

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

REGULAR MEETING REVISED ORDER OF BUSINESS

333 South Beaudry Avenue, Board Room
1208 Magnolia Avenue, Gardena, CA 90247
9945 Laurel Canyon Blvd, Pacoima, CA 91331
10:00 a.m., Tuesday, August 26, 2025

Roll Call

Pledge of Allegiance

Land Acknowledgment

Administration of Oath of Office to Student Board Member

<u>Name</u>	<u>Administered By</u>
Jerry Yang	Superintendent Carvalho

Board President's Reports

Labor Partners

Superintendent's Reports

Consent Items

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

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

Providing Public Comment

The Board of Education encourages public comment on the items for action on this Regular Board Meeting agenda and all other items related to the District. Any individual wishing to address the Board must register to speak using the Speaker Sign Up website: <https://boardmeeting.lausd.net/speakers>, and indicate whether comments will be provided over the phone or in person. Registration will open 24 hours before the meeting. Each action item will allow for ten (10) speakers, except those items for which a Public Hearing will be held will allow for 15 speakers, and 20 speakers may sign up for general Public Comment.

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

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

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

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

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

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

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

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

The Office of the Inspector General would like to remind you that they investigate the misuse of LAUSD funds and resources as well as retaliation for reporting any misconduct. Anyone can make a report via the OIG hotline on their website (<https://www.lausd.org/oig>), by telephone at 213-241-7778 or 866-528-7364, 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 ([Live 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. 010-25/26
Medical Services Division
Student Mental Health and Wellness Services
(Ratification of California Department of Health Care Access and Information's (HCAI) Certified Wellness Coach Grant) Recommends ratification of the acceptance of Certified Wellness Coach Grant awarded to the District in the amount of \$8,093,946, and corresponding grant agreement for a period beginning August 31, 2024 through June 2026; and authorization of staff to perform related functions necessary to implement and administer the grant.
2. Board of Education Report No. 003-25/26
Human Resources Division
(Ratification of Incentive Grant Awards to Los Angeles Unified School District (LAUSD)) Recommends ratification of the acceptance of two grant awards from the Commission on Teacher Credentialing, totaling \$1,485,000 and authorization of the Chief Procurement Officer and/or designee to execute professional services contracts with external partners, colleges and universities as necessary to support the implementation of the California Classified School Employee Teacher Credentialing Program.
3. Board of Education Report No. 024-25/26
Facilities Services Division
(Authorization to Execute a Joint Powers Agreement with the City of Los Angeles for the Community School Parks Program) Recommends authorization of the Chief Facilities Executive and/or her designee(s) to execute a Joint Powers Agreement (JPA) and related documents with the City of Los Angeles Department of Recreation and Parks (City) for the continued operation and expansion of the Community School Parks (CSPs) Program at various campuses, including the addition of new sites as CSPs.
4. Board of Education Report No. 009-25/26
Finance Division
(Donations of Money to the District) Recommends approval of the donation of money to the District totaling \$2,731,394.98.
5. Board of Education Report No. 011-25/26
Facilities Services Division
(Define and Approve Seven Projects to Provide Critical Replacements and Upgrades of School Building/Site Systems and Components and Amend the Facilities Services Division Strategic Execution Plan to Incorporate Therein) Recommends definition and approval of seven critical school facility projects to replace and upgrade essential building and site systems, as detailed in Exhibit A. Also recommends the amendment of the Facilities Services Division Strategic Execution Plan to include these projects, with a combined budget of \$36,193,839, and the authorization of the Chief Procurement Officer, Chief Facilities Executive or designee(s) to take all legally permissible actions to implement the projects, including executing instruments, budget modifications and procurement of necessary equipment and materials.

6. Board of Education Report No. 012-25/26
Facilities Services Division and Early Childhood Education Division
(Define and Approve Two Early Education Center Outdoor Classroom Projects and Amend the Facilities Services Division Strategic Execution Plan to Incorporate Therein) Recommends definition and approval of two projects to provide outdoor classrooms at early education centers, as detailed in Exhibit A. Also recommends the amendment of the Facilities Services Division Strategic Execution Plan to include these projects, with a combined budget of \$2,635,299, and Authorizes the Chief Procurement Officer, Chief Facilities Executive, or designee(s) to take all legal permissible actions to implement the projects, including executing instruments, budget modifications and procurement of necessary equipment and materials.
7. Board of Education Report No. 014-25/26
Facilities Services Division
(Define and Approve 27 Board District Priority and Region Priority Projects and Amend the Facilities Services Division Strategic Execution Plan to Incorporate Therein) Recommends definition and approval of 27 Board District Priority and Region Priority projects, as detailed in Exhibit A. Also recommends the amendment of the Facilities Services Division (Facilities) Strategic Execution Plan (SEP) to includes these projects, with a combined budget of \$1,578,259, and authorizes the Chief Procurement Officer, Chief Facilities Executive, or designee(s) to take all legally permissible actions to implement the projects, including executing instruments, budget modifications and procurement of necessary equipment and materials.
8. Board of Education Report No. 005-25/26
Procurement Services Division - Facilities Contracts
(Approval of Facilities Contracts Actions) Recommends ratification of the Procurement Services Division contract actions taken by Facilities Contracts under delegated authority as listed in Attachment "A" including: award of advertised construction contracts; award of job order contracts; approval of change orders; completion of contracts; award of informal contracts; award of professional services contract; award of architectural and engineering contracts; extra services / amendments for architectural and engineering contracts; emergency contracts/purchase orders and approved proposed contracts in Attachment B including playground matting task order contracts (PCC 20118.5-.9).
9. Board of Education Report No. 007-25/26
Procurement Services Division
(Approval of Procurement Actions) Recommends ratification of the contract actions taken by the Procurement Services Division within delegated authority as listed in Attachment "A" including the approval of award of Professional Service Contracts not exceeding \$250,000; New Contracts; Contract Amendment; After the Fact Transactions; Purchase Orders; Goods and General Services Contracts: District Card Transactions; Rental of Facilities; Travel/Conference Attendance; General Stores Distribution Center; Book/Instructional Material Purchase Orders; and approval of Professional Service Contracts (exceeding \$250,000): New Contracts; and Goods and General Services Contracts (exceeding \$250,000): New Contracts as listed in Attachment "B."

10. Board of Education Report No. 015-25/26
Facilities Services Division
(Authorization to execute an agreement with Palmer Third Street Properties LP for use of a portion of the Visconti Parking Garage located at 1221 West 3rd Street, Los Angeles, CA 90017) Recommends the authorization to execute a new seven-year, \$8,467,200 agreement with Palmer Third Street Properties LP for continued use of 630 parking spaces at the Visconti Parking Garage, located at 1221 West 3rd Street, Los Angeles, to support District staff and visitor parking at the Los Angeles Unified Headquarters Building (Beaudry Building); and authorize the Chief Facilities Executive or designee(s) to execute the new Parking Use Agreement with the landlord.
11. Board of Education Report No. 017-25/26
Facilities Services Division
(Authorization to execute a 39-month lease extension with B9 VN Roscoe Owner, LLC (“Landlord”) for Use of the Van Nuys Bus Yard Located at 16200 Roscoe Boulevard, Van Nuys, CA, 91406 (“Van Nuys Bus Yard”)) Recommends the authorization of the Chief Facilities Executive and/or her designee(s) to execute a 39-month lease extension for \$9,307,531.17, and any other reasonable instruments for the continued use of the Van Nuys Bus Yard.
12. Board of Education Report No. 020-25/26
Facilities Services Division
(Consideration of a Business Improvement District Petition for Chinatown BID) Recommends the authorization of the Chief Facilities Executive and/or her designee to submit petitions, ballots, or related documents on behalf of Los Angeles Unified staff in support of renewing the Chinatown Business Improvement District (BID) Petition, contingent on securing a 50% or more discount in the proposed annual assessment.
13. Board of Education Report No. 021-25/26
Facilities Services Division
(Consideration of Street Lighting Maintenance Assessment for the Gratts Early Education Center Lighting District) Recommends the authorization of the Chief Facilities Executive and/or her designee to cast the Proposition 218 ballot(s) in support of the street lighting maintenance assessment for the Gratts Early Education Center Lighting District within the City of Los Angeles and execute any other reasonable instruments on behalf of Los Angeles Unified in an amount not to exceed \$9,506.92 annually (not including annual Consumer Price Index increases).
14. Board of Education Report No. 022-25/26
Facilities Services Division
(Consideration of Street Lighting Maintenance Assessment for the 10th Street Elementary School Lighting District) Recommends the authorization of the Chief Facilities Executive and/or her designee to cast the Proposition 218 ballot(s) in support of the street lighting maintenance assessment for the 10th Street Elementary School Lighting District within the City of Los Angeles and execute any other reasonable instruments on behalf of Los Angeles Unified in an amount not to exceed \$5,455.12 annually (not including annual Consumer Price Index increases).

15. Board of Education Report No. 023-25/26
Facilities Services Division
(Certification of Unhoused Pupils for Charter School Facilities Program Applications)
Recommends the adoption of a resolution to fulfill the requirements of the California Code of Regulations Title 2 Section 1859.162.1, for charter school operators independently applying for funding under the Charter Schools Facilities Program.
16. Board of Education Report No. 008-25/26
Business & Finance Division
(Report of Cash Disbursements, Request to Reissue Expired Warrants, and Report of Corporate Credit Card Charges) Recommends ratification of cash disbursements amounting to \$2,063,712,480.45 made by the District from May 1, 2025, to June 30, 2025.
17. Board of Education Report No. 001-25/26
Human Resources Division
(Approval of Routine Personnel Actions) Recommends approval of 76,452 routine personnel actions including, but not limited to elections, promotions, transfers, leaves, terminations, separations, permits and contracts.
18. Board of Education Report No. 002-25/26
Human Resources Division
(Provisional Internship Permits) Recommends approval for 8 teachers to be employed under the Provisional Internship Permit.

Board Member Resolutions for Initial Announcement

19. Mr. Schmerelson - September 2025 as Child Welfare and Attendance Month (Res-001-25/26)
(For Action September 16, 2025)

Whereas, The Compulsory Education Act was enacted in 1903, and the Governing Board of the Los Angeles Unified School District appointed the first Attendance Officer to enforce compliance with the compulsory attendance mandate, creating the Pupil Services and Attendance Division;

Whereas, In September 2017, the National Child Welfare Workforce Institute celebrated the first National Child Welfare Workforce Development Month, and honored the hard work of child welfare professionals in improving outcomes for children, youth, and families;

Whereas, In our schools, Child Welfare and Attendance Counselors are called Pupil Services and Attendance Counselors (PSA Counselors). They focus on children's safety and well-being, strengthening families by providing direct services and referrals, and they reconnect youth to schools;

Whereas, Chronic absenteeism in the Los Angeles Unified School District was at 23.3% in 2024, a 7.7% decline from the previous year, but still above pre-pandemic levels, which were at 18.2% in 2019;

Whereas, The National Child Welfare Workforce Development Month in September offers an opportunity to recognize and honor the work of Child Welfare and Attendance Counselors, who help our most vulnerable children and their families. It provides an opportunity to educate the community and policymakers about the effectiveness of truancy and dropout prevention interventions, supported by the California Legislature as outlined in the California Education Code (EC) sections 48240–48244;

Whereas, Pupil Services and Attendance Counselors conduct assessments to identify issues that may impact attendance and barriers to learning, to facilitate linkages to services that meet the needs of the whole child while simultaneously integrating multi-tiered interventions to promote overall wellness of the family, to address absenteeism, truancy and to support students of culturally diverse populations;

Whereas, Pupil Services and Attendance Counselors increase graduation rates and prevent students from dropping out. They increase access to college pathways, link students and families to services, and provide comprehensive services to foster and homeless youth;

Whereas, Pupil Services and Attendance Counselors create and promote safe schools to empower LGBTQ+ students and families by providing resources, fostering self-advocacy, building resilience, and ensuring their rights;

Whereas, Pupil Services and Attendance Counselors re-engage out-of-school youth back into an educational setting by helping parents, guardians, tutors, and other heads of households by focusing on personalized pathways to further their children's educational, personal, and social growth;

Whereas, Pupil Services and Attendance Counselors play a pivotal role in supporting the educational journey of Black, Indigenous, People of Color (BIPOC) students by providing tailored resources and advocacy that address both academic challenges and systemic barriers through culturally responsive interventions; and

Whereas, The Association of Pupil Services and Attendance Counselors (APSAC) has declared the last Tuesday of September as the Child Welfare and Attendance (PSA) Counselor Day; now, therefore, be it

Resolved, That the Governing Board of the Los Angeles Unified School District hereby declares the month of September 2025 as Child Welfare and Attendance Month and the last Tuesday of September as the Pupil Services and Attendance Counselors Day;

Resolved further, That the Board will direct the Superintendent and his staff to present on the Los Angeles Unified School District's declining enrollment and a plan for slowing the decline in enrollment outlining the specific interventions designed to uplift immigrant students and address their needs, during the Committee of the Whole in November 2025;

Resolved further, That in a climate of escalating xenophobia where immigrant students and families are effectively kidnapped and incarcerated in dehumanizing conditions, enduring unimaginable suffering, the District commits to provide child welfare support by assigning five Pupil Services and Attendance Counselors in each region in a genuine effort to address immigrant students and family's needs; and, be it finally

Resolved, That the District will continue to promote attendance awareness through District websites and social media outlets, informed by the perspective of Pupil Services and Attendance Counselors, as they continue to conduct home visits, bring students back to school, and re-engage families to strengthen child welfare in our communities.

20. Mr. Schmerelson - Suicide Awareness and Prevention Month (Res-002-25/26) (For Action September 16, 2025)

Whereas, Suicide loss profoundly impacts families, friends, teachers, and the entire school community, and providing comprehensive support to survivors is essential for healing and preventing future tragedies;

Whereas, In 2021, the Centers for Disease Control (CDC) and Prevention's Youth Risk Behavior Surveillance System (YRBSS) indicated that 42% of high school students in America experience persistent sadness or hopelessness every day for two straight weeks in a row with these numbers being high amongst females (57%), Hispanics (46%), multiracial (49%), and LGBTQ+ (69%);

Whereas, The same report from the CDC's Youth Risk Behavior Surveillance System indicated that 29% of high school students in America experience poor mental health, with these numbers being especially high amongst females (41%) and LGBTQ+ (52%);

Whereas, The same report from the CDC's Youth Risk Behavior Surveillance System indicated that 22% of high school students seriously considered suicide in 2021, with the highest demographic being LGBTQ+ students (45%);

Whereas, In 2023, the CDC identified suicide as one of the top eight leading causes of death for people ages 10 to 64 and the second leading cause of death for people ages 10 to 34;

Whereas, Factors such as discrimination, adverse childhood experiences, stigma, familial and community rejection, mental illness, social networks, and other factors that compromise life functioning may result in elevated suicide risk, particularly for vulnerable student populations;

Whereas, In September 2016, Governor Jerry Brown signed Assembly Bill (AB) 2246, now California Education Code 215, that took effect in 2017-18, setting a requirement for all Local Educational Agencies (LEA), including county offices of education, school districts, state special schools and charter schools that serve pupils in grades 7 to 12 to adopt a policy on pupil suicide prevention that specially addresses the needs of high-risk students;

Whereas, Suicide rates increased by 36% between the years 2000 and 2021, responsible for being the second leading cause of death for people ages 10 to 14 and 20 to 34, according to the CDC;

Whereas, The phone number of the Suicide and Crisis Hotline has changed to 988, available 24 hours a day, seven days a week;

Whereas, The focus on mental health aligns with the Los Angeles Unified School District's (LAUSD or the District) Strategic Plan on Pillar 1B, which focuses on student happiness at their schools, and Pillar 1C, which seeks to eliminate opportunity gaps. Furthermore, this also aligns

with Pillars 2A, which establishes welcoming environments, 2B, the whole-child well-being, and 2C, strong social-emotional skills;

Whereas, In July 2017, Michelle King, Superintendent of Schools, approved the implementation of the annual online Suicide Prevention and Awareness Training for all District staff;

Whereas, The Los Angeles Region suffered through extreme wildfire events in January 2025, with mental health organizations warning of increased mental health stress or crisis due to victims losing loved ones, homes, pets, etc;

Whereas, The District's LCAP Executive Summary for the 2024-25 school year reflected iSTAR data districtwide that 8,328 suicide risk incidents were reported, with elementary school incidents at 2,467, middle school at 2,509, and high school at 2,397;

Whereas, The District's School Mental Health team launched the "Mental Health Is.." campaign with a focus on suicide prevention in September 2024 that spotlighted raising awareness, reducing stigma, and connecting students to existing resources on the District's Instagram account;

Whereas, The District employs over 750 Psychiatric Social Workers (PSWs), over 200 Student and Family Navigators, Coordinators, Health Care Advocates, and Organizational Facilitators, including 59 Black Student Achievement Plan (BSAP) PSWs who help with culturally responsive intervention strategies;

Whereas, The District has implemented the "myCREW" program within BSAP, a student led campaign that focuses on suicide prevention at secondary schools, allowing a space for students to share their emotions and concerns as well as the Health, Optimism, Perseverance, and Empowerment (HOPE) Group, which helps students learn and enhance self-awareness and communication skills at mental health clinics and wellness centers;

Whereas, The District has extended the hours of PSWs to help provide support for students during extended learning programs, such as Beyond the Bell;

Whereas, Suicide prevention involves inclusive school-wide activities and programs that enhance a sense of belonging, contribute to a safe and nurturing environment, and strengthen protective factors that reduce the risk for students; and

Whereas, National Suicide Prevention Week will be observed from September 7-13, 2025, to help call public attention to the increasing incidence of suicide and to inform about suicide prevention and warning signs of suicide; now, therefore, be it

Resolved, That the Governing Board of the Los Angeles Unified School District hereby declares September Suicide Prevention Awareness Month in the Los Angeles Unified School District;

Resolved further, That throughout National Suicide Prevention Month, but especially during National Suicide Prevention Week (September 7-13, 2025), the District will use social media channels and direct communication to District families to raise awareness and promote resources on suicide prevention, especially resources focused on the needs of our most vulnerable students;

Resolved further, That the District will establish measurable benchmarks for tracking secondary students (grades 6th - 12th) growth in awareness of how to access mental health resources over time using data collected through student surveys;

Resolved further, That the Superintendent or his designee provide an update report to the Board in the spring semester of 2026 outlining how District mental health resources are being promoted, distributed, made available, and accessed by students and staff; and, be it finally

Resolved, That by the adoption of this resolution, the Board encourages all students, faculty, administrators, and parents to promote a climate of positive behavior support and intervention; monitor students' emotional state and well-being; and make referrals for crisis support and mental health, as needed.

21. Mr. Schmerelson, Ms. Newbill, Dr. Rivas - Incorporating Financial Literacy and Economic Justice into the LAUSD Curriculum (Res-003-25/26) (For Action September 16, 2025)

Whereas, The Los Angeles Unified School District (LAUSD or The District) has a responsibility to ensure students are able to meet their life challenges through grade school and beyond;

Whereas, In 2023, the California Department of Education (CDE) reported that only 27 percent of high school students in the state attend a school that offers personal finance courses;

Whereas, In 2023, the California State University (CSU) system approved a rate increase 5 percent every year starting academic year 2023-24 and ending academic year 2028-29 for a total increase of 25% - with undergraduate degrees going from \$5,742 to \$7,682 per year, graduate degrees from \$7,176 to \$9,604 per year, and PhDs varying in price but increasing by at least \$4,000 per the CSU website - thus increasing the need for borrowing rate for students;

Whereas, Unlawful financial practices burden low-income communities the most and trap families with inescapable debt;

Whereas, Traditionally marginalized communities suffer the most from bank deserts, communities with limited or no banking institutions, that pressure their residents to rely on payday lenders or other companies that offer money loans with high-interest rates;

Whereas, Studies show that the borrowing amount, annual percentage rate, or rejection of a loan has been historically tied to systemic racism, also known as redlining, resulting in harsher loan terms for minority communities despite having similar financial outcomes as their non-minority counterparts;

Whereas, Traditionally marginalized communities have lower opportunities to establish generational wealth, with Hispanic communities having a median household income of \$62,800 and African-American communities holding \$52,860 in median household income, below the national median of \$74,580 according to a 2022 United States Census Bureau report;

Whereas, Higher education has been linked with better career and financial outcomes, homeownership, and a longer lifespan, with those who have a bachelor's degree or higher having more income and are less likely to be unemployed;

Whereas, Multiple student surveys conducted by government and non-profit entities report the highest concern about college amongst high school seniors is how to pay for it, and not being able to afford their dream schools;

Whereas, In 2021, Los Angeles City launched the Opportunity LA program, a free college savings program for first-grade students;

Whereas, In 2022, California launched the Children Savings Accounts program, known as CalKids, a \$2 billion public investment that has provided more than 5 million children in California towards an initial investment into college and career readiness;

Whereas, The California State Legislature, along with the Governor of California, passed Assembly Bill (AB) 2927, requiring financial literacy as a requirement for graduation by school year 2030-31, but by school year 2027-28, will require all high schools to offer a semester-long personal finance course; and

Whereas, Financial literacy may be provided to high school seniors and their families through specific courses, at specific schools, and through family academy; now, therefore, be it

Resolved, That the Governing Board of the Los Angeles Unified School District recommends that the Superintendent or a designee begin the process to incorporate economic justice into the current curriculum, such as English Language Arts, mathematics, history, civics, economics, and government classes;

Resolved further, That the Los Angeles Unified School District will allow for the teaching of financial literacy and its systems through existing materials and resources for teachers, prioritizing flexibility in how they conduct their lessons for their students, with considerations for all economic backgrounds and approaches from an angle of economic justice;

Resolved further, That the District will invest accordingly in professional development for teachers and educators, demonstrating and applying financial literacy and economic justice principles in their lessons, both in person and online participation opportunities;

Resolved further, That the District will work with community-based organizations and nonprofits to help advance appropriate professional development opportunities for staff on how to talk to students about the economic effects on all communities;

Resolved further, That using existing data models, the District, along with college/career counselors, will explore constructive ways to prepare students for possible financial outcomes, explained through their future prospects;

Resolved further, That the District will teach students in the newly established financial literacy class the core concepts, including, but not limited to:

- budgeting
- borrowing
- interest rates
- banking
- taxes

- credit
- retirement planning
- insurance

Resolved further, That the District will develop or expand partnerships with reputable financial institutions, non-profit, and/or community-based organizations that specialize in finance to assist students through supplemental programs, including but not limited to after-school programs, adult education, etc;

Resolved further, That the District will work to enhance its marketing scope of work in financial literacy, including enhanced outreach to the most in-need families in the district, which will include resources on budgeting, the economy, and many other local factors that may contribute to family finances;

Resolved further, That the District will present an update on the topic of financial literacy no later than February 2026, with a program start date no later than the State-mandated school year 2030-31 graduation requirement; and, be it finally

Resolved, That the District will build on future lesson plans with financial literacy and economic justice in consideration for all students and amend as needed, as new financial barriers and opportunities may arise.

22. Ms. Ortiz Franklin - Maximizing Efficiency and Effectiveness in Task Forces and Committees (Res-004-25/26) (For Action September 16, 2025)

Whereas, The Los Angeles Unified School District aims to achieve audacious goals for student achievement and wellness with finite resources, including time, funding and demands on personnel;

Whereas, The District is committed to advancing and balancing pillars of the Strategic Plan, including Pillar 3: Engagement and Collaboration through authentic engagement with families, communities, and educational partners and Pillar 4: Operational Effectiveness, encompassing data-driven decision-making and sustainable budgeting;

Whereas, Various resolutions by the Governing Board of the Los Angeles Unified School District have called for task forces or committees to solve a problem or advise on an issue of importance to the Board, almost always without a sunseting date or final task to demonstrate completion;

Whereas, At Board direction, District staff prepare, convene and navigate the diverse perspectives of the various task forces and committees on a regular basis, resulting in countless hours of staff time, with little demonstrated evidence of positive impact on student achievement and Board goals;

Whereas, Multiple task forces have been convened to address overlapping topics such as school safety without a consistent process for coordination, and the District currently lacks a consistent structure for sunseting task forces and advisory committees, resulting in several remaining active indefinitely without formal evaluation or final outcomes;

Whereas, Decision-making authority is not always clear, for example the Arts Justice Advisory Committee has been interpreted to exclude District staff as the lead convener, and the Black Student Achievement Plan Steering Committee has spent many hours debating how decisions should be made; and

Whereas, To promote efficiency and accountability, it is essential to establish time-bound and outcome-focused parameters for these bodies and a District staff member as the lead who will report back to the board as indicated in the resolves below; now, therefore, be it

Resolved, That the Governing Board of the Los Angeles Unified School District commits to the efficient and effective use of staff time, Los Angeles Unified School District resources and student-focused priorities by:

- Eliminating or consolidating duplicative and/or inactive task forces and committees
- Clarifying the outcomes, tasks and decision-making process of each task force and committee, including that these entities consider the cost of program rollout and/or staff positions when making recommendations to the Board
- Adding end dates or annual board approval to continue these bodies

Resolved further, That any task force, committee, and/or advisory/work group established by Board Resolution that does not have a District lead (District employee) shall identify one within 30 days;

Resolved further, That all task forces and advisory committees established through Board resolution shall be reviewed annually, and automatically sunset after two years unless formally extended through Board action, and shall not be extended beyond a total of three years;

Resolved further, That each task force and committee, led by its designated District sponsor, must annually provide the Board with a report (oral or written) on the effectiveness and efficiency of the taskforce/committee including the impact on District resources and staff time, and progress towards intended outcomes;

Resolved further, That the District will present its first update on task force and committee elimination, consolidation, task-refinement and end dates at a Committee of the Whole by the first quarter of 2026; and, be it finally

Resolved, That at a minimum, this update should consolidate the School Culture Climate and Safety Task Force, and the Safe Schools Task Force.

23. Ms. Gonez - Celebrating Latino Heritage Month in the Los Angeles Unified School District (Res-005-25/26) (For Action September 16, 2025)

Whereas, The United States has observed Latino Heritage Month from September 15 to October 15 since 1988 to commemorate the contributions, heritage, achievements, and cultural influences of Latino Americans in the United States;

Whereas, Latino Heritage Month also recognizes the intersectionality and diversity of the U.S. Latino population, incorporating indigenous histories and celebrating the independence days of

several Latin American countries including: Costa Rica, El Salvador, Guatemala, Honduras, and Nicaragua;

Whereas, Latinos also include people of African and indigenous descent who are too often ignored when talking about the history, culture, and contributions of Latin American peoples, despite making up about 10% of U.S. Latinos;

Whereas, This month-long recognition serves as an opportunity for all Americans to learn more about Latino history, promote cultural awareness and inclusivity, and celebrate diversity both in the present and in our nation's history;

Whereas, U.S. imperialism and military intervention in Latin America, including in countries like El Salvador, Guatemala, Chile, and Nicaragua, has led to mass migration of people fleeing civil wars and economic hardship to the United States;

Whereas, The U.S. Latino population has grown to become the second largest racial or ethnic group in the United States in the last decade, reaching 62.6 million Latinos as of 2021 and accounting for 19% of all Americans;

Whereas, The state of California is home to the largest Latino population in the country, where they comprise 40.3% of the state's overall population, and almost 50% of the population of the County of Los Angeles;

Whereas, Communities like Pico-Union, Boyle Heights, Koreatown, South East Los Angeles, Pacoima, San Fernando, and others are the traditional neighborhoods in Los Angeles of immigrant Latino students and their families;

Whereas, Latino students comprise almost 78% of the Los Angeles Unified School District student population, underscoring the importance and relevance of Latino Heritage Month among the District's students and families;

Whereas, Recognizing and celebrating Latino Heritage Month as a District furthers the work of our Strategic Plan to provide culturally relevant, empowering curriculum that inspires students to become leaders and advocates for their communities;

Whereas, The District is committed to supporting newcomer students and multilingual learners (MLLs), through the establishment of newcomer programs across the District, including international newcomer academies, that are intended to serve students enrolled in U.S. schools for 3 years or less;

Whereas, The District is committed, above and beyond this commemoration, to empowering students through culturally responsive and inclusive learning environments that celebrates the value and diversity of all its students;

Whereas, In the current national climate, recognizing and honoring Latino communities is even more critical, as families face intensified attacks on public education and anti-immigrant rhetoric, violent raids, and policies that threaten the safety and full participation of Latino and immigrant students and families;

Whereas, Ethnic Studies programs are culturally responsive programs that include the study of Latino history, culture, and contributions, but have come under increasing attack from those championing a sanitized version of American history, threatening the ability of students to access inclusive and empowering curriculum;

Whereas, Spanish language instruction plays a critical role in preserving cultural heritage, fostering bilingualism and biliteracy, and supporting students' academic and social-emotional success, yet is at risk in the face of policy and funding pressures;

Whereas, The District recognizes and celebrates that a significant number of Latino students are indigenous, with many speaking indigenous languages reflecting the cultural and linguistic diversity within the Latino community;

Whereas, The experiences of Latino students are impacted by their family's economic status, with low-income Latino students historically facing some of the widest educational disparities;

Whereas, The current political climate has seen an unprecedented and often violent increase in anti-immigrant enforcement actions, policy proposals, and rhetoric that directly impact Latino students, families, and communities, creating fear and barriers to full participation in public education; and

Whereas, The Los Angeles Unified School District remains committed to its status as a sanctuary district, implementing policies and practices that protect immigrant students and families from discrimination, harassment, and enforcement actions on school grounds in addition to providing resources and direct support for those impacted; now, therefore, be it

Resolved, That the Governing Board of the Los Angeles Unified School District hereby recognizes and celebrates September 15 through October 15 as Latino Heritage Month;

Resolved further, That the Office of the Superintendent will work to promote educational resources on Latino history, culture, and heritage and make them widely available to staff, students, and families online through the Los Angeles Unified School District homepage and social media accounts;

Resolved further, That the Board reaffirms its commitment to fully implement and protect Ethnic Studies curriculum that reflects the histories, struggles, and contributions of Latino communities, recognizing it as a critical component of a well-rounded education for all students;

Resolved further, That the Board affirms that, given the large percentage of Latino students in LAUSD, Latino history, experiences, and contributions should be integrated and embedded in all areas of the curricula and at all ages, not just during Latino Heritage Month or in Ethnic Studies, and that the District should, therefore, strive to support educators to do so;

Resolved further, That the Board recognizes the importance of Spanish language instruction as both a core academic subject and a cultural bridge for our diverse communities, and commits to protecting and expanding high-quality, culturally affirming Spanish language programs amid current pressures and threats to bilingual education, as well as continued efforts to foster the inclusion of and improve supports for students and families who are primarily speakers of indigenous languages;

Resolved further, That in light of the current political climate and the heightened attacks on Latino and all immigrant students and families, the Board reaffirms its status as a sanctuary district, its unwavering dedication to ensuring that LAUSD remains a safe, welcoming, and supportive environment for every student, regardless of cultural background or immigration status, and to continue advancing policies and practices that protect their rights, dignity, and educational opportunities;

Resolved further, That the Board further reaffirms the need for integrating trauma-informed practices in the curricula and providing mental health support and programs at school sites to support students and their families;

Resolved further, That the District acknowledges that ongoing investments in and implementation of LGBTQ+ supports, the Black Student Achievement Plan, and Student Success Centers will impact our Latino students in a positive and powerful way;

Resolved further, That the Office of the Superintendent will monitor and update the Board on impacts to learning, student and staff attendance, well-being and school climate, and family engagement that may result from current and future federal actions and identify ways LAUSD can mitigate any barriers, provide additional supports, and ensure all students receive their constitutional rights to a public education; and, be it finally

Resolved, That by adoption of this resolution, the Board and Superintendent hereby encourage all students, staff, and families, to commemorate and celebrate the immense historical and cultural contributions that Latino people have made and continue to make here in Los Angeles, California, and the United States particularly in light of the targeted assaults this community faces today.

Resolutions Requested by the Superintendent

24. Reappointment of Member to the School Construction Bond Citizens' Oversight Committee (Aleigh Lewis) (Sup Res-001-25/26)

Resolved, That the Governing Board of the Los Angeles Unified School District reappoints Ms. Aleigh Lewis, as the nominee of the City of Los Angeles Controller's Office, as a member to the School Construction Bond Citizens' Oversight Committee for a two-year term commencing on September 27, 2025; and the District's Ethics Office received Ms. Lewis' conflict of interest statement certifying, among other things, that Ms. Lewis is not an employee, official, vendor, contractor, or consultant of the District.

Correspondence and Petitions

25. Report of Correspondence (ROC-001- 25/26)

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://boe.lausd.org/apps/events/2025/8/26/29446945/?REC_ID=29446945&id=0

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