

**BOARD OF EDUCATION OF THE CITY OF LOS ANGELES  
GOVERNING BOARD OF THE LOS ANGELES UNIFIED SCHOOL DISTRICT**

**SPECIAL BOARD MEETING MINUTES  
Including Charter Items**

333 South Beaudry Avenue, Board Room  
9:00 a.m., Tuesday, February 23, 2021

Board Members may participate by telephone or teleconference  
as allowed by California Executive Order N – 25 – 2  
which suspends specific provisions of the Open Meeting Laws.

The Los Angeles Board of Education acting as the Governing Board of the Los Angeles Unified School District met in special session on Tuesday, February 23, 2021, at the Administrative Offices, Board Room, 333 South Beaudry Avenue, Los Angeles, California.

Executive Officer of the Board Jefferson Crain called the meeting to order at 9:03 a.m.

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

Superintendent Austin Beutner was present via teleconference.

Board President Gonez welcomed everyone in attendance and led the Pledge of Allegiance.

**NEW BUSINESS FOR ACTION**

**BOARD OF EDUCATION REPORT NO. 241 – 20/21**

**Approval of the Proposed Material Revision of the Charter for Ánimo Jackie Robinson Charter High School to Increase Enrollment Capacity**

Ms. García moved that the report be adopted. Mr. Melvoin seconded the motion.

The following speakers addressed the Board:

Stan Galeyea, Constitutional Law Group  
Rayne (last name not given)  
David Tokofsky, David Tokofsky Consulting  
Rick Martin, Constitutional Law Group

Mr. Jose Cole-Gutierrez, Director, Charter Schools Division, provided a brief overview of the proposed material revision for Ánimo Jackie Robinson Charter High School to increase enrollment capacity.

Mr. Cole-Gutierrez responded to questions from Ms. García regarding how the school became co-located, how long it has been co-located, and the tenor of the relationship between the two schools.

Mr. Cole-Gutierrez responded to questions from regarding how increasing the enrollment capacity of the charter school could affect the enrollment in neighboring high schools, the impact on middle school classrooms, and how the two schools share space.

At the request of Ms. Gonez, Mr. Cole-Gutierrez confirmed the number of students Ánimo Jackie Robinson Charter High School is currently serving.

Ms. Devora Navera Reed, Interim General Counsel, responded to a question from Mr. Melvoin regarding whether or not the Board can impose a timeframe for material revisions.

Mr. Cole-Gutierrez responded to a question from Ms. Goldberg regarding whether the Charter School Division issued a Notice to Cure to the school because they exceeded their enrollment. Ms. Goldberg expressed concerns that there are no real limits because the District imposes limits on the number of students, yet the schools can still exceed them.

Mr. Cole-Gutierrez responded to a question from Ms. Goldberg regarding classroom space and whether there are enough classrooms for both schools to have hybrid classes should there be a need. Ms. Megan Reilly, Deputy Superintendent, shared remarks regarding the hybrid model.

Ms. Marla Willmott, Senior Coordinator, Charter Schools Division, responded to a question from Ms. Goldberg what the school is doing to address their low math scores.

Mr. Cole-Gutierrez said charter schools increasing enrollment beyond their maximum capacity is an issue the Charter School Division is revisiting.

On roll call vote, the report was adopted, 7 ayes.

### BOARD MEMBER RESOLUTIONS FOR ACTION

Ms. Ortiz Franlin moved the following resolution with the amendments indicated.

Ms. Ortiz Franklin, Ms. Goldberg, Ms. Gonez - ~~Improving Racial Equity in College Readiness through~~ Exploring Mastery-Based Learning and ~~Equitable~~ Grading (Res-013-20/21) (Noticed February 09, 2021)

~~Whereas, Los Angeles Unified School District is committed to preparing all students to graduate with the academic, social and emotional skills necessary to thrive in post-secondary education including successful completion of A-G requirements;~~

~~Whereas, Nationwide, distance learning has exacerbated previously existing inequities in access to supportive learning environments and academic outcomes, particularly for Black, Latinx, Filipino and Indigenous students, emergent bilingual speakers, students with disabilities, foster youth and students experiencing homelessness;~~

~~Whereas, Learning environments are currently impacted by layers of personal and professional challenges to students, families, educators and school staff caused by both the global pandemic and historic, institutionalized racism, including, but not limited to, illness, death, stress, fear, anxiety, housing insecurity, unemployment, and absenteeism;~~

~~Whereas, The District has taken responsive, though tardily communicated, steps to support our students during COVID-19 and physical school closures, including no Fails in Spring 2020 and encouraged extensions of incompletes for Fall 2020, indicating a need to revisit the established grading policies and communicate clear, consistent expectations;~~

Whereas, Nationwide, school districts are revisiting grading practices and social-emotional supports to respond to the shifting learning context as a result of distance learning and the ways in which traditional grading contributes to inequitable outcomes for historically marginalized students;

Whereas, Research, [including but not limited to that cited in Joe Feldman's "Grading for Equity."](#) indicates that traditional, behavior-oriented grading systems stifle growth mindsets, hide meaningful information and provide misleading information, invite conscious and unconscious biases, demotivate and disempower both students and educators;

Whereas, The District's Fall 2020 15-week report card showed double digit increases over the previous year in the number of D's and F's for high-need students including Black and Latinx students, English learners, students with disabilities, foster youth and students experiencing homelessness;

~~Whereas, As of January 2021, 42 percent of District high school students are on-track for A-G UC/CSU eligibility, 28 percent of the class of 2021 is five or more classes off track, and both indicators demonstrate gaps across student groups based on race, language, disability, and whether students are foster youth or experiencing homelessness;~~

Whereas, The Governing Board of the Los Angeles Unified School District supports District educators in the use of grading and feedback practices that reflect standards-based proficiency and student learning, clearly communicating with students and families the distinct expectations of academics, work habits and cooperation marks;

Whereas, Mastery Learning and Grading is a growth mindset approach to teaching and learning, based on the expectation that everyone can learn when provided with the right conditions and support, and a wealth of academic literature and research supports the importance and effectiveness of implementing a mastery-based approach to teaching as a more accurate reflection of student learning and growth;

Whereas, The District currently has over 1,800 certified educators and 130 certified facilitators in Mastery Learning and Grading, waiting lists for professional development opportunities, and multiple courses for independent study on Schoology; and

Whereas, Becoming proficient in mastery-based learning and grading is a learning process for educators, families and students, and implementation must reflect and respect the learning of individuals and school communities; [now, therefore, be it](#)

~~Whereas, The District's secondary grading policies have not been revised since 2012 (homework and makeup work) and 2005 (marking practices and procedures); now, therefore, be it~~

Resolved, That the Governing Board of the Los Angeles Unified School District commits to achieving ~~racial~~ equity in college readiness for all students, [especially for Black, Latinx, and Filipino](#)

students, emergent bilingual speakers, students with disabilities, foster youth and students experiencing homelessness, and recognizes that ~~replacing inequitable grading policies~~ with a supportive approach to mastery-based learning and grading is may be one important step towards doing so;

Resolved further, That the Board directs the Superintendent to develop a comprehensive and multi-year plan by ~~December 2022~~ May 2023, based on recommendations from the Equitable Grading Advisory Group (described below), and that includes a path to ~~transition the District to~~ mastery-based learning and grading practices, including all requisite supports necessary for universal and differentiated implementation;

Resolved further, That the Board directs the Superintendent to establish an Equitable Grading Advisory Group, chaired by the Division of Instruction, to advise the Superintendent on the proposed creation and implementation of a District-wide comprehensive equitable grading plan and to present progress to the Board quarterly, beginning in May 2021 and ending in May 2024. The Equitable Grading Advisory Group shall:

- Consist of 20-30 diverse representatives who are teachers, counselors, administrators, parents, students, and others with expertise and/or an important perspective on grading policies, as determined by the Division of Instruction;
  1. Each Board Member shall select up to 3 representatives (educators, counselors, parents, students, and/or community partners, etc.)
  2. In consultation with the District parent committees (PAC, CAC, DELAC), the Parent and Community Services branch shall select up to 3 representatives
  3. The Division of Instruction, UTLA and AALA shall each select up to 3 representatives
- Review current and relevant research, articles and tools, including the District's Mastery Learning & Grading Elementary Rubric, Secondary Rubric, and Implementation Rubric;
- Analyze quantitative and qualitative data, including at least A-G C+ on-track by student group, alignment of grades and performance on SBAC and other assessments, and key questions from the School Experience Survey;
- Seek additional input from relevant stakeholders, beginning with educators who have participated in Mastery Learning and Grading professional development;
- Develop recommendations for District-wide multi-year SMARTE (specific, measurable, ambitious, realistic, time-bound and equitable) goals and strategies towards equitable grading;
- Provide recommendations to the Superintendent on the proposed revisions of the District's secondary marking practices and procedures policy, so as to reflect the current research and best practices for equitable grading as well as cohesion between elementary and secondary grading;
- Consider options and approaches for providing educators the ability to choose and use multiple assessments for grade-level learning targets across all disciplines that are easily accessible and understandable, beginning with samples from grade levels and content areas assessed statewide;

Resolved further, That the Board directs the Superintendent to update District plans and systems to support more educators in their efforts towards mastery learning and grading ~~reflect the Board's~~ commitment by May 2021:

- ~~Articulate a vision for racial equity in college readiness in the 2021–22 Local Control Accountability Plan (LCAP) and District budget, aligned to student outcome goals and supported by strategic approaches, including mastery learning and grading;~~
- Promote Provide universal access to and awareness of ~~differentiated~~ professional learning opportunities to build educator’s background knowledge about the inequitable impact of traditional grading and the research-based best practices to shift to mastery-based learning and grading;
- Communicate supports and resources currently available for educators to progressively incorporate equity-based grading practices, prioritizing practices that support students during distance learning, such as:
  - ~~Providing flexible due dates and~~ Avoiding grading practices that reduce an academic grade because of behavior or attendance
  - Providing multiple opportunities to demonstrate learning, considering for revision and reassessment, ideally using the most recent or consistent evidence of proficiency highest scores that reflect current and true academic performance rather than an averaging of scores that may reflect learning still in progress
  - Limiting the weight of practice assignments (e.g. homework ~~and classwork~~) in a student’s final academic grade
  - Documenting intervention and ~~collaborative~~ supports, including communication with students and their families, provided before issuing any Fails on final report cards
- Invest in necessary upgrades to the Gradebook in Schoology, the District’s Learning Management System, to give teachers the necessary tools and resources to implement mastery-based grading (including refining grading comments to incorporate standards-based feedback and progress); and, be it finally

Resolved, That with quarterly updates from the Grading Advisory Group, the Board may take timely action to discuss potential policy changes and to implement recommendations from the Advisory Group.

Ms. García seconded the motion.

The following speakers addressed the Board:

Mayra Zamora, Parent  
Jonathan Fratz, Student

Remarks were heard from Ms. Ortiz Franklin regarding the resolution.

Ms. Ortiz Franklin proposed the following amendment in the third resolved of the resolution which was accepted as friendly by the seconder:

- Consist of 20-30 diverse representatives, in accordance with collective bargaining agreements, who are teachers, counselors, administrators, parents, students, and others with expertise and/or an important perspective on grading policies, as determined by the Division of Instruction;

Ms. García proposed the following additional amendment in the fourth resolved of the resolution which was accepted as friendly by Ms. Ortiz Franklin:

Resolved further, That the Board directs the Superintendent to update District plans and systems to support more educators in their efforts towards mastery learning and grading by ~~May~~ June 2021:

Ms. Megan Reilly, Deputy Superintendent, expressed her appreciation for the additional time because staff has been focused on preparing for the reopening of schools.

Remarks were heard from Dr. McKenna regarding Joe Feldman’s research and the purpose of testing. He spoke about mastery based learning and grading and asked if these practices and expectations were already in place. Ms. Ortiz Franklin responded to Dr. McKenna’s question. Ms. Alison Yoshimoto Towery, Chief Academic Officer, responded to Dr. McKenna’s question and spoke about the complexity of equitable grading and unconscious bias.

Ms. Goldberg expressed her thanks to Ms. Ortiz Franklin for bringing this resolution forward. She shared remarks about grading and discussed the grading system she used when she was teaching. She said there needs to be a larger discussion on what mastery means; and, what standards, objectives, and the goals the District will choose. In addition, there needs to be a discussion on eliminating grading practices already in place. She spoke about equitable grading and said the District needs to address if the current individual grading practices by teachers is the best practice to help support student learning.

Mr. Melvoin expressed his support for the resolution. He spoke about Principal Kyle Hunsberger at Katherine Johnson STEM Academy who was using graphs that correlated Smarter Balanced Assessment Consortium (SBAC) scores to grades. In addition, he spoke about the need for flexibilities in grading and about new grade configurations.

Mr. Schmerelson said for planning purposes, staff from the Division of Instruction should look into past discussions, collaborations, and data already collected by the District regarding mastery based grading.

Remarks were heard from Ms. Gonez regarding the disparities for Black and Latino students in terms of grades. She said that the District has already invested in this work and staff needs to build on past efforts and not reinvent the wheel. This effort will require a lot of planning and she appreciates that the resolution includes a robust working group that will inform the development of a plan to transition to mastery based learning and grading Districtwide.

Dr. McKenna said the District should be cautious about the enthusiasm to make a change that may not be an improvement. He shared remarks about grading and said it will be a challenge to try and standardize a grade for everyone.

Ms. Ortiz Franklin said her hope is that this resolution builds upon the work already happening and potentially opens more creativity and collaboration for making sure students are holistically prepared post high school graduation.

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

The final version of the resolution reads as follows:

Whereas, Nationwide, school districts are revisiting grading practices and social-emotional supports to respond to the shifting learning context as a result of distance learning and the ways in which traditional grading contributes to inequitable outcomes for historically marginalized students;

Whereas, Research, including but not limited to that cited in Joe Feldman’s “Grading for Equity,” indicates that traditional, behavior-oriented grading systems stifle growth mindsets, hide meaningful information and provide misleading information, invite conscious and unconscious biases, demotivate and disempower both students and educators;

Whereas, The District’s Fall 2020 15-week report card showed double digit increases over the previous year in the number of D’s and F’s for high-need students including Black and Latinx students, English learners, students with disabilities, foster youth and students experiencing homelessness;

Whereas, The Governing Board of the Los Angeles Unified School District supports District educators in the use of grading and feedback practices that reflect standards-based proficiency and student learning, clearly communicating with students and families the distinct expectations of academics, work habits and cooperation marks;

Whereas, Mastery Learning and Grading is a growth mindset approach to teaching and learning, based on the expectation that everyone can learn when provided with the right conditions and support, and a wealth of academic literature and research supports the importance and effectiveness of implementing a mastery-based approach to teaching as a more accurate reflection of student learning and growth;

Whereas, The District currently has over 1,800 certified educators and 130 certified facilitators in Mastery Learning and Grading, waiting lists for professional development opportunities, and multiple courses for independent study on Schoology; and

Whereas, Becoming proficient in mastery-based learning and grading is a learning process for educators, families and students, and implementation must reflect and respect the learning of individuals and school communities; now, therefore, be it

Resolved, That the Governing Board of the Los Angeles Unified School District commits to achieving equity in college readiness for all students, especially for Black, Latinx, and Filipino students, emergent bilingual speakers, students with disabilities, foster youth and students experiencing homelessness, and recognizes that a supportive approach to mastery-based learning and grading may be one important step towards doing so;

Resolved further, That the Board directs the Superintendent to develop a comprehensive and multi-year plan by May 2023, based on recommendations from the Grading Advisory Group (described below), and that includes a path to mastery-based learning and grading practices, including all requisite supports necessary for universal and differentiated implementation;

Resolved further, That the Board directs the Superintendent to establish a Grading Advisory Group, chaired by the Division of Instruction, to advise the Superintendent on the proposed creation and implementation of a District-wide comprehensive equitable grading plan and to present progress to the Board quarterly, beginning in May 2021 and ending in May 2024. The Grading Advisory Group shall:

- Consist of 20-30 diverse representatives, in accordance with collective bargaining agreements, who are teachers, counselors, administrators, parents, students, and others with expertise and/or an important perspective on grading policies, as determined by the Division of Instruction;
  1. Each Board Member shall select up to 3 representatives (educators, counselors, parents, students, and/or community partners, etc.)
  2. In consultation with the District parent committees (PAC, CAC, DELAC), the Parent and Community Services branch shall select up to 3 representatives
  3. The Division of Instruction, UTLA and AALA shall each select up to 3 representatives
- Review current and relevant research, articles and tools, including the District's Mastery Learning & Grading Elementary Rubric, Secondary Rubric, and Implementation Rubric;
- Analyze quantitative and qualitative data, including at least A-G C+ on-track by student group, alignment of grades and performance on SBAC and other assessments, and key questions from the School Experience Survey;
- Seek additional input from relevant stakeholders, beginning with educators who have participated in Mastery Learning and Grading professional development;
- Develop recommendations for District-wide multi-year SMARTE (specific, measurable, ambitious, realistic, time-bound and equitable) goals and strategies towards equitable grading;
- Provide recommendations to the Superintendent on the proposed revisions of the District's marking practices and procedures policy, so as to reflect the current research and best practices for equitable grading as well as cohesion between elementary and secondary grading;
- Consider options and approaches for providing educators the ability to choose and use multiple assessments for grade-level learning targets across all disciplines that are easily accessible and understandable, beginning with samples from grade levels and content areas assessed statewide;

Resolved further, That the Board directs the Superintendent to update District plans and systems to support more educators in their efforts towards mastery learning and grading by June 2021:

- Promote universal access to and awareness of professional learning opportunities to build educator's background knowledge about the inequitable impact of traditional grading and the research-based best practices to shift to mastery-based learning and grading;
- Communicate supports and resources currently available for educators to progressively incorporate equity-based grading practices, prioritizing practices that support students during distance learning, such as:



- Avoiding grading practices that reduce an academic grade because of behavior or attendance
- Providing multiple opportunities to demonstrate learning, considering the most recent or consistent evidence of proficiency
- Limiting the weight of practice assignments (e.g. homework) in a student's final academic grade
- Documenting intervention and supports, including communication with students and their families, provided before issuing any Fails on final report cards
- Invest in necessary upgrades to the Gradebook in Schoology, the District's Learning Management System, to give teachers the necessary tools and resources to implement mastery-based grading (including refining grading comments to incorporate standards-based feedback and progress); and, be it finally

Resolved, That with quarterly updates from the Grading Advisory Group, the Board may take timely action to discuss potential policy changes and to implement recommendations from the Advisory Group.

## SUPERINTENDENT'S REPORTS

### RETURN TO CAMPUS UPDATE

Superintendent Austin Beutner, provided a brief introduction to the topic.

Mr. Mike Romero, Local District Superintendent, said support at schools for students will begin March 4, 2021. He said schools will reopen with the Employee Child Care Program and a focus on foster and homeless youth at the middle and high school sites. Also reopening in person services will be voluntary with a focus on specialized student populations; athletic conditioning in small, consistent groups; and services for students with special needs.

Mr. Romero shared with the Board a reopening checklist for principals to use developed by principals. He spoke briefly about the Daily Pass, a web app built specifically for the District to ensure that students, faculty and administrators get back to schools and District offices as safely as possible. In addition, he spoke about how school facilities are being cleaned and maintained and the COVID-19 Prevention professional development program.

Mr. David Baca, Chief of Schools, shared a video regarding the Daily Pass and spoke about how District staff researched to find ways to make school campuses as safe as possible. He spoke about the three critical standards used in preparation to reopen Pre-Kindergarten and elementary schools: health and safety protocols, reduced community spread, and vaccinations for school staff.

Mr. Tony Aguilar, Chief of Special Education, Equity & Access, spoke about the District's school based vaccination centers. In addition to District site vaccination centers, the District has partnered with Hollywood Park, Anthem Blue Cross, Cedars Sinai, and the Los Angeles Rams to offer a large scale vaccination center. The ability to open appointments is dependent upon the availability of vaccines and where the county ranks the prioritization of school staff.

Mr. Baca spoke about the disproportionate impact COVID-19 has had on different communities within the District and said vaccinating school staff needs to be an immediate and consistent priority. He said the District is aiming for reopening schools on April 9, 2021. In addition, staff is planning for Early Education Centers to be a full day, five day a week program in small cohorts. He presented draft options of elementary school hybrid schedules but said the District is planning for all options, including full in-person return, and the option to continue distance learning.

Remarks were heard from Ms. García regarding the presentation and she expressed her thanks to the Superintendent and his team. Mr. Aguilar responded to questions from Ms. García regarding why vaccinations for school staff is not a higher priority in California.

Remarks were heard from Ms. Goldberg regarding the lack of COVID-19 vaccines in California, and the importance of getting vaccinated. Mr. Mark Hovatter, Chief Facilities Executive, responded to questions from Ms. Goldberg regarding plexiglass shields for student desks and supplying face shields at schools.

Mr. Baca expressed his appreciation for the community partners who have advocated for Los Angeles County and the District to receive vaccines.

Mr. Baca responded to a question from Ms. Ortiz Franklin regarding the hybrid schedules and whether families will be included in the decision making. Mr. Romero said there will be a page on the District website for frequently asked questions about reopening schools.

Mr. Melvoin spoke about the challenges the District faced in the fall with in person services and the inequity faced by some communities. He said he would like District staff to update the Board and the public as the services begin to roll out.

Mr. Romero clarified that the District closed schools in March 2020 due to the Los Angeles County Safer at Home order and is following public health guidelines. Mr. Baca responded to a question from Mr. Melvoin regarding the draft school schedule. Mr. Melvoin stressed the importance of finalizing the schedule to provide to families as soon as possible.

Mr. Melvoin asked if special education teachers and providers for students with disabilities, such as speech and language pathologists and occupational therapists, were eligible for the vaccine in the last tier group for Los Angeles County. In addition, he asked if the District is providing vaccinations to them and how many of these providers were already vaccinated at Los Angeles County vaccination sites. Mr. Aguilar responded they were eligible to receive the vaccination and the District has sent out invitations to those who are eligible. Currently there is no data of employees who have received vaccinations at non District sites. Mr. Melvoin requested that staff collect the data.

Mr. Schmerelson expressed concerns regarding teachers and classified staff who are fearful of returning to schools. He asked if one employee is expected to fully clean and sanitize the entire school during the day. Mr. Hovatter said the District is making sure there is sufficient personnel at the schools for cleaning and sanitizing.

Ms. Gonez expressed the need for all District communities to have access to the vaccine. She expressed her thanks to District staff for rising to the challenges of the pandemic, and also the partners at SEIU Local 99.

Ms. Gonez asked why the District is focusing only on secondary students who are experiencing homelessness or in foster care as part of the District's child care program. Mr. Romero said he would reach out to Mr. Alvaro Cortés, Senior Executive Director, Beyond the Bell, to look into providing services at the elementary level as well.

Mr. Romero, Mr. Aguilar, and Ms. Pia Escudero, Executive Director, Student Health and Human Services, responded to a question from Ms. Gonez regarding the District's efforts to ensure it is utilizing the full capacity of its child care sites, particularly on making sure all students who need a safe space to learn have access. Mr. Romero responded to a question from Ms. Gonez regarding in person services for early education students. Mr. Aguilar responded to a question from Ms. Gonez regarding plans to provide other vaccination sites throughout the District.

Ms. Goldberg said she thought District vaccination sites should be opened in the Southeast communities. Mr. Beutner responded to a question from Ms. Goldberg regarding whether the District is going to be able to vaccinate enough staff by the April 9 reopening date. Ms. Goldberg proposed that as staff looks into childcare placements, they look into schools that have a higher rate than average of students who have a hard time staying online.

Mr. Beutner responded to questions from Ms. Ortiz Franklin regarding when athletic seasons will start and if staff has planned for graduations or culmination.

Mr. Melvoin shared remarks about third party providers who can provide fun after school activities and enrichment once schools are open, and child care prioritization.

Dr. McKenna asked if staff would consider holding a graduation ceremony for the students who graduated last June. He suggested doing a survey to see if there is interest. Mr. Beutner shared remarks about graduation options for this year, and said decisions will be made based on what the health authorities allow.

### ADJOURNMENT

Ms. Ortiz Franklin moved that the meeting be adjourned in memory of Mr. Joaquin Quintero, Teacher, Gardena High School.

Ms. García seconded the motion and asked that the meeting also be adjourned in memory of Mr. Bernie Garcia, Teacher, Olympic Primary Center.

Ms. Gonez asked that the meeting also be adjourned in memory of Liseth Lopez, Student, Fulton College Preparatory, and Ms. Marie Sandelski, Teacher, Roscoe Elementary.

By general consent, the meeting adjourned at 12:11 p.m.

APPROVED BY THE BOARD: **MAY 11, 2021**



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KELLY GONEZ  
PRESIDENT



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JEFFERSON CRAIN  
EXECUTIVE OFFICER OF THE BOARD

II