

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

REGULAR MEETING STAMPED ORDER OF BUSINESS

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

Roll Call

Pledge of Allegiance

Board President's Reports

Student Voices

Labor Partners

Recognition of Carlston Outstanding Teachers of America Award Recipients

Committee Chair Reports

- Charter School Committee
- Committee of the Whole
- Procurement/Facilities Committee
- Safety/School Climate Committee
- Special Education Committee

Recognition of District Nursing Services

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

- Safe School Task Force Annual Update
- Community-Based Safety Plan

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 ten (10) speakers, except those items for which a Public Hearing will be held will allow for 15 speakers, and 20 speakers may sign up for general Public Comment.

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

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

Speakers addressing items not on the agenda will be heard at approximately 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.

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

Attending the Meeting

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

New Business for Action

1. Board of Education Report No. 236 – 23/24 **ADOPTED**
Procurement Services Division
(Approval of Procurement Actions) Recommends approval of the contract actions taken by the Procurement Services Division within delegated authority as listed in Attachment “A” including the approval of award of Professional Service Contracts not exceeding \$250,000: New Contracts; Contract Amendments; Memorandum of Understanding; Purchase Orders; Goods and General Services Contracts: 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.”
2. Board of Education Report No. 231 – 23/24 **ADOPTED BY CONSENT VOTE**
Procurement Services Division – Facilities Contracts
(Approval of Facilities Contracts Actions) Recommends approval of the Procurement Services Division contract actions taken by Facilities Contracts under delegated authority as listed in Attachment “A” including: award of advertised construction contracts; award of job order contract amendments; approval of change orders; completion of contracts; award of informal contracts; award of goods and services contract; extra services/amendments for architectural and engineering contracts and approve the proposed contracts listed in Attachment B including architectural and engineering services contract capacity increase amendment.
3. Board of Education Report No. 252 – 23/24 **ADOPTED BY CONSENT VOTE**
Facilities Services Division
Early Childhood Education Division
(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) Recommends the definition and approval of three Early Education Center Outdoor Classroom and Campus Upgrade Projects, as described in Exhibit A, for a total combined budget of \$21,402,233.
4. Board of Education Report No. 262 – 23/24 **ADOPTED BY CONSENT VOTE**
Facilities Services Division
(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) Recommends the definition and approval of the Porter Ranch Community School Phase 2 Classroom Addition Project with a total proposed budget of \$2,898,919.
5. Board of Education Report No. 266 – 23/24 **ADOPTED BY CONSENT VOTE**
Office of Environmental Health and Safety
(Adoption of the Negative Declaration for the Canoga Park High School Major Modernization Project) Recommends the adoption of the Negative Declaration for the proposed Canoga Park High School Major Modernization Project prepared in compliance with the California Environmental Quality Act (CEQA; Public Resources Code §21000 et seq.) and State CEQA Guidelines (California Code of Regulations, Title 14, Division 6, Chapter 3 §15000 et seq.).

6. Board of Education Report No. 265 – 23/24 **ADOPTED BY CONSENT VOTE**
Facilities Services Division
(Project Approval for the Canoga Park High School Major Modernization Project) Recommends approval of the proposed Canoga Park High School Major Modernization Project with a budget of \$138,319,800.
7. Board of Education Report No. 267 – 23/24 **ADOPTED BY CONSENT VOTE**
Facilities Services Division
Eco-Sustainability Office
(Authorization to Negotiate and Enter into Agreements with Six Organizations for the Construction of Greening Projects on a Portion of 34 School Sites) Recommends the authorization of the Chief Facilities Executive and/or her designee to negotiate and enter into development and maintenance agreements, and any other reasonable instruments deemed necessary, with six nonprofit organizations for the construction of greening projects, as described in Exhibit A, on 34 school sites.
8. Board of Education Report No. 269 – 23/24 **ADOPTED BY CONSENT VOTE**
Facilities Services Division
Office of the Chief Strategy Officer
(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) Recommends the definition and approval of the 2024-2025 Education Code Section 47614 (Proposition 39) facilities renovations at up to 51 school sites, as listed on Exhibits A, B, and C, with a not-to-exceed cumulative budget of \$6,544,452.
9. Board of Education Report No. 270 – 23/24 **ADOPTED BY CONSENT VOTE**
Facilities Services Division
(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) Recommends the definition and approval of 14 Board District Priority (BDP) and Region Priority (RP) projects, as listed on Exhibit A, for a total combined budget of \$880,434; and approval of an amendment to the Facilities Strategic Execution Plan to cancel three BDP and RP projects, as listed on Exhibit B.
10. Board of Education Report No. 271 – 23/24 **ADOPTED BY CONSENT VOTE**
Facilities Services Division
(Adoption of Resolution to Authorize Los Angeles Unified School District Representatives Performance for State Allocation Board (SAB) Administered Programs) Recommends adoption of the Board of Education Resolution (Exhibit A) to authorize Los Angeles Unified School District personnel to perform all necessary functions related to State Allocation Board administered programs, including the administration of necessary grant-related activities, and the execution of all instruments necessary, as legally permissible, to implement the requirements of the grant awards.
11. Board of Education Report No. 263 – 23/24 **ADOPTED BY CONSENT VOTE**
Accounting and Disbursements Division
(Donations of Money and Materials to the District) Recommends approval of donations of money to the District totaling \$751,827.00; and, approval of the donation of materials/food to the District totaling \$344,351.00.

12. Board of Education Report No. 264 – 23/24 **ADOPTED BY CONSENT VOTE**
Accounting and Disbursements Division
(Report of Cash Disbursements and Request to Reissue Expired Warrants) Recommends ratification of cash disbursements totaling \$967,072,865.43 which were made against funds of the District from March 1, 2024, through March 31, 2024; and, approval to reissue expired warrants that were not cashed within the prescribed period totaling \$23,599.57.
13. Board of Education Report No. 253 – 23/24 **ADOPTED BY CONSENT VOTE**
Human Resources Division
(Approval of Routine Personnel Actions) Recommends approval of 3,488 routine personnel actions such as elections, promotions, transfers, leaves, terminations, etc.
14. Board of Education Report No. 254 – 23/24 **ADOPTED BY CONSENT VOTE**
Human Resources Division
(Provisional Internship Permits) Recommends approval of the continuing employment of 6 teachers who are employed under the Provisional Internship Permit requirements, allowing the District to continue to staff subject field shortage classrooms.
15. Board of Education Report No. 255 – 23/24 **ADOPTED BY CONSENT VOTE**
Career Technical Education-Linked Learning
Division of Instruction
(Career Technical Education Incentive Grant (CTEIG) 2024-25) Recommends approval of the ratification for the Career Technical Education Incentive Grant for a total grant award of \$12,060,000 (July 1, 2024, through December 31, 2025).

Board Member Resolutions for Action

16. Mr. Schmerelson, Dr. McKenna, Dr. Rivas, Mr. Melvoin, Ms. Goldberg, Ms. Gonez, Ms. Ortiz Franklin, Ms. Ramirez - Celebrating Los Angeles Unified School District's Classified Staff (Res-025-23/24) (Noticed April 9, 2024)

ADOPTED

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.

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)

ADOPTED BY CONSENT VOTE

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.

18. Ms. Gonez, Dr. McKenna, Dr. Rivas, Mr. Schmerelson, Mr. Melvoin, Ms. Goldberg, Ms. Ortiz Franklin, Ms. Ramirez - Éxito y Promesa: Deepening and Expanding Support for Multi Language Learners (Res-027-23/24) (Noticed April 9, 2024)

ADOPTED AS AMENDED

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, ~~the dispersal of newcomer elementary school students may pose 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 ~~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-

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.

Board Member Resolution for Initial Announcement

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)

FOR ACTION JUNE 4, 2024

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

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

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

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

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

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

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

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

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

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

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

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

FOR ACTION JUNE 4, 2024

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

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

Whereas, Up to one-third of children experience vision problems that can significantly hinder their academic performance and overall well-being. These uncorrected issues impede learning as

80% of it is processed visually, leading to difficulties with reading, focusing, headaches, and participation in classroom activities;

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

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

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

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

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

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

Resolved further, That the Superintendent shall develop a Strategic Vision Care Plan for a pilot program with non-profit organizations 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.

Correspondence and Petitions

21. Report of Correspondence including Williams Uniform Complaint Quarterly Report Summary (ROC-011-23/24) **APPROVED BY CONSENT VOTE
PUBLIC HEARING STATEMENT READ**

New Business for Action, Continued

22. Board of Education Report No. 298 – 23/24 **ADOPTED BY CONSENT VOTE**
Facilities Services Division
Consideration of the Broadway-Manchester Street Lighting Maintenance Assessment District Petition

Adjournment

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

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

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

Materials related to an item on this Order of Business distributed to the Board of Education are available for public inspection at the Security Desk on the first floor of the Administrative Headquarters, and at:
<https://www.lausd.org/boe#calendar73805/20240523/event/69360>

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