

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

REGULAR MEETING ORDER OF BUSINESS

333 South Beaudry Avenue, Board Room
1208 Magnolia Avenue, Gardena, CA 90247
9945 Laurel Canyon Blvd, Pacoima, CA 91331
10:00 a.m., Tuesday, September 16, 2025

Roll Call

Pledge of Allegiance

Land Acknowledgment

Board President's Reports

Labor Partners
Committee Chair Reports

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. 016-25/26
Division of Instruction
(Career Technical Education Incentive Grant (CTEIG) 2024-25) Recommends approval of the ratification of \$13,269,537 Career Technical Education Incentive Grant (CTEIG) Round 10 award for the period of July 1, 2025, to December 31, 2026.
2. Board of Education Report No. 055-25/26
Division of Instruction
(Textbooks and Instructional Materials Certification Resolution) Recommends adoption of the attached resolution certifying the sufficiency of textbooks and instructional materials. **PUBLIC HEARING
NO EARLIER THAN 4:00PM**
3. Board of Education Report No. 049-25/26
Facilities Services Division
(Authorization to Issue Request for Qualifications and Proposals to Develop Workforce Housing at Four Los Angeles Unified-Owned Sites) Recommends authorization of the Chief Facilities Executive or designee to issue a Request for Qualifications and Proposals (RFQP) for redeveloping four Los Angeles Unified School District (Los Angeles Unified or District) properties-Gompers, Hoover, Fairfax COS, and Collins-to maximize affordable housing units for Los Angeles Unified employees.
4. Board of Education Report No. 019-25/26
Eco-Sustainability Office
Facilities Services Division
(Authorization to Enter into a Memorandum of Understanding with the Los Angeles Department of Water and Power and Amend the Facilities Services Division Strategic Execution Plan to Approve \$20 Million for an Energy Efficient Lighting Upgrade Program) Recommends authorization to enter into a Memorandum of Understanding (MOU) with the Los Angeles Department of Water and Power (LADWP), amend the Facilities Services Division Strategic Execution Plan to approve \$20 million for in-kind contributions towards an Energy Efficient Lighting Upgrade Program supported by the MOU, and execution authority for implementing the MOU.
5. Board of Education Report No. 060-25/26
Finance Division
(Donations of Money to the District) Recommends approval of the donation of money to the District totaling \$517,505.00 (Attachment A).
6. Board of Education Report No. 040-25/26
Office of Environmental Health & Safety
(Adoption of the Los Angeles Unified School District 2025 Local Hazard Mitigation Plan) Recommends adoption of the 2025 Local Hazard Mitigation Plan (LHMP). This plan supports the District with the eligibility for certain federal disaster assistance. The District received conditional approval of the LHMP update from the California Governor's Office of Emergency Services and Federal Emergency Management Agency (FEMA) pending formal adoption by the Board of Education.

7. Board of Education Report No. 006-25/26
Procurement Services Division - Facilities Contracts
(Approval of Facilities Contracts Actions) Recommends the ratification of 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; award of job order contract amendments; approval of change orders; completion of contracts; award of informal contracts; assignment and assumption of rights and delegation of duties; award of architectural and engineering contracts; extra services / amendments for architectural and engineering contracts and approved proposed contracts in Attachment B including fire life safety training and video creation services and materials testing and special inspection services contracts.
8. Board of Education Report No. 041-25/26
Office of Environmental Health & Safety
(Adoption of the Negative Declaration for the Fairfax High School Major Modernization Project) Recommends adoption of the Negative Declaration for the Fairfax High School (Board District 4, Region West) 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.).
9. Board of Education Report No. 042-25/26
Facilities Services Division
(Project Approval for the Fairfax High School Major Modernization Project) Recommends approval of the \$177,555,145 Fairfax High School Major Modernization Project and authorize staff to execute necessary instruments for implementation, following adoption of the California Environmental Quality Act (CEQA) Negative Declaration (ND).
10. Board of Education Report No. 044-25/26
Facilities Services Division
(Define and Approve Four Sustainable Environment Enhancement Developments for Schools Projects and Amend the Facilities Services Division Strategic Execution Plan to Incorporate Therein) Recommends approval of four Sustainable Environment Enhancement Developments for Schools (SEEDS) Projects totaling \$650,000 at four elementary schools (Latona Avenue, Oxnard, San Antonio, and Van Nuys) and authorize staff to execute all necessary implementation instruments.
11. Board of Education Report No. 047-25/26
Facilities Services Division
(Define and Approve Three 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 three critical school facility projects to replace and upgrade essential building and site systems, as detailed in Exhibit A. Also recommends amending the Facilities Services Division Strategic Execution Plan to include these projects, with a combined budget of \$5,170,347, 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.

12. Board of Education Report No. 048-25/26
Facilities Services Division
(Define and Approve the Tweedy Learning Center Roofing Replacement Project and Amend the Facilities Services Division Strategic Execution Plan to Incorporate Therein) Recommends definition and approval of a project to replace roofing at Tweedy Learning Center, and amendment of the Facilities Services Division Strategic Execution Plan to include this project with a budget of \$719,371. In addition, authorize the Chief Procurement Officer, Chief Facilities Executive or designee(s) to take all legally permissible actions to implement the project, including executing instruments, budget modifications and procurement of necessary equipment and materials.
13. Board of Education Report No. 030-25/26
Facilities Services Division
(Define and Approve the Dorsey High School Bakery Classroom & Kitchen Project with Donations from Puratos Bakery and Amend the Facilities Services Division Strategic Execution Plan to Incorporate Therein) Recommends approval of the \$3,645,789 Dorsey High School Bakery Classroom & Kitchen Project, accept Puratos Foundation donations of \$400,000 in equipment/funds plus \$30,000 annually for 10 years, and authorize staff to execute necessary agreements and procurement actions for implementation.
14. Board of Education Report No. 045-25/26
Facilities Services Division
(Define and Approve the Bret Harte Preparatory Middle School Barrier Removal Project and Amend the Facilities Services Division Strategic Execution Plan to Incorporate Therein) Recommends definition and approval of a barrier removal project at Bret Harte Preparatory Middle School (Board District 1, Region South) and the amendment of the Facilities Services Division Strategic Execution Plan to incorporate therein with a budget of \$448,914; and authorize the Chief Procurement Officer and/or the Chief Facilities Executive and/or their designee(s) to execute all instruments necessary, as legally permissible, to implement the Project including budget modifications and the purchase of equipment and materials.
15. Board of Education Report No. 046-25/26
Facilities Services Division
(Define and Approve 21 Board District Priority and Region Priority Projects and Amend the Facilities Services Division Strategic Execution Plan to Incorporate Therein) Recommends definition and approval of 21 Board District Priority and Region Priority projects, as detailed in Exhibit A. Also recommends amending the Facilities Services Division (Facilities) Strategic Execution Plan (SEP) to include these projects, with a combined budget of \$3,337,390, 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.
16. Board of Education Report No. 029-25/26
Human resources Division
(Provisional Internship Permits) Recommends approval for 13 teachers to be employed under the Provisional Internship Permit.

17. Board of Education Report No. 028-25/26
Human Resource Division
(Approval of Routine Personnel Actions) Recommends approval of 3,174 routine personnel actions including, but not limited to elections, promotions, transfers, leaves, terminations, separations, permits and contracts.
18. Board of Education Report No. 059-25/26
Finance Division
(Report of Cash Disbursements, Request to Reissue Expired Warrants, and Report of Corporate Credit Card Charges) Recommends the ratification of cash disbursements amounting to \$1,154,269,628.03 made by the District from July 1, 2025, to July 31, 2025.
19. Board of Education Report No. 035-25/26
Office of Labor Relations
(Adoption of the Health Care Assistant (HCA) MOU with SEIU, Local 99 (Unit B))
Recommends approval to adopt the Health Care Assistant MOU with SEIU, Local 99 (Unit B).
20. Board of Education Report No. 033-25/26
Office of Labor Relations
(Automatic Vehicle Locator (AVL) and Shift Differential Memorandums of Understanding with Los Angeles School Police Association (Unit A) and Los Angeles School Police Management Association (Unit H)) Recommends adoption of the Automatic Vehicle Locator (AVL) and Shift Differential Memorandums of Understanding (MOUs) for Unit A and Unit H.

Public Hearings

21. Charter Petitions for Public Hearing (001-25/26)

KIPP Academy of Opportunity (Board District 1, Region South)

Consideration of the level of support for a renewal start-up independent charter petition requesting to serve up to 485 students in grades 5-8 beginning its next term in the 2026-2027 school year, with a proposed location of 8500 S. Figueroa St., Los Angeles, CA 90003.

Alliance Piera Barbaglia Shaheen Health Services Academy (Board District 1, Region South)

Consideration of the level of support for a renewal start-up independent charter petition requesting to serve up to 550 students in grades 9-12 beginning its next term in the 2026-2027 school year, with a proposed location of 8515 Kansas Ave., Los Angeles, CA 90044.

Alliance Virgil Roberts Leadership Academy (Board District 1, Region South)

Consideration of the level of support for a renewal start-up independent charter petition requesting to serve up to 450 students in grades 6-8 beginning its next term in the 2026-2027 school year, with a proposed location of 2941 W. 70th St., Los Angeles, CA 90043.

Learning by Design (Board District 1, Region South)

Consideration of the level of support for a renewal start-up independent charter petition requesting to serve up to 300 students in grades TK-5 beginning its next term in the 2026-2027 school year, with a proposed location of 7019 S. Van Ness Ave., Los Angeles, CA 90047.

Vox Collegiate of Los Angeles (Board District 1, Region South)
Consideration of the level of support for a renewal start-up independent charter petition requesting to serve up to 400 students in grades 6-8 beginning its next term in the 2026-2027 school year, with a proposed location of 1100 W. Manchester Ave., Los Angeles, CA 90044.

Alliance College-Ready Middle Academy 8 (Board District 2, Region East)
Consideration of the level of support for a renewal start-up independent charter petition requesting to serve up to 450 students in grades 6-8 beginning its next term in the 2026-2027 school year, with a proposed location of 113 S. Rowan Ave., Los Angeles, CA 90063.

Alliance Morgan McKinzie High (Board District 2, Region East)
Consideration of the level of support for a renewal start-up independent charter petition requesting to serve up to 525 students in grades 9-12 beginning its next term in the 2026-2027 school year, with a proposed location of 110 S. Townsend Ave., Los Angeles, CA 90063.

Animo Ellen Ochoa Charter Middle (Board District 2, Region East)
Consideration of the level of support for a renewal start-up independent charter petition requesting to serve up to 540 students in grades 6-8 beginning its next term in the 2026-2027 school year, with a proposed location of 4360 Dozier St., Los Angeles, CA 90022.

Central City Value (Board District 2, Region East)
Consideration of the level of support for a renewal start-up independent charter petition requesting to serve up to 480 students in grades 9-12 beginning its next term in the 2026-2027 school year, with a proposed location of 221 N. Westmoreland, Los Angeles, CA 90004.

Gabriella Charter (Board District 2, Region East)
Consideration of the level of support for a renewal start-up independent charter petition requesting to serve up to 480 students in grades TK-8 beginning its next term in the 2026-2027 school year, with a proposed location of 1435 Logan Street, Los Angeles, CA 90026.

Oscar de la Hoya Animo Charter High (Board District 2, Region East)
Consideration of the level of support for a renewal start-up independent charter petition requesting to serve up to 600 students in grades 9-12 beginning its next term in the 2026-2027 school year, with a proposed location of 1114 S. Lorena St., Los Angeles, CA 90023.

Para Los Niños Middle (Board District 2, Region East)
Consideration of the level of support for a renewal start-up independent charter petition requesting to serve up to 410 students in grades 6-8 beginning its next term in the 2026-2027 school year, with a proposed location of 835 Stanford Ave., Los Angeles, CA 90021.

Alliance Leichtman-Levine Family Foundation Environmental Science High (Board District 5, Region West)
Consideration of the level of support for a renewal start-up independent charter petition requesting to serve up to 550 students in grades 9-12 beginning its next term in the 2026-2027 school year, with a proposed location of 2930 Fletcher Dr., Los Angeles, CA 90065.

Synergy Kinetic Academy (Board District 5, Region East)
Consideration of the level of support for a renewal start-up independent charter petition requesting to serve up to 480 students in grades 6-8 beginning its next term in the 2026-2027 school year, with a proposed location of 1420 E. Adams Blvd., Los Angeles, CA 90011.

Renaissance Arts Academy (Board District 5, Region West)

Consideration of the level of support for a renewal start-up independent charter petition requesting to serve up to 600 students in grades TK-12 beginning its next term in the 2026-2027 school year, with a proposed location of 2558 N. San Fernando Rd., Los Angeles, CA 90065.

Vaughn Next Century Learning Center (Board District 6, Region North)

Consideration of the level of support for a renewal conversion independent charter petition requesting to serve up to 3,220 students in grades TK-12 beginning its next term in the 2026-2027 school year, with proposed locations of 13421 Vaughn St., San Fernando, CA 91340; 11200 Herrick Avenue, Pacoima, CA 91331; 13330 Vaughn St., San Fernando, CA 91340 (District Site); 11505 Herrick Avenue, Pacoima, CA 91331.

Alliance College-Ready Middle Academy 12 (Board District 7, Region East)

Consideration of the level of support for a renewal start-up independent charter petition requesting to serve up to 450 students in grades 6-8 beginning its next term in the 2026-2027 school year, with a proposed location of 131 E. 50th St., Los Angeles, CA 90011.

Alliance Kory Hunter Middle (Board District 7, Region South)

Consideration of the level of support for a renewal start-up independent charter petition requesting to serve up to 450 students in grades 6-8 beginning its next term in the 2026-2027 school year, with a proposed location of 5886 Compton Ave., Los Angeles, CA 90001.

Board Member Resolutions for Action

22. Mr. Schmerelson - September 2025 as Child Welfare and Attendance Month (Res-001-25/26)
(Noticed August 26, 2025) **3:00PM TIME CERTAIN**

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.

23. Mr. Schmerelson - Suicide Awareness and Prevention Month (Res-002-25/26)
(Noticed August 26, 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.

24. Mr. Schmerelson, Ms. Newbill, Dr. Rivas, Mr. Yang - Incorporating Financial Literacy and Economic Justice into the LAUSD Curriculum (Res-003-25/26) (Noticed August 26, 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.

25. Ms. Ortiz Franklin, [Mr. Melvoin](#) - Maximizing Efficiency and Effectiveness in Task Forces and Committees (Res-004-25/26) (Noticed August 26, 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, and that this resolution shall not govern committees and task forces created by the Board President, Superintendent, or labor union contracts.

26. Ms. Gonez, Ms. Griego, Dr. Rivas - Celebrating Latino Heritage Month in the Los Angeles Unified School District (Res-005-25/26)(Version 2) (Noticed August 26, 2025)

12:00PM TIME CERTAIN

Whereas, The United States has observed Latino/a/e 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, Latine 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 Latine 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 Latine community;

Whereas, The experiences of Latino students are impacted by their family's economic status, with low-income Latine 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 Latine 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 Latine 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 Latine 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 Latine 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 Latine 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 Latin^e 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 Latin^e 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.

27. Ms. Newbill – Freedom to Learn (Res-008-25/26) (Waiver of Board Rule 72)

Whereas, The Los Angeles Unified School District values nurturing learning and teaching environments; supports and respects educators as trained professionals; and is committed to ensuring that all students can thrive regardless of their ZIP Code, color or background;

Whereas, The District supports education that values honesty about who we are; integrity in how we treat others; and courage to do what’s right by listening to, learning from, and respecting diverse viewpoints;

Whereas, The District values our educators, who through pedagogically sound, age-appropriate curricula and teaching standards help students understand our collective past, spark curiosity and critical thinking, and prepare all students to meet the challenges of our multicultural present and future;

Whereas, The California State Department of Education outlines curriculum and teaching standards that deliver high-quality curricula that teach the full sweep of U.S. history, and equip teachers and students to develop their understanding of the world and their ability to make meaningful change in it;

Whereas, Many communities across the country have faced misguided attacks on the instruction occurring in schools, when they are simply teaching the full truth of our country’s history in accordance with district and state curriculum standards through research-tested pedagogical approaches;

Whereas, Studies show that students enrolled in Black and Ethnic Studies courses that include the experiences and narratives of Black, Indigenous and other People of Color (BIPOC) and LGBTQ people, honor their cultural assets, and provide students with tools to critique inequality develop strong relationships with teachers and gain benefits in terms of school engagement and persistence in academic attainment;

Whereas, A diverse faculty and staff reflective of the demographics of the community, country and world, provides significant value to BIPOC students, white students, educators, school staff, and administrators;

Whereas, Continuing professional development and guidance for educators that is culturally responsive, anti-bias, anti-racist and includes historically excluded perspectives enables

educators to foster safe school spaces and promotes academic attainment for students; and

Whereas, The District will center educational equity, by building a shared understanding of U.S. history and actively engaging students, educators and families, thereby ensuring that all students have what they need to thrive and succeed academically; now, therefore, be it

Resolved, That the Los Angeles Unified School District stands steadfast in its commitment to foster an inclusive, culturally responsive educational environment where every student, educator, and community member is treated with dignity and respect, and condemns racism, sexism, and all forms of bigotry in our schools and community;

Resolved further, That the District stands behind its curricular materials, which meet California Academic Standards, and that the District further shall: 1) Stand by the right of our students to learn — and our expert educators to teach — an inclusive curriculum that covers our country’s whole history and encourages students to think critically and develop their own views and voice about current events; 2) Support culturally-responsive education that centers students’ diverse history, cultures, families, and communities, thereby allowing students to see themselves reflected in the classroom, have strong relationships with their educators, and understand the world in which they live; 3) Support the study of the social, political, economic and historical perspectives of our nation’s diverse racial and ethnic groups, which helps foster cross-cultural understanding among all students, and aids students in valuing their own cultural identity while appreciating the differences around them; 4) In partnership with educators, students, and the community, review the District’s current curriculum in order to ensure it reflects a true history of this nation and the world we live in, and works to dismantle systemic racism and racial inequity in our schools; 5) Move forward with creating and implementing Black Studies and Ethnic Studies courses in all high schools;

Resolved further, That the District stands behind educators who teach District curricula and California academic standards in a truthful way that represents the full scope of this country’s history and present reality, and that the District further shall: 1) Support and defend educators’ use of teaching materials that incorporate diverse perspectives and that represent and acknowledge the experiences of all students; 2) Ensure that individual educators who teach California academic standards} are not punished for teaching accurate information; 3) Honor the training, expertise and professional judgment of its educators, and respect pedagogical approaches that engage students around difficult questions in an inclusive, critical, and age-appropriate way; 4) Commit to dedicating time in schools for ongoing professional development, culturally responsive training, book studies, celebrations of diversity that center people of color, critical conversations among staff and with students, and establishing community partnerships to support this work; 5) Put in place practices that will lead to a more diverse workforce, consistent with the District’s commitment to a diverse faculty and staff that reflects the demographics of the community, country and world, and thereby provides significant value to students of color, white students, and all in our community; and be it finally

Resolved, That the District commits to educational equity, and that the District further shall: 1) Reject the idea that educational equity is a zero-sum proposition in which some students lose opportunities to help other students succeed, and instead, work to provide all students with a world-class education; 2) Ensure safe, welcoming, and effective schools, in which every student — regardless of their race, gender, zip code, language, country of origin, religion, sexual identity or orientation, ability or disability, or family’s income — has a chance at academic success; 3) Ensure learning environments are free from discrimination, harassment and identity based

bullying, consistent with {insert relevant, existing District policies}; 4) Support, review, and revise the District’s policies, programs, educational materials, teaching approaches, and resources to ensure educational equity; 5) Review and assess the District’s discipline practices to determine if there is evidence of racial bias in discipline enforcement; and 6) Work to meet students where they are — academically, emotionally, and physically — and implement trauma-informed disciplinary practices in schools, particularly in communities in which students’ families have been disproportionately impacted by the COVID-19 pandemic due to health disparities.

Board Member Resolutions for Initial Announcement

28. Mr. Schmerelson - Workplace Readiness Week in California High Schools (Res-006-25/26) (For Action October 14, 2025)

Whereas, In the State of California, residents aged 16-24 comprise 12% of California’s working population with 72% of young workers identifying as people of color, 64% earning low wages, and half still attending school;

Whereas, The Fair Labor Standards Act of 1938 (FLSA) was signed into law, which ensured young workers’ rights to safe environments and to pursuit educational opportunities, even as states around the nation have passed laws to weaken this regulation since 2022;

Whereas, According to the U.S. Labor Department Wage and Hour Division, minors employed in violation of child labor laws increased between 2015 and 2022 over threefold, from 1,012 to 3,876 cases;

Whereas, In 2020, the rate of work-related injuries treated in emergency departments for workers, ages 15-24, was 1.5 times greater than the rate for workers 25 years of age and older;

Whereas, Sexual harassment is highest in industries where young workers are concentrated: according to the Center for American Progress, in 2017, restaurants/food service, hospitality, and retail accounted for nearly 30% of all sexual harassment claims;

Whereas, In 2021, almost half (44.2%) of the 19,000 wage theft claims for unpaid wages filed in California were in the aforementioned industries where young people predominantly work;

Whereas, California has extensive existing regulations surrounding the type of employment allowed for minors, restrictions on hours worked, and requirements for employers of minors;

Whereas, Until recently, there was no regulation in place requiring minors to receive information regarding their rights as active participants in the workforce, specifically their rights as employed minors;

Whereas, This lack of knowledge has made California working youth vulnerable to exploitation, harassment, and harm in the workplace;

Whereas, Therefore, it is essential for young Californians entering the workforce to be thoroughly educated on their rights as workers and to give them the tools to prevent exploitation from their employers;

Whereas, Assembly Bill (AB) 800, authored by Assemblymember Liz Ortega and signed by Governor Gavin Newsom in 2023, enacts a Workplace Readiness Week in California high schools to educate students on their rights as workers, and their explicit rights as employed minors;

Whereas, AB 800 requires that students be provided with information on workers' rights, including child labor laws, wage and hour protections, workers' compensation, and the right to organize, all as part of their regular education;

Whereas, The law also requires that this information be provided to students in writing before receiving a worker's permit; and

Whereas, The California Department of Education (CDE) in collaboration with UC Labor Centers and other participating organizations, has created materials to facilitate the implementation of AB 800 in California high schools, including a full curriculum and informational leaflets in English and five of the most commonly spoken languages in California; now, therefore, be it

Resolved, That there be a designated AB 800 Coordinator, created by the Los Angeles Unified School District (the District), responsible for managing the implementation of AB 800 in District high schools;

Resolved further, That college and career counselors will receive professional development on AB 800's requirements so they may plan accordingly when addressing workers' rights and protections to students;

Resolved further, That the Division of Instruction's Office of Career Technical Education (CTE) and Linked Learning should hold two yearly workforce readiness and rights trainings, one per semester, mandatory for CTE educators, Work Experience Educators, the Assistant Principals responsible for coordinating Work Permits, and 12th-grade Social Studies teachers;

Resolved further, That the District should include workers' rights and resources on Schoology Groups for Social Studies, CTE, and Work Experience educators, along with Learning Management Systems (LMS) groups dedicated to school site administrators;

Resolved further, That the Division of Instruction should include workers' rights and protections resources on their Secondary Social Studies website and send out emails to Secondary Social Studies educators about these resources; and be it finally

Resolved, That the District should print out poster-sized versions of the UC Labor Center-created "Know Your Rights" document to be placed in all secondary school Counseling Offices.

29. Mr. Schmerelson - October 2025 as National Principals Month (Res-010-25/26) (For Action October 14, 2025)

Whereas, The Los Angeles Unified School District acknowledges the dedication and tireless efforts of all school principals throughout all levels throughout the District;

Whereas, School principals are entrusted with one of the highest responsibilities to attend to school and community matters wherever they are situated, whether they be emergency, academic, social, among others;

Whereas, National Principals Month was founded by the National Association of Secondary School Principals (NASSP) and the American Federation of School Administrators (AFSA) and has been formally recognized by various educational organizations;

Whereas, In acknowledgment of October as National Principals Month, the Los Angeles Unified School District recognizes all principals who serve the students of the District, as well as the organizations that support students and schools, such as the Association of California School Administrators (ACSA) Region 16 and the Associated Administrators of Los Angeles (AALA);

Whereas, Principals are the catalysts for establishing positive school climate and maintaining relationships with students, parents, teachers, and school personnel, the community, and others to create academic excellence for children in a safe, healthy, and supportive school environment;

Whereas, Honoring the contribution of all school principals and assistant principals at all grade levels to the success of students in the District's elementary and secondary schools; and to encourage residents of California to observe "National Principal's Month" with appropriate ceremonies and activities that promote awareness of school leadership's role in that every child has access to a high-quality education; now, therefore, be it

Resolved, That the Governing Board of the Los Angeles Unified School District hereby proclaims the month of October 2025 as National Principals Month, but every day of every month, we recognize, commend, and appreciate our principals for being the frontline leaders who are the heart, soul, and backbone of our District family; and be it finally

Resolved, That Los Angeles Unified School District recognizes and thanks the Association of California School Administrators Region 16 and the Associated Administrators of Los Angeles/Teamsters Local 2010 as a fundamental labor partner, advocating for greater treatment for their members as well as helping establish strong leaders for our communities;

Correspondence and Petitions

30. Report of Correspondence including Williams and State Preschool Health/Safety Uniform Complaint Quarterly Report Summary (ROC-002- 25/26) **PUBLIC HEARING**

New Business for Action Continued

31. Board of Education Report No. 052-25/26
Division of Instruction
(Approval of the Proposition 28 Annual Report: The Arts and Music in Schools Funding Guarantee and Accountability Act of the Los Angeles Unified School District Affiliated Charters) Recommends approval of the 2024-25 Annual Proposition 28: Arts and Music in schools funding in compliance requirement of each Local Education Agency (LEA) and the approval of the revised 2023-24 report for Community Magnet Charter School.

32. Board of Education Report No. 053-25/26 Division of Instruction
(Approve the Annual Los Angeles Unified School District Proposition 28: The Arts and Music in Schools Funding Guarantee and Accountability Act Report) Recommends approval of the 2024-2025 Annual Proposition 28: Arts and Music in Schools report.
33. Board of Education Report No. 026-25/26
Procurement Services Division
(Approval of Procurement Actions) Recommends the 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 Amendments; 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 as listed in Attachment “B.”

Board Member Resolution for Action Continued

34. Mr. Yang, Ms. Ortiz Franklin, Mr. Melvoin, Ms. Newbill – LAUSD V.O.T.E.S. (Voting Opportunities That Empower Students) (Res-013-25/26) (Waiver of Board Rule 72)

3:30PM TIME CERTAIN

Whereas, The Los Angeles Unified School District Student Board Member position was created in 2014 to serve as the lead student advocate on the Governing Board of the Los Angeles Unified School District and therefore all of the District’s high school students should have knowledge of the Student Board Member candidates before voting;

Whereas, National Voter Registration Day is celebrated each year, including September 16, 2025, as an effort to increase voter registration, civic engagement and each eligible citizen’s right and responsibility to vote (<https://nationalvoterregistrationday.org/>);

Whereas, The District has a long history of advocacy and listening to student input when creating policy and encourages students to begin exercising their rights to vote in high school and in their adulthood;

Whereas, Student engagement, accessible information, and honoring perspectives are crucial components of the District’s Strategic Plan, including Pillar 3, Engagement and Collaboration;

Whereas, The Tufts Center for Information & Research on Civic Learning and Engagement conducted a survey in 2020 that showed positive correlation between students being encouraged to vote in high school and voting in elections later in life;

Whereas, 9.75% (11,287 out of 115,715 high school students) students voted in the past District Student Board Member Election from March 24, 2025, to April 8, 2025, which was an increase of over 409% from two years ago, and an increase of 26.4% from the past year;

Whereas, In 2014 Assembly Bill 1817 was signed by Governor Jerry Brown designating the last two full weeks in April and September as High School Voter Education Weeks to promote civic education and foster an environment that encourages voting;

Whereas, California's Secretary of State, Dr. Shirley N. Weber, who serves as the state's chief election official, is committed to strengthening democracy by encouraging voter registration and increasing participation in all elections by all eligible Californians;

Whereas, Early civic engagement practices lead to lifelong civic involvement and strengthen our democracy;

Whereas, Young people can play a critical role in our democracy by helping to choose the representatives who will lead us and by voicing their opinions on the issues that are important to them;

Whereas, Youth ages 16 and 17 can now pre-register to vote and then automatically become active voters once they turn 18;

Whereas, Since launching the preregistration program in 2016, nearly 1.4 million California students have preregistered to vote, resulting in more than 1.1 million eligible voters;

Whereas, In order to vote in California elections, citizens must be registered to vote 15 days before the election takes place;

Whereas, In order to make voting in Los Angeles County elections easier and more accessible, citizens may register and cast a ballot on the same day an election takes place;

Whereas, The California Secretary of State has declared September 15-26, 2025 and April 14-24, 2026 as California High School Voter Education Weeks;

Resolved, That the Governing Board of the Los Angeles Unified School District encourages and supports all District High Schools to:

- Disseminate all information related to the District's Student Board Member position, including its responsibilities, activities, and impact, to increase the number of applicants for the position;
- Provide students with opportunities to promote voting participation through school-organized voting drives and campaigns without campaigning for a specific candidate;
- Dedicate 20 minutes during the 2-week Student Board Member Election voting period to show the District's Student Board Member Candidate Videos and walk students through the voting process, and convenient times to vote may include voting during advisory periods, history classes, or other civic engagement related activities;
- Create and disseminate a toolkit, developed by the Student Empowerment Unit, that includes content on the importance of voting, the history of the Student Board Member position and election, information about the candidates, flyers, and the candidate videos, that schools can share with their students;

- Promote, repost, and distribute official District election material, including the toolkit, to students through Schoology or other platforms to maximize the number of students voting;

Resolved further, That the Governing Board of the Los Angeles Unified School District declares the weeks of September 15-26, 2025 and April 14-24, 2026 as “LAUSD High School Voter Education Weeks”;

Resolved further, That the Superintendent directs the District leadership to work with community members, the California Secretary of State, and the Los Angeles County Registrar Recorder/County Clerk to ensure voter registration guides and materials, in all languages spoken in the District, are available at all Senior High Schools and Adult Schools;

Resolved further, That high school administrators be encouraged to name one or more students as voter outreach coordinators to encourage student voter registration during High School Voter Registration Week;

Resolved further, That school administrators encourage students to visit the Secretary of State High School and Youth Initiatives web page at <https://www.sos.ca.gov/elections/high-schoolprograms>;

Resolved further, That the Superintendent directs District leadership encourage all high school seniors to register to vote at <https://registertovote.ca.gov/>; and be it finally

Resolved, That the Board encourages schools to offer opportunities for students to engage in service-learning projects geared towards voter registration, poll worker programs, and civics and voter education programs for these two weeks and beyond.

New Business For Action Continued

35. Board of Education Report No. 032-25/26 **PUBLIC HEARING**
 Finance Division
 (Unaudited Actuals Report for Fiscal Year 2024-25 and Gann Limit Resolution) Recommends approval of the Unaudited Actuals Report for Fiscal Year 2024-25 and Adoption of the Gann Limit Resolution.

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/2025/9/16/29446955/?REC_ID=29446955&id=0

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