

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

REGULAR MEETING MINUTES

333 South Beaudry Avenue, Board Room, and
1208 Magnolia Ave., Gardena, CA 90247
1:00 p.m., Tuesday, May 7, 2024

The Los Angeles Board of Education acting as the Governing Board of the Los Angeles Unified School District met in regular session on Tuesday, May 7, 2024, at the Administrative Offices, Board Room, 333 South Beaudry Avenue, Los Angeles, California.

Board President Jackie Goldberg called the meeting to order at 1:50 p.m.

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

Student Board Member Karen Ramirez was present.

Superintendent Alberto M. Carvalho was present.

The Pledge of Allegiance was led by students from Haskell Steam Magnet Elementary, Board District 3.

Remarks were heard from Ms. Goldberg regarding the recent protests at college campuses, and freedom of speech for students.

BOARD PRESIDENT'S REPORTS

STUDENT VOICES

Remarks were heard from Ms. Ramirez regarding the recent protests at college campuses and the importance of student voices.

LABOR PARTNERS

A representative for United Teachers Los Angeles expressed support for Tabs 16, 17, 18, and 20, and shared remarks about the budget cuts while demanding the District maintain all current positions at every school and that it restores all the carryover funds that have been taken from schools.

Gil Gamez, President, Los Angeles School Police Association, and Jason Muck, President, Los Angeles School Police Management Association, shared remarks regarding incidents at Northridge Middle School and Washington Prep High School, and the importance of school police.

RECOGNITION OF CARLSTON OUTSTANDING TEACHERS OF AMERICA AWARD RECIPIENTS

Kirsten Farrell, Athletic Training Coordinator, Interscholastic Athletic Department, introduced Beverly Young, Ph.D., Executive Director, Above & Beyond, Inspiring Teachers, Changing Lives. Dr. Young spoke briefly about the award process, and introduced the two LAUSD recipients, Daniel Buccieri and Michelle Suarez. Remarks were heard from Ms. Suarez and Mr. Buccieri.

COMMITTEE CHAIR REPORTS

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

Mr. Schmerelson reported on the April 16, 2024 Committee of the Whole.

Mr. Melvoin reported on the April 16, 2024 Procurement/Facilities Committee.

Ms. Ortiz Franklin reported on the April 18, 2024 Safety/School Climate Committee.

Mr. Schmerelson reported on the May 1, 2024 Special Education Committee.

RECOGNITION OF DISTRICT NURSING SERVICES

In honor of National Nurses Week, celebrated May 6 to May 12, Mr. Schmerelson recognized the work that school nurses do for students in the District. In representation of all school nurses, Mr. Schmerelson presented a certificate of recognition to Sosse Bedrossian, Director of District Nursing Services.

Ms. Goldberg expressed her appreciation to all school nurses, and shared remarks regarding the shortage of nurses for hire.

Ms. Bedrossian expressed her thanks to the Board on behalf of all school nurses and licensed vocational nurses districtwide.

SUPERINTENDENT'S REPORTS

SAFE SCHOOL TASK FORCE ANNUAL UPDATE

Superintendent Carvalho shared remarks regarding the safety of students and school staff, and provided introductory remarks regarding the presentations.

Mr. Carvalho asked that the Board take a moment to recognize the classified employees of the year before staff begins the presentation.

Mr. Carvalho shared remarks regarding the following three 2024 classified employees:

- Norma Diaz, Community Representative, 24th Street Elementary School
- Rodrigo Rincon, Plant Manager 4, Panorama High School
- Joseph Federico, Senior Tile Layer, Central Shops

The three recipients were each presented with a certificate of recognition.

Ms. Goldberg asked Mr. Chait to proceed with the presentation.

Andres Chait, Chief of School Operations, made a presentation to the Board regarding the Safe School Task Force Annual Update, highlighting the following:

- The establishment of the Safe School Task Force
- Sub Committee meetings anchored by District staff
- Task Force recommendations

Ms. Goldberg paused the remaining presentations to allow for a time certain item.

- - -
President Goldberg modified the Order of Business to allow for a 3:00 P.M. time certain
- - -

Ms. Gonez moved version 3 of the following resolution, with a 3:00 p.m. time certain.

Tab 18. Ms. Gonez - Éxito y Promesa: Deepening and Expanding Support for Multi Language Learners (Res-027-23/24) (Noticed April 9, 2024)

Whereas, The Los Angeles Unified School District is proud to serve students who speak 98 different languages at home;

Whereas, Approximately 85,000 English Learners (EL), and 99,000 Reclassified Fluent English Proficient (RFEP) students make up approximately 44% of all students in the District;

Whereas, The Multi Language Learners (MLL) student population is heterogeneous including, among others, Potential Long-Term English Learners (PLTEL), Long-Term English Learners (LTEL), English Learner students with disabilities, English Learners identified as gifted and talented, as well as refugee and International Newcomer students, an MLL student population that has been rising steadily in recent years;

Whereas, The District is committed to supporting students who are Multi-Language Learners, including approximately 22,000 (5%) who are International Newcomers, as evidenced by ongoing efforts outlined in the District's Strategic Plan including targeted professional development, assigning trained staff to schools with a high concentration of International Newcomer students, providing instructional resources with EL-specific strategies to all teachers, assigning Multilingual Multicultural Academic Language Teams that support each region, and the creation of four International Network Academies and Dream Centers;

Whereas, The District is focused on decreasing the number of LTELs by providing targeted, supplemental supports in elementary and middle schools through the allocation of support staff who provide direct services to students and work with teachers to implement

research-based strategies such as those highlighted in [LAUSD UTK-12 Essential Instructional Approaches for Multilingual Learners](#);

Whereas, A measure of success for eliminating opportunity gaps is increasing EL reclassification rates to 25% (from 15.8% in 2019-20), and in the first year of the Strategic Plan, the District showed improvement in this area by increasing its EL reclassification rates to 21.8%;

Whereas, The 2023 Smarter Balanced Assessment (SBA) results show English Learners as the student group with the greatest Distance from Standard in English Language Arts, where the SBAs are comprehensive end-of-year assessments for English Language Arts/literacy and mathematics that measure progress toward college and career readiness;

Whereas, MLL high school students have class schedules that include state-required English Language Development (ELD) courses to achieve English proficiency which may delay access to a full range of courses, and the District is piloting a new grade-level ELD placement policy to expand ELs' access to grade-level coursework, including expediting International Newcomers' access to electives/grade-level English courses after their first year of ELD instruction;

Whereas, Newcomer students are a part of the overall MLL population but may also have unique needs, reflecting the traumas of the migration process, interrupted formal education, or other challenges, which necessitate specialized resources and programming;

Whereas, While wraparound services are available to newcomer students at the secondary level, the dispersal of newcomer elementary school students may pose resource gaps; and

Whereas, The 2022-2025 UTLA collective bargaining agreement includes a side letter Memorandum of Understanding "Support for Immigrant Students and Families", which includes establishing the joint District and UTLA "Immigrant Support Committee;" and

Whereas, The Strategic Plan indicates that the District will pursue eliminating opportunity gaps by creating an inclusive environment, acting on early warning indicators to ensure students remain on track, and offering multiple opportunities for intervention and credit recovery during and after school, among other strategies; now, therefore, be it

Resolved, That the Governing Board of the Los Angeles Unified School District reaffirms its commitment to ensuring that all MLL students have access to a rigorous, well-rounded, high-quality public education;

Resolved further, That the Superintendent shall assess the holistic needs of MLL students and their families, the current provision of services, and explore additional strategies to deepen support, including:

- Increasing access to a diverse academic portfolio (including A-G coursework, electives and the arts), enrichment opportunities, extracurricular activities, technology, social-emotional resources;
- Updating protocols and processes for communications with families to ensure cultural and linguistic appropriateness, awareness and understanding, including on the reclassification process and college preparation (e.g. for undocumented students and their unique financial aid needs), and improving partnership with families so

- they can be equipped and empowered to support their children’s learning at home;
- Increasing access to ~~Updating protocols for~~ language/interpretation services, especially in school communities where languages are spoken besides English and Spanish, such as Russian, Ukrainian, and indigenous languages from around the world;
- Building employee capacity to support all MLL students through culturally responsive practices and awareness of the social-emotional needs of newcomers, and creating career pathways including “grow your own” programs to ensure a pipeline of teachers who can meet the diverse needs of MLL and newcomer students;
- Creating partnerships with academic institutions and organizations specializing in multicultural education and the needs of International Newcomers; and
- Providing additional support to schools with high concentrations of MLL students and International Newcomers, such as providing additional staff, financial resources and wraparound services (e.g. legal and social-emotional support and resource hubs, such as Dream Resource Centers and enrollment supports, such as additional School Enrollment, Placement and Assessment (SEPA) Centers), and considering opportunities to add supports to schools midyear based on recent arrivals;
- Incorporating, in the District’s annual legislative and advocacy priorities, legislation that helps support the diverse needs of MLL and newcomer students; and be it finally

Resolved, That, with input from students, educators, and families, community organizations, and the LAUSD-UTLA Immigrant Support Committee, the Superintendent shall develop a revised Master Plan for English Learners plan for the 2025-2026 school year to fulfill the promise of our MLL students by addressing gaps in each of the areas listed above and report back to the Board on the implementation of the resolution in 120 days and as part of the annual Strategic Plan.

Ms. Ortiz Franklin seconded the motion.

Remarks were heard from Ms. Gonez regarding the resolution.

Ms. Gonez introduced Claudia Aragon, Director, Office of Immigrant Affairs, who spoke in support of the resolution.

Ms. Gonez introduced Dylan Cruz Pascual, multilingual learner student from James Monroe High School, Board District 6, who also spoke in support of the resolution and expressed his appreciation for the support of multilingual learners.

The following speakers addressed the Board on the resolution:

- Daisy Hernandez, Parent
- Juan Jose Mangandi, Community Representative
- Janeth Galindo, Parent
- Rocio Veliz, Central American Research Center
- Vanessa Aramayo, Alliance for a Better Community
- Francisco Moreno, Parent
- Ilse Escobar, Community Representative

- Eddie Mutz, LAUSD Student
- Francie, LAUSD Student
- Daniel, LAUSD Student

Remarks were heard from Dr. Rivas, Ms. Ramirez, Mr. Schmerelson, and Ms. Goldberg.

Ms. Gonez offered the following amendments to the resolution:

To be inserted after the fifth Whereas:

Whereas, The District provides supports to MLL students in the earliest years who attend preschool programs at the Early Education Centers and elementary schools, including a growing number of dual language early learning programs wherein MLL students can nurture their emerging bilingualism in a culturally relevant environment;

Edits made to the third to last Whereas:

Whereas, While wraparound services are available to newcomer students at the secondary level, ~~the dispersal of newcomer elementary school students may pose resource gaps~~ may exist in supporting newcomer students in early learning programs and elementary schools;

Edits made to bullets in the second Resolved:

- Increasing access to a diverse academic portfolio (including A-G coursework, electives and the arts), dual language immersion programs starting from the earliest years, enrichment opportunities, extracurricular activities, technology, social-emotional resources, and opportunities for additional supports outside of instructional time;
- Updating protocols and processes for communications with families to ensure cultural and linguistic appropriateness, awareness and understanding, including the benefits of and resources for supporting their home language while also learning English, the reclassification process and college preparation (e.g. for undocumented students and their unique financial aid needs), and improving partnership with families so they can be equipped and empowered to support their children's learning at home;
- Increasing access to language/interpretation services, especially in school communities where languages are spoken besides English and Spanish, such as Russian, Ukrainian, and indigenous languages from around the world;
- Building the capacity of certificated and classified employees ~~capacity~~ to support all MLL students through culturally responsive practices and awareness of the social-emotional needs of newcomers, and creating career pathways including "grow your own" programs to ensure a pipeline of teachers and staff who can meet the diverse needs of MLL and newcomer students beginning in preschool and transitional kindergarten;
- Creating partnerships with academic institutions and organizations specializing in multicultural education and the needs of International Newcomers as well as legal aid organizations or pro bono programs to provide legal support to immigrant students and their families;
- Providing additional support to schools with high concentrations of MLL students and International Newcomers, such as ~~providing~~ additional staff, financial resources, multilingual learning materials, dual language immersion programs from the earliest years, and wraparound services (e.g. legal and social-emotional support and resource hubs, such as Dream Resource Centers and enrollment supports, such as additional School Enrollment,

Placement and Assessment (SEPA) Centers), and considering opportunities to add supports to schools midyear based on recent arrivals;

- Incorporating, in the District's annual legislative and advocacy priorities, legislation that helps support the diverse needs of MLL and newcomer students; and be it finally

Edits made to the last Resolved:

Resolved, That, with input from students, educators, staff, families, community organizations, and the LAUSD-UTLA Immigrant Support Committee, the Superintendent shall develop a revised Master Plan for English Learners for the 2025-2026 school year to fulfill the promise of our MLL students by addressing gaps in each of the areas listed above and report back to the Board on the implementation of the resolution and overall investments made on behalf of MLL students in 120 days and as part of the annual Strategic Plan.

After discussion and on roll call vote, version 3 of the resolution was adopted as amended, 7 ayes.

Ms. Ramirez recorded an advisory vote of aye.

The final version of the resolution reads as follows:

Whereas, The Los Angeles Unified School District is proud to serve students who speak 98 different languages at home;

Whereas, Approximately 85,000 English Learners (EL), and 99,000 Reclassified Fluent English Proficient (RFEP) students make up approximately 44% of all students in the District;

Whereas, The Multi Language Learners (MLL) student population is heterogeneous including, among others, Potential Long-Term English Learners (PLTEL), Long-Term English Learners (LTEL), English Learner students with disabilities, English Learners identified as gifted and talented, as well as refugee and International Newcomer students, an MLL student population that has been rising steadily in recent years;

Whereas, The District is committed to supporting students who are Multi-Language Learners, including approximately 22,000 (5%) who are International Newcomers, as evidenced by ongoing efforts outlined in the District's Strategic Plan including targeted professional development, assigning trained staff to schools with a high concentration of International Newcomer students, providing instructional resources with EL-specific strategies to all teachers, assigning Multilingual Multicultural Academic Language Teams that support each region, and the creation of four International Network Academies and Dream Centers;

Whereas, The District is focused on decreasing the number of LTELs by providing targeted, supplemental supports in elementary and middle schools through the allocation of support staff who provide direct services to students and work with teachers to implement research-based strategies such as those highlighted in [LAUSD UTK-12 Essential Instructional Approaches for Multilingual Learners](#);

Whereas, The District provides supports to MLL students in the earliest years who attend preschool programs at the Early Education Centers and elementary schools, including a growing number of dual language early learning programs wherein MLL students can nurture their

emerging bilingualism in a culturally relevant environment;

Whereas, A measure of success for eliminating opportunity gaps is increasing EL reclassification rates to 25% (from 15.8% in 2019-20), and in the first year of the Strategic Plan, the District showed improvement in this area by increasing its EL reclassification rates to 21.8%;

Whereas, The 2023 Smarter Balanced Assessment (SBA) results show English Learners as the student group with the greatest Distance from Standard in English Language Arts, where the SBAs are comprehensive end-of-year assessments for English Language Arts/literacy and mathematics that measure progress toward college and career readiness;

Whereas, MLL high school students have class schedules that include state-required English Language Development (ELD) courses to achieve English proficiency which may delay access to a full range of courses, and the District is piloting a new grade-level ELD placement policy to expand ELs' access to grade-level coursework, including expediting International Newcomers' access to electives/grade-level English courses after their first year of ELD instruction;

Whereas, Newcomer students are a part of the overall MLL population but may also have unique needs, reflecting the traumas of the migration process, interrupted formal education, or other challenges, which necessitate specialized resources and programming;

Whereas, While wraparound services are available to newcomer students at the secondary level, resource gaps may exist in supporting newcomer students in early learning programs and elementary schools;

Whereas, the 2022-2025 UTLA collective bargaining agreement includes a side letter Memorandum of Understanding "Support for Immigrant Students and Families", which includes establishing the joint District and UTLA "Immigrant Support Committee;" and

Whereas, The Strategic Plan indicates that the District will pursue eliminating opportunity gaps by creating an inclusive environment, acting on early warning indicators to ensure students remain on track, and offering multiple opportunities for intervention and credit recovery during and after school, among other strategies; now, therefore, be it

Resolved, That the Governing Board of the Los Angeles Unified School District reaffirms its commitment to ensuring that all MLL students have access to a rigorous, well-rounded, high-quality public education;

Resolved further, That the Superintendent shall assess the holistic needs of MLL students and their families, the current provision of services, and explore additional strategies to deepen support, including:

- Increasing access to a diverse academic portfolio (including A-G coursework, electives and the arts), dual language immersion programs starting from the earliest years, enrichment opportunities, extracurricular activities, technology, social-emotional resources, and opportunities for additional supports outside of instructional time;
- Updating protocols and processes for communications with families to ensure cultural and linguistic appropriateness, awareness and understanding, including the benefits of and resources for supporting their home language while also learning English, the reclassification process and college preparation (e.g. for undocumented students and their

unique financial aid needs), and improving partnership with families so they can be equipped and empowered to support their children's learning at home;

- Increasing access to language/interpretation services, especially in school communities where languages are spoken besides English and Spanish, such as Russian, Ukrainian, and indigenous languages from around the world;
- Building the capacity of certificated and classified employees to support all MLL students through culturally responsive practices and awareness of the social-emotional needs of newcomers, and creating career pathways including "grow your own" programs to ensure a pipeline of teachers and staff who can meet the diverse needs of MLL and newcomer students beginning in preschool and transitional kindergarten;
- Creating partnerships with academic institutions and organizations specializing in multicultural education and the needs of International Newcomers as well as legal aid organizations or pro bono programs to provide legal support to immigrant students and their families;
- Providing additional support to schools with high concentrations of MLL students and International Newcomers, such as additional staff, financial resources, multilingual learning materials, dual language immersion programs from the earliest years, and wraparound services (e.g. legal and social-emotional support and resource hubs, such as Dream Resource Centers and enrollment supports, such as additional School Enrollment, Placement and Assessment (SEPA) Centers), and considering opportunities to add supports to schools midyear based on recent arrivals;
- Incorporating, in the District's annual legislative and advocacy priorities, legislation that helps support the diverse needs of MLL and newcomer students; and be it finally-

Resolved, That, with input from students, educators, staff, families, community organizations, and the LAUSD-UTLA Immigrant Support Committee, the Superintendent shall develop a revised Master Plan for English Learners for the 2025-2026 school year to fulfill the promise of our MLL students by addressing gaps in each of the areas listed above and report back to the Board on the implementation of the resolution and overall investments made on behalf of MLL students in 120 days and as part of the annual Strategic Plan.

- - -

President Goldberg modified the Order of Business to allow for a 3:15 P.M. time certain

- - -

Mr. Schmerelson moved the following resolution, with a 3:15 p.m. time certain.

Tab 16. Mr. Schmerelson - Celebrating Los Angeles Unified School District's Classified Staff (Res-025-23/24) (Noticed April 9, 2024)

Whereas, The Los Angeles Unified School District recognizes over 30,000 regular classified staff, over 4,000 substitute classified personnel, over 1,100 schools and centers;

Whereas, Classified employees play a key role in supporting students' academic success by assisting over 400,000 students inside and outside of the classroom in grades ETK-12, more than 26,000 students in Early Education programs and more than 20,000 students accomplishing their career goals in Adult and Career Education Centers;

Whereas, Classified employees are essential to the District's operations providing daily service to the students, faculty, staff, and families through their hard work as school employees, including clerical and technical employees, as well as bus drivers, instructional aides, library aides, paraeducators, special education assistants, library and media assistants, food service providers, security officers, computer services, maintenance workers and others;

Whereas, Classified employees have earned respect as educators, mentors, and partners in the education community while making a difference in the lives of the students they serve;

Whereas, Labor partners including Service Employees International Union (SEIU) Local 99, Teamsters Local 572, California School Employee Association (CSEA) Chapter 500, Los Angeles/Orange Counties Building and Construction Trades Council, Associated Administrators of Los Angeles (AALA), Los Angeles School Police Association (LASPA) and the Los Angeles School Police Management Association (LASPMA) represent classified employees who work tirelessly to serve students and ensure a supportive, clean, safe and comfortable learning environment for both the students and faculty of the District;

Whereas, During the regular academic year classified employees in the District safely transport approximately 41,000 students to and from school each day by bus; serve over 720,000 meals to students each day (including 400,000 breakfasts, 350,000 lunches, and 80,000 supper and snack meals per day); create and sustain a learning environment with clean and operational facilities and classrooms, and maintain an inviting landscape at more than 1,000 District schools and other facilities that students, parents, and the community can be proud of;

Whereas, In 1986, the California State Legislature decreed the third full week of May each year as Classified School Employee Week in official recognition of classified school employees by passage of Senate Bill 1552 (Campbell); and

Whereas, This year the California School Employees Association's theme for Classified School Employee Week is: "Empowering Generations"; now, therefore, be it

Resolved, That the Governing Board of the Los Angeles Unified School District hereby declares the week of May 19 through May 25, 2024, as Classified School Employee Week in the District and encourages the celebration of classified school employees at our schools and throughout the District for their hard work and unwavering dedication to our students, families, and schools and the invaluable contributions they make to our educational community;

Resolved further, That the District shows its appreciation during Classified School Employee Week to all classified employees through visible recognition at their respective school and work sites, such as handmade posters or banners, or other creative means; and, be it finally

Resolved, That the Board hereby recognizes and greatly appreciates the contributions and dedicated service of classified professionals to quality education in the District and the State of California.

Dr. Rivas seconded the motion.

Remarks were heard from Mr. Schmerelson regarding the resolution.

Mr. Schmerelson introduced Franny Parrish who spoke in support of the resolution and the importance of classified employees.

Judy Barron, Andrea Garcia, and Helen Lopez, Library Aides, shared remarks regarding Library Aides and classified employees.

Remarks were heard from Dr. McKenna.

The following speakers addressed the Board on the resolution:

- Joelle Hennington-Jeffries, Student
- Brennen Higgins, Student
- Matisse Anderson, Student
- Romy Griego, Student
- Melanie Juan-Cruz, Student
- Joseph Burney, Student
- Jada Payne, Student
- Tre'niece Thomas, Student

After discussion and on roll call vote, the resolution was adopted, 5 ayes, 2 absent, Ms. Gonez and Ms. Ortiz Franklin.

Ms. Ramirez recorded an advisory vote of aye.

Mr. McLean announced Ms. Ramirez would be sharing a brief video.

Ms. Ramirez shared remarks regarding the Student Board Member election, the goal to increase the number of election votes this year, the importance of the voting process, and how the voting process works. Ms. Ramirez shared a video of all the candidates.

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

CONSENT ITEMS

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

Tab 2. BOARD OF EDUCATION REPORT NO. 231 – 23/24
 Approval of Facilities Contracts Actions

- Tab 3. BOARD OF EDUCATION REPORT NO. 252 – 23/24
Define and Approve Three Early Education Center Outdoor Classroom and Campus Upgrade Projects and Amend the Facilities Services Division Strategic Execution Plan to Incorporate Therein
- Tab 4. BOARD OF EDUCATION REPORT NO. 262 – 23/24
Define and Approve the Porter Ranch Community School Phase 2 Classroom Addition Project and Amend the Facilities Services Division Strategic Execution Plan to Incorporate Therein
- Tab 5. BOARD OF EDUCATION REPORT NO. 266 – 23/24
Adoption of the Negative Declaration for the Canoga Park High School Major Modernization Project
- Tab 6. BOARD OF EDUCATION REPORT NO. 265 – 23/24
Project Approval for the Canoga Park High School Major Modernization Project
- Tab 7. BOARD OF EDUCATION REPORT NO. 267 – 23/24
Authorization to Negotiate and Enter into Agreements with Six Organizations for the Construction of Greening Projects on a Portion of 34 School Sites
- Tab 8. BOARD OF EDUCATION REPORT NO. 269 – 23/24
Define and Approve the 2024-2025 Education Code Section 47614 (Proposition 39) Facilities Renovation Effort and Amend the Facilities Services Division Strategic Execution Plan to Incorporate Therein
- Tab 9. BOARD OF EDUCATION REPORT NO. 270 – 23/24
Define and Approve 14 Board District Priority and Region Priority Projects, Cancel Three Board District Priority and Region Priority Projects, and Amend the Facilities Services Division Strategic Execution Plan to Incorporate Therein
- Tab 10. BOARD OF EDUCATION REPORT NO. 271 – 23/24
Adoption of Resolution to Authorize Los Angeles Unified School District Representatives Performance for State Allocation Board (SAB) Administered Programs
- Tab 11. BOARD OF EDUCATION REPORT NO. 263 – 23/24
Donations of Money and Materials to the District
- Tab 12. BOARD OF EDUCATION REPORT NO. 264 – 23/24
Report of Cash Disbursements and Request to Reissue Expired Warrants
- Tab 13. BOARD OF EDUCATION REPORT NO. 253 – 23/24
Approval of Routine Personnel Actions
- Tab 14. BOARD OF EDUCATION REPORT NO. 254 – 23/24
Provisional Internship Permits
- Tab 15. BOARD OF EDUCATION REPORT NO. 255 – 23/24
Career Technical Education Incentive Grant (CTEIG) 2024-25

BOARD MEMBER RESOLUTIONS FOR ACTION

- Tab 17. Ms. Goldberg, Mr. Schmerelson – Supporting Senate Bill 333 (Guaranteed Income Pilot Program for Youth Experiencing Homelessness) (Res-026-23/24) (Noticed April 9, 2024)

Whereas, Approximately 270,000 K-12 students in the state of California are currently experiencing homelessness—amounting to three percent of all students in California—including nearly 13,000 in Los Angeles Unified School District;

Whereas, Postsecondary education is increasingly necessary for people to exit homelessness and become financially stable in the State of California;

Whereas, During the summer after high school graduation, youth lose the robust support system provided by schools, including food assistance, shelter, and teachers, school counselors, and other trusted adults who have helped them navigate the transition to adulthood, and this discontinuity can prevent their access to employment and higher education; and

Whereas, California State Senator Dave Cortese (San Jose) has introduced SB 333, which would establish a statewide guaranteed income pilot program called the California Success, Opportunity, and Academic Resilience (SOAR) Guaranteed Income Program, to provide over 15,000 high school seniors experiencing homelessness with direct cash assistance to support their transition out of high school and help them gain employment and postsecondary education; now, therefore, be it

Resolved, That the Governing Board of Los Angeles Unified School District hereby support the passage of SB 333, the California SOAR Guaranteed Income Program; and

Resolved further, That the Board hereby directs the Superintendent and the Office of Government Affairs to communicate to our state's legislature the urgent need for it to pass SB 333; and, be it finally

Resolved, That as soon as SB 333 is signed into law, the Superintendent and the Office of Government Affairs should work with the relevant state agencies to ensure the most effective and broadest possible implementation of the California SOAR Guaranteed Income Program in LAUSD.

CORRESPONDENCE AND PETITIONS

- Tab. 21. Report of Correspondence including Williams Uniform Complaint Quarterly Report Summary (ROC-011-23/24)

NEW BUSINESS FOR ACTION, CONTINUED

- Tab 22. BOARD OF EDUCATION REPORT NO. 298 – 23/24
Consideration of the Broadway-Manchester Street Lighting Maintenance Assessment District Petition

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

Board of Education Report No. 252 – 23/24, Define and Approve Three Early Education Center Outdoor Classroom and Campus Upgrade Projects and Amend the Facilities Services Division Strategic Execution Plan to Incorporate Therein

- David Tokofsky, Community Representative

Board of Education Report No. 255 – 23/24, Career Technical Education Incentive Grant (CTEIG) 2024-25

- Susannah Hall, Teacher, STEM Academy of Hollywood
- Lindsay Weitzel, Teacher, STEM Academy of Hollywood
- Melissa Chavez, STEM Academy of Hollywood

Supporting Senate Bill 333 (Guaranteed Income Pilot Program for Youth Experiencing Homelessness) (Res-026-23/24)

- Laurie Millan, LAUSD Social Worker

Report of Correspondence including Williams Uniform Complaint Quarterly Report Summary (ROC-011-23/24)

Mr. McLean read the following statement:

Before action is taken on the Report of Correspondence regarding the Williams Settlement Uniform Complaint Quarterly Report Summary from the Director of the Educational Equity Compliance Office, a public hearing must be held.

This constitutes a public hearing on the report, and a maximum of 15 individuals who wish to address the Board on this item will be heard. Those who wish to speak and have not already signed-up should sign-up online at <https://boardmeeting.lausd.net/speakers>.

Speakers will be called by name.

- David Tokofsky, Community Representative
- Verenice Miron, Parent

Mr. Melvoin moved that the Consent Items be adopted.

Dr. Rivas seconded the motion.

On roll call vote, and with the following exception, the Consent items were adopted, 5 ayes, 2 absent, Ms. Gonez and Ms. Ortiz Franklin:

- Board of Education Report No. 253-23/24, Approval of Routine Personnel Actions, Ms. Goldberg was recused from the vote on the reimbursement agreement for David Goldberg.

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

The final vote was 6 ayes, 1 absent, Ms. Gonez.

Ms. Ramirez recording an advisory vote of aye.

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

PUBLIC COMMENT

The following speakers addressed the Board on the subjects indicated:

Joshshae Henderson, Student	More funding for resources at schools
Emily Vazquez, Student	Student Equity Needs Index
Leo Ceron, Student	Opposes Los Angeles School Police
Hazbelt Benito, Student	Defund Los Angeles School Police Department (LASPD)
Nicole Lovera, Student	Release carryover funds for high needs schools
Juliette Alvarado, Student	Release carryover funds for high needs schools
Stephen Sarinana-Lampson, Kenny Washington Stadium Foundation	Lincoln High School Modernization Plan budget
Briana Rodriguez, Student	Prioritize the safety of students
Maki Draper, Student	List of demands from Students Deserve
Elizabeth Alvarez, Student	Defund LASPD
Elena, Student	Mental health supports for students
Dominic Guerra, Student	Defund LASPD
Luis Calderon, Community Representative	School budget for high need schools
Alan Kakassy, Community Representative	LASPD
Karla Franco, DELAC Representative	Improving supports for English learners
Paul Robak, PAC and CAC Representative	SELPA Local Plan
Silvia Limas, Student	School safety
Ronnie Dean, Parent	Anti-Semitism
Kristina Avila, Community Representative	Budget cuts to crisis counseling, Support for Psychiatric Social Worker (PSW) positions
Lori Younger, PSW	Budget cuts to PSW positions
Sara Peral, PSW	Proposed budget cuts to various mental health services program
Danna Balas, Parent	International Holocaust Remembrance Alliance

President Goldberg resumed the Order of Business.

NEW BUSINESS FOR ACTION

Tab 1. BOARD OF EDUCATION REPORT NO. 236 – 23/24
Approval of Procurement Actions

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

Mr. McLean read the following statement:

In accordance with Regulation Section 18438.8, Board Member Melvoin is disclosing receipt of a campaign contribution in excess of \$250 from a party interested in the following contract action:

Board of Education Report No. 236 – 23/24 (Procurement Services Division)
Tab 1, Item T, Goodman Food Products, dba Don Lee Farms (SBE) Contract Number
4400012964
Source: Donald Goodman, Executive, Don Lee Farms

Further, Board Member Melvoin is disqualified from participating in the previously stated contract action.

Later in the meeting, Mr. McLean made a correction that the correct item number Mr. Melvoin recused himself from should have been read as Item S, not Item T.

Pedro Salcido and Kristin Murphy responded to questions from the Board.

On roll call vote, and with the following exception, the report was adopted, 5 ayes, 1 abstention, Dr. McKenna, 1 absent, Ms. Gonez:

- Mr. Melvoin was recused from the vote on Item S, Goodman Food Products, dba Don Lee Farms (SBE) Contract Number 4400012964

Ms. Ramirez was absent.

SUPERINTENDENT’S REPORTS cont.

Andrew Thomas, Director, Independent Analyses Unit (IAU), provided an introduction to the Community-Based Safety Plan highlighting the following:

- Explanation of the work by the IAU to inform the development of the plan
- Landscape analyses of the plan
- IAU recommendations and considerations

Andres Chait, Chief of School Operations, shared a brief video showing community-based safety in action and provided a presentation on the Community-Based Safety Plan highlighting the following:

- Community-based safety definition
- Extensive stakeholder engagement and feedback
- The District’s current commitment to community-based safety and the proposed expansion of the model
- Anticipated outcomes or goals based on the work

Ms. Goldberg requested Mr. Thomas provide the following:

- More information on how the District can better monitor the Safe Passage Program

- More specifics on what the Board can do to change the long and cumbersome Memorandum of Understanding (MOU) process for community partners

Remarks were heard from Dr. McKenna and Dr. Rivas.

Dr. John Vladovic, Executive Director, Secondary, responded to questions from Dr. Rivas.

Dr. McKenna said the Board needs to have a longer discussion regarding the Safe School Task Force and Community-Based Safety Plan. Ms. Goldberg proposed the Board ask all their questions related to the presentations, and staff could provide the answers at a later time. In addition, she proposed that the Board continue the conversation at the next Committee of the Whole meeting, or at a special meeting to discuss school safety. She will meet with the Superintendent and staff to determine when they can arrange a meeting.

Remarks were heard from Mr. Schmerelson, Mr. Melvoin, and Ms. Goldberg.

The following are questions and requests for more information related to the Safe School Task Force Annual Update presentation:

- What are the specific subjects or content for the peer counseling mediation curriculum
- What are the 28 secondary schools that are currently piloting the peer counseling
- Regarding Task Force recommendation 2:
 - Elaborate on the task force definition of success in this area
 - What would indicate that these resources are being effectively communicated to the school community
- Regarding Task Force recommendation 4:
 - If Secondary School Safety committees are to determine if they would like an officer on campus, how does the task force think this should happen
 - Who is on the Secondary School Safety committee
 - If the decision is left to the schools, how does the District make sure their voices are heard
- Regarding Task Force recommendation 13:
 - Is there any initial planning on what staff development would look like based on the findings from the behavioral data review
- Regarding the composition of the Task Force:
 - Who comprises the various groups
 - Who has been meeting
 - Who is invited to meet
- Which of the 14 recommendations made by the Task Force have already been incorporated into District policy, practices, and protocol; and, which have not
- Has the District conducted a formal or independent evaluation of its modified police deployment model or of the school climate efforts
- Regarding restorative practices:
 - How does the District make restorative practices fully realized
 - What does it cost
 - How many people have to be involved
 - How soon can the District make it happen

The following are questions related to the Community-Based Safety Plan presentation:

- Regarding student perceptions about safety:
 - To evaluate school progress, are there additional metrics planned besides the School Experience Survey
 - How can the District triangulate the data on improving students' perceptions
- Regarding the expansion of Community-Base Safety programs based on BSAP schools, and the challenges in finding available providers for the Safe Passage Program:
 - What specific strategies or plans are in place to address these gaps, particularly in areas with limited provider ability
 - What strategies will be used to identify and vet qualified providers with a deep understanding of the specific community that they will be serving
- Regarding the diverse perspectives of safety:
 - Can the trainings equip staff to create safe and inclusive learning environments that meet the needs of all students
 - How can the District collectively implement this plan and achieve a narrative change of student safety and schools and surrounding areas
- What role can the District play with social media, if any, to have some effect on bullying
- Regarding the tracking of school incidents:
 - How is the data calculated
 - Is it the same all over the District or concentrated on parts of the District
 - If it is concentrated in some parts, should there be a different Community-Based Safety Plan orientation or should it be the same plan implemented differently
- Regarding vendors:
 - How can the District evaluate using in house personnel versus outside vendors
 - How can the District determine if expanding vendors is the best route to take
- Regarding vendor I Am Breaking the Chains (IABTC):
 - What happened to IABTC in terms of its ongoing services to the school system
 - For how many schools was IABTC providing safe passage services
 - To what extent did IABTC collaborate with police
 - What other services does this company provide for the District, and where
 - What company has taken over for IABTC, if any
 - How much was IABTC being paid for its work
 - What are the takeaways of what if anything went wrong in the school safety procedures at Washington Preparatory High School
- Questions regarding vendor provided support:
 - What vetting background checks are being required for any individuals being employed
 - Are there any special legal liabilities the District is incurring by hiring outside vendors to support school safety
 - What references, effectiveness data is being required from the organization or program itself
 - What trainings are being required based on district mandates in specific work assignments, especially related to conflict mediation resolution and implicit anti-racism training
 - What office administrator has been assigned to oversee and monitor this program
 - How is the program being rolled out so there is assurance of equity and access to these resources
 - Are individual and program performance evaluations being required at the end of each school year

Remarks were heard from Superintendent Carvalho.

BOARD MEMBER RESOLUTION FOR INITIAL ANNOUNCEMENT

The following resolutions will be for action at the June 4, 2024 Regular Board Meeting:

- Tab 19. Dr. Rivas – Supporting Assembly Constitutional Amendment No. 16 (ACA 16), the Green Amendment, to Codify the Right to Clean Air, Water, and a Healthy Environment for Every Californian (Res-028-23/24)

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

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

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

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

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

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

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

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

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

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

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

Tab 20. Dr. Rivas, Mr. Schmerelson – Equitable Access to Vision Care in Los Angeles Unified School District Schools (Res-029-23/24)

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

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

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

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

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

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

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

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

Resolved, That the Governing Board of the Los Angeles Unified School District commits to furthering student success by expanding access to vision services through a school-based vision care program offered at no cost to students, families, or the District;

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

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

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

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

ADJOURNMENT

Mr. Melvoin moved that the meeting be adjourned in memory of Stephanie Chi-Park, parent volunteer at Broadway Elementary. Ms. Goldberg moved that the meeting be adjourned in memory of Delaine

Eastin, former California State Superintendent of Public Instruction.

The meeting adjourned at 7:39 p.m.

APPROVED BY THE BOARD: **OCTOBER 22, 2024**


JACKIE GOLDBERG
PRESIDENT


MICHAEL MCLEAN
EXECUTIVE OFFICER OF THE BOARD

II