No. 22STCV38760; Superior Court in the State of California for the County of Los Angeles; E.H., Plaintiff v. Los Angeles Unified School District, et al., Defendants
20. Solouki & Savoy, LLP
Summons and Complaint for Damages: (1) Negligence; (2) Sexual Assault; (3) Sexual Battery, (4) Negligent Infliction of Emotional Distress; and (5) False Imprisonment; Case No. 22STCV40726; Superior Court in the State of California for the County of Los Angeles; Jane M.M. Doe; and John J.C. Doe, Plaintiffs v. Los Angeles Unified School District, et al., Defendants

21. Carpenter & Zuckerman
Summons and Complaint for Damages: (1) General Negligence, (2) Property Damage, (3) Personal Injury, (4) Future Loss of Earnings and Future Medical Expenses, and (5) Other; Case No. 22BBCV01277; Superior Court in the State of California for the County of Los Angeles; Ayla Issakhanian, a Minor by and through her GAL, Art Issakhanian, Plaintiffs v. Los Angeles Unified School District, et al., Defendants
22. Reese Law Group
Summons and Complaint for Damages: Other Personal Injury/Property Damage/Wrongful Death; Case No. 23STLC00904; Superior Court in the State of California for the County of Los Angeles; State Farm Mutual Automobile Insurance Company, Plaintiff v. Los Angeles Unified School District, et al., Defendants
23. Enricka Norwood-Scott
Summons and Complaint for Damages: Personal Injury; Case No. 22CMCV00758; Superior Court in the State of California for the County of Los Angeles; Enricka Norwood-Scott, Plaintiff v. Los Angeles Unified School District, Defendant
24. Downtown L.A. Law Group
Summons and Complaint for Damages: (1) Assault, (2) Battery, (3) Intentional Infliction of Emotional Distress, (4) Negligence, and (5) Negligent Hiring, Supervision and Retention; Case No. 22STCV30493; Superior Court in the State of California for the County of Los Angeles; Edryse Hutson, by and through his GAL Quonnesha Hutson, Plaintiffs v. Los Angeles Unified School District, et al., Defendants
25. Slater Slater Schulman, LLP
Summons and Complaint for Personal Injuries and Damages from Childhood Sexual Abuse; Case No. 22STCV23064; Superior Court in the State of California for the County of Los Angeles; John Doe 1 R.H., et al., Plaintiffs v. Doe 1-Los Angeles Unified School District, a public entity, et al., Defendants
26. Slater Slater Schulman, LLP
Summons and Complaint for Personal Injuries and Damages from Childhood Sexual Abuse; Case No. 22CHCV00582; Superior Court in the State of California for the County of Los Angeles; John Doe R.W., an Individual, Plaintiff v. Doe 1-Los Angeles Unified School District, a public entity, et al., Defendants

27. Law Offices of Hirji & Chau, LLP Summons and Complaint for Damages; Case No. 23STCV00337; Superior Court in the State of California for the County of Los Angeles; S.C., an incompetent person, by and through his GAL, Sergio Cardenas, Sr., Plaintiffs v. Los Angeles Unified School District, a public entity, et al., Defendants
28. Chat Law Group, LLP Summons and Complaint for Damages: (1) Dangerous Condition on Public Property, (2) Acts of Employees Pursuant to Government Code Section 815.2 while in the Course and Scope, (3) Premises Liability Against Does 1 to 25, and (4) Negligence Against Does 1 to 25; Case No. 22SMCV02918; Superior Court in the State of California for the County of Los Angeles; Eden Hakoun, a Minor, by and through her GAL, Netta Mazal Perez, Plaintiffs v. Los Angeles Unified School District, a public entity, et al., Defendants
29. Slater Slater Schulman, LLP Summons and Complaint for Personal Injuries and Damages from Childhood Sexual Abuse; Case No. 22STCV24611; Superior Court in the State of California for the County of Los Angeles; Jane Doe, an Individual, Plaintiff v. Doe 1, et al., Defendants
30. Slater Slater Schulman, LLP Summons and Complaint for Personal Injuries and Damages from Childhood Sexual Abuse; Case No. 22CMCV00322; Superior Court in the State of California for the County of Los Angeles; John Doe Z.D. et al., Plaintiff v. Los Angeles Unified School District, et al., 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>
31.	Kevin Malek	Damages	Aurora Blanco	12-19-21
32.	Alex Sosa	Damages	Chantrell Simmons	11-08-22
33.	Yun Hee Kim	Damages	Lovely Grajeda	06-2022 to 01-2023
34.	Gabriel Sepulveda Sanchez	Damages	Michelle Angeles Lopez	09-30-22
35.	Latriya Armstead	Damages	Taragi Thompson	05-2013
36.	Vatche Terzian	Damages	Vatche Terzian	01-07-23
37.	Geoffrey C. Lyon	Damages	Victoria Suarez	10-21-22
38.	Hillstone Law PC, Eva Sarceno Barrios	Damages	Eva Sarceno Barrios	12-20-22

39.	Hillstone Law PC, Tania Morales De Sarceno	Damages	Tania Morales De Sarceno	12-20-22
40.	Hillstone Law PC, Cornelia Bonilla Robles	Damages	Cornelia Bonilla Robles	12-20-22
41.	Nicole Atondo	Damages	Jennie Morris	12-20-22
42.	Hirji & Chau, LLP	Damages	Charmaine Benson and Cochise Burns (Joint claim)	09-21-20
43.	Dr. Shawn Fornari	Damages	Dr. Shawn Fornari Dalton G. Fornari	10-11-22
44.	Kyle Wilensky	Damages	Kyle Wilensky	April 2022
45.	Angel Jose Rivera Ruiz	Damages	Angel Jose Rivera Ruiz	11-28-22
46.	Jose Felipe Reyes	Damages	Paloma Reyes	05-25-18
47.	Yolanda Ojeda (Mother)	Damages	Jorge Mendez	01-16-22
48.	Everardo Lomeli Marquez	Damages	Everardo Lomeli Marquez	July 2012
49.	Yuki Hammel	Damages	Jacy Hammel	09-19-22
50.	Jennifer Navarro	Damages	Noah Navarro	01-30-23
51.	Alex Farzan	Damages	Nathan Monroy	11-14-22
52.	Alajanyan & Mamyan Law Serob Alajanyan, Esq.	Damages	Eva Larina	08-31-22
53.	Penny M. Walcher	Damages	Penny M. Walcher	01-27-23
54.	Barry Zelner	Damages	Eric Butler, II, GAL Eric Butler, III	10-06-20
55.	Luis A. Camargo	Damages	Allan Camargo	08-23-22
56.	Luis A. Camargo	Damages	Luis A. Camargo	08-23-22
57.	Serob Alajanyan, Esq.	Damages	Marianna Terghazaryan	08-25-22
58.	Frida Yousef	Damages	Frida Yousef	02-14-23
59.	Joseph Hernandez	Damages	Marianna Oustinovskaya	Mail 02-27-23
60.	Carolyn Sanchez	Damages	Surisa E. Rivers Rivers Law, Inc.	Mail 02-27-23
61.	Freida Ford	Vehicle Damages	Freida Ford	08-17-22
62.	Jonatan Manzano	Vehicle Damages	Jonatan Manzano	10-17-22
63.	Kimberly Rivera	Vehicle Damages	Kimberly Rauda-Rivera	11-04-22
64.	Nancy Hernandez Lopez	Vehicle Damages	Nancy Hernandez Lopez	01-13-23
65.	Jennifer Gutierrez	Vehicle Damages	Jennifer Gutierrez	01-26-23

66.	Sarah Ruderman	Vehicle Damages	Sara Ruderman	11-08-22
67.	Karla Osuna	Vehicle Damages	Karla Osuna	10-14-22
68.	Anthony Karch	Vehicle Damages	Anthony Karch	01-20-23
69.	Lloyd Balladares	Vehicle Damages	Lloyd Balladares	05-24-22
70.	Armand B. Stansbury	Vehicle Damages	Armand B. Stansbury	12-06-22
71.	Venus Vasquez	Vehicle Damages	Elisa Garcia Porter	11-08-22
72.	Traci Espinoza	Vehicle Damages	Traci Espinoza	11-08-22
73.	Melissa Renee Cruz	Vehicle Damages	Melissa Renee Cruz	01-26-23
74.	Edward Machorro on behalf of Mercury Insurance	Vehicle Damages	Mikhail Gershovich	12-20-22
75.	Omar Contreras Ramirez	Vehicle Damages	Omar Contreras Ramirez	01-09-23
76.	Kathryn Nelson, Farmers Insurance Exchange	Vehicle Damages	Mark Braunstein	12-02-22
77.	Cecilia Jimenez	Vehicle Damages	Jacob Suarez	01-17-23
78.	Candida Lucha	Vehicle Damages	Candida Lucha	01-13-23
79.	Jennie Hope Morris	Vehicle Damages	Jennie Hope Morris	12-20-22
80.	Nicholas Murrell, Allstate	Vehicle Damages	Heidi Rauda Rivera	11-02-22
81.	Jose Castelo	Vehicle Damages	Jose Castelo	02-08-23
82.	Sharon Gallego	Vehicle Damages	Sharon Gallego	03-08-22
83.	Joy Graham, Mercury	Vehicle Damages	Samuel Levy	12-20-22
84.	Eduardo Gutierrez	Vehicle Damages	Eduardo Gutierrez	01-30-23
85.	Law Offices of Daniel Kim Daniel Kim, Esq.	Vehicle Damages	Francisco Medina	10-28-22
86.	Glenda Mejia	Vehicle Damages	Glenda Mejia	12-13-22
87.	Faviola Garcia	Vehicle Damages	Faviola Garcia	02-10-23
88.	Norma Martinez	Vehicle Damages	Norma Martinez	01-07-23
89.	Maria E. Pineda	Vehicle Damages	Maria E. Pineda	01-27-23
90.	Karla Perdomo	Vehicle Damages	Karla Perdomo	02-02-23
91.	Emiliano Escamilla Hernandez	Vehicle Damages	Emiliano Escamilla Hernandez	08-17-22
92.	Shadman Mehdi	Vehicle Damages	Shadman Mehdi	08-24-22
93.	Melissa Juarez	Vehicle Damages	Melissa Juarez	02-01-23

MISCELLANEOUS BUSINESS

TAB 13



Los Angeles Unified School District

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333 South Beaudry Ave,
Los Angeles, CA 90017

Board of Education Report

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Revised and Updated Committees and Committee Schedule (032-22/23)

2022-2023

Board Member Committees Meeting Schedule

COMMITTEE OF THE WHOLE

Covering budget and other issues identified throughout the year.

Members:

Mr. Scott Schmerelson, Chair
 Dr. George McKenna, III
 Dr. Rocio Rivas
 Mr. Nick Melvoin
 Ms. Jackie Goldberg
 Ms. Kelly Gonez
 Ms. Tanya Ortiz Franklin

Meeting Dates:

September 20, 2022
 October 18, 2022
 November 1, 2022
 December 6, 2022
 January 24, 2023
 February 14, 2023
 March 14, 2023
 April 25, 2023
 May 16, 2023

***Meetings will be held on Tuesdays at 9am unless otherwise indicated.**

CURRICULUM AND INSTRUCTION

Proposes, reviews, and evaluates curricular and instructional initiatives; focuses on educational innovation and addresses instructional issues.

Members:

Ms. Jackie Goldberg, Chair
 Dr. George McKenna, III
 Ms. Tanya Ortiz Franklin

Meeting Dates:

September 22, 2022
 October 27, 2022
 December 1, 2022 (1st Thursday)*
 January 26, 2023
 February 23, 2023
 March 23, 2023
 April 27, 2023
 May 25, 2023
 June 22, 2023

***Meetings will be held on the 4th Thursday at 4pm unless otherwise indicated.**

SPECIAL EDUCATION

Inform parents, the school community, and others about the District's Special Education Local Plan Area's (SELPA's) work on behalf of students with disabilities and discuss priorities to be addressed in the curriculum, the Individualized Educational Plan (IEP) process, and services for students with disabilities.

Members:

Mr. Scott Schmerelson, Chair
Dr. George McKenna
Ms. Jackie Goldberg

Meeting Dates:

September 7, 2022
November 2, 2022
January 11, 2023
March 1, 2023
May 3, 2023

***Meetings will be held on the 1st Wednesday at 5pm unless otherwise indicated.**

FAMILY AND COMMUNITY ENGAGEMENT

Discuss strategies to strengthen communication with District families, shape stakeholder engagement practices, examine emerging needs among families, and address opportunities for adult learning.

Members:

Mr. Scott Schmerelson, Chair
Mr. Nick Melvoin

Meeting Dates:

October 12, 2022 (2nd Wednesday)
December 7, 2022
February 1, 2023
April 12, 2023 (2nd Wednesday)
June 7, 2023

***Meetings will be held on the 1st Wednesday at 5pm unless otherwise indicated.**

FACILITIES AND PROCUREMENT COMMITTEE	
The Facilities & Procurement Committee will examine District facilities, procurement processes, and projects to promote transparency, public awareness, and improved contracting standards. The committee will identify barriers and make recommendations to streamline and improve current policies and practice.	
Members: Mr. Nick Melvoin, Chair Mr. Scott Schmerelson Ms. Tanya Ortiz Franklin	Meeting Dates: March 14, 2023 April 25, 2023 May 30, 2023 *Meetings will be held on the Tuesday at 3pm unless otherwise indicated.

GREENING SCHOOLS and CLIMATE RESILIENCE COMMITTEE	
The committee will assess and propose policies, practices and resources needed to create District-wide sustainable, healthy, resilient, and equitable learning environments.	
Members: Dr. Rocio Rivas, Chair Mr. Nick Melvoin	Meeting Dates: March 15, 2023 April 19, 2023 May 17, 2023 *Meetings will be held on the 3rd Wednesday at 4pm unless otherwise indicated.

INNOVATION COMMITTEE	
<p>The Innovation Committee will examine, discuss, and consider innovative solutions to persistent challenges facing the Los Angeles Unified School District. Presentations and discussion topics will be grounded in relevant quantitative and qualitative data that demonstrate a need for change and the creative, valuable and purposeful approaches to achieve new and desired outcomes, related to Board Goals.</p>	
<p>Members:</p> <p>Ms. Tanya Ortiz Franklin, Chair Mr. Nick Melvoin Dr. Rocio Rivas</p>	<p>Meeting Dates:</p> <p>September 20, 2022 October 20, 2022 March 16, 2023 April 20, 2023 May 18, 2023</p> <p>*Meetings will be held on the 3rd Thursday at 4pm unless otherwise indicated.</p>