

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
10:15 a.m., Tuesday, December 16, 2025

Roll Call

Land Acknowledgment

Board President's Reports

Labor Partners
Committee Chair Reports
 School Safety & Climate Resilience
 Facilities & Procurement
 Greening Schools & Climate Resilience

Recognition of Chief Pisarzewicz
Recognition of Cynthia Ronquillo
Recognition of Miriam Rubalcava

Superintendent's Reports

TBD

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. 234-25/26
Office of Government Relations
(Request for Approval of 2026 Advocacy Agenda and Guiding Principles and Priorities) Recommends authorizing the Office of Governmental Relations (OGR), on behalf of Los Angeles Unified, to sponsor legislation and proactively advocate for policy and funding proposals at the local, state, and federal levels. All advocacy efforts will align with and support the goals, strategies, and initiatives outlined in the District's 2022-26 Strategic plan.
2. Board of Education Report No. 181-25/26
Finance Division
(Donations of Money to the District) Recommends approval of the donation of money to the District totaling \$938,809.22.
3. Board of Education Report No. 192-25/26
Human Resource Division
(Provisional Internship Permit) Recommends approval of 6 teachers to be employed under the Provisional Internship Permit.
4. Board of Education Report No. 184-25/26
Human Resource Division
(Approval of Routine Personnel Actions) Recommends approval of 3,914 routine personnel actions including, but not limited to elections, promotions, transfers, leaves, terminations, separations, permits and contracts.
5. Board of Education Report No. 182-25/26
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 \$961,202,106.81 made by the District from October 1, 2025, to October 31, 2025. It also seeks approval for the reissuance of expired warrants totaling \$2,159.59.
6. Board of Education Report No. 236-25/26
Office of Government Relations
(Approval of Non-Formula Grant Agreements: Ratification of Delegated Authority) Recommends the ratification of those actions related to the application for, and receipt of non-formula grants, including the execution of related agreements and documents, taken by the Office of Grants Administration and Office of the Superintendent within delegated authority as listed in Attachment "A."
7. Board of Education Report No. 243-25/26
Division of Communications, Engagement & Collaboration
(Community Challenge Grant 2.0 - Renewal to Launch A New Three-Year Cycle) Recommends approval of the Community Challenge Grant 2.0 program and authorization to award a total of \$2,100,000 in individual Community Challenge grants over a three-year period, to tax-exempt community organizations to provide high quality enrichment activities outside of the school and school day to Los Angeles Unified District students enrolled in high need schools.

8. Board of Education Report No. 166-25/26
Procurement Services Department
(Approval of Procurement Actions) Recommends the ratification of contract actions taken by the Procurement Services Department within delegated authority as listed in Attachment “A” including the approval of award of Professional Service Contracts not exceeding \$250,000: New Contracts; Purchase Orders; Goods and General Services Contracts: District Card Transactions; Rental 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): Authorization to increase contract capacity as listed in Attachment “B.”

9. Board of Education Report No. 118-25/26
Facilities Services Division
(Approval of Facilities Contracts Actions) Recommends the ratification of Procurement Services Department contract actions taken by Facilities Contracts under delegated authority as listed in Attachment “A” including: award of advertised construction contracts; approval of change orders; completion of contracts; award of informal contracts; award of architectural and engineering contracts; extra services / amendments for architectural and engineering contracts and approved proposed contracts in Attachment B including alternative design-build project at Clover Elementary School; and commissioning provider services contracts.

10. Board of Education Report No. 191-25/26
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 \$9,762,321, 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 equipment and materials.

11. Board of Education Report No. 190-25/26
Facilities Services Division
Early Childhood Division
(Define and Approve Two Early Education Center Outdoor Classroom and Campus Upgrade Projects and Amend the Facilities Services Division Strategic Execution Plan to Incorporate Therein) Recommends definition and approval of two projects to provide outdoor classrooms and campus upgrades at early education centers, as detailed in Exhibit A. Also recommends amending the Facilities Services Division Strategic Execution Plan to include these projects, with a combined budget of \$20,115,559, 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 equipment and materials.

12. Board of Education Report No. 071-25/26
Facilities Services Division
Division of Special Education
(Define and Approve the 24th Street Elementary 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 24th Street Elementary School (Board District 1, Region South) and the amendment of the Facilities Services Division Strategic Execution Plan to incorporate therein with a budget of \$432,291; and authorize the Chief Procurement Officer and/or the Chief Facilities Executive and/or their designee(s) to execute all reasonable instruments, as legally permissible, to implement the project including budget modifications and the purchase of equipment and materials.
13. Board of Education Report No. 189-25/26
Facilities Services Division
(Define and Approve Seven Board District Priority and Region Priority Projects and Amend the Facilities Services Division Strategic Execution Plan to Incorporate Therein) Recommends definition and approval of seven Board District Priority and Region Priority projects, as detailed in Exhibit A. Also recommends amending the Facilities Services Division Strategic Execution Plan to include these projects, with a combined budget of \$1,271,587, 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 equipment and materials.
14. Board of Education Report No. 196-25/26
Information Technology Services
(Amendment to the Information Technology Services Strategic Execution Plan to Approve the School Network Systems Upgrade, Phase 3 (198 sites) Project) Recommends approval of an amendment to the Information Technology Services (ITS) Strategic Execution Plan (SEP) to define, fund, and implement the School Network Systems Upgrade, Phase 3 (198 Sites) project, as detailed in Attachments A, B, C, and D. The project is funded by \$166,288,260 in bond funds and is anticipated to be completed by June 2029.
15. Board of Education Report No. 197-25/26
Information Technology Services
(Amendment to the Information Technology Services Strategic Execution Plan to Approve the School Network Alternative Connectivity Pilot Project) Recommends approval of an amendment to the Information Technology Services (ITS) Strategic Execution Plan (SEP) to authorize the definition, funding allocation, and related actions necessary to implement the School Network Alternative Connectivity Pilot project, as detailed in Attachments A-D. The project budget is \$10,639,200 and is funded by bond funds (100%). It is anticipated to be completed by June 2027.

16. Board of Education Report No. 193-25/26
Information Technology Services
(Amendment to the Information Technology Services Strategic Execution Plan to Approve the Campus Safety Systems (Intrusion Systems), Phase 2 Project) Recommends approval of an amendment to the Information Technology Services (ITS) Strategic Execution Plan (SEP) to authorize the definition, funding allocation, and execution of the Campus Safety Systems (Intrusion Systems), Phase 2 project, as detailed in Attachments A, B, C, and D. The project budget is \$92,349,168 and is funded by bond funds (100%). It has an anticipated completion date of December 2028.
17. Board of Education Report No. 245-25/26
Region North
(Approval of the Consolidation of San Fernando Middle School and San Fernando Institute of Applied Media; Approval of the Closure of San Fernando Institute of Applied Media) Recommends approval of the consolidation of San Fernando Middle School and San Fernando Institute of Applied Media and the closure of San Fernando Institute of Applied Media.
18. Board of Education Report No. 203-25/26 **PUBLIC HEARING**
Charter Schools Division
(Approval of the Renewal Petition for N.E.W. Academy Canoga Park) Recommends approval of the renewal petition for N.E.W. Academy Canoga Park, a Middle performing, Start-Up Independent charter school, located in Board District 3 and Region North, for five (5) years, beginning July 1, 2026, until June 30, 2031, to serve up to 520 students in grades TK-5 in each year of the charter term.
19. Board of Education Report No. 204-25/26 **PUBLIC HEARING**
Charter Schools Division
(Approval of the Renewal Petition for N.E.W. Academy of Science and Arts) Recommends approval of the renewal petition for N.E.W. Academy of Science and Arts, a Middle performing, Start-Up Independent charter school, located in Board District 2 and Region East, for five (5) years, beginning July 1, 2026, until June 30, 2031, to serve up to 450 students in grades TK-5 in each year of the charter term.
20. Board of Education Report No. 201-25/26 **PUBLIC HEARING**
Charter Schools Division
(Approval of the Renewal Petition for Aspire Titan Academy) Recommends approval of the renewal petition for Aspire Titan Academy, a Middle performing, Start-Up Independent charter school, located in Board District 5 and Region East, for five (5) years, beginning July 1, 2026, until June 30, 2031, to serve up to 330 students in grades TK-5 in each year of the charter term.
21. Board of Education Report No. 202-25/26 **PUBLIC HEARING**
Charter Schools Division
(Approval of the Renewal Petition for Goethe International Charter) Recommends approval of the renewal petition for Goethe International Charter, a High performing, Start-Up Independent charter school, located in Board District 4 and Region West, for six (6) years, beginning July 1, 2026, until June 30, 2032, to serve up to 775 students in grades TK-8 in each year of the charter term.

22. Board of Education Report No. 207-25/26 **PUBLIC HEARING**
 Charter Schools Division
 (Approval of the Renewal Petition for Port of Los Angeles High) Recommends approval of the renewal petition for Port of Los Angeles High, a High performing, Start-Up Independent charter school, located in Board District 7 and Region South, for five (5) years, beginning July 1, 2026, until June 30, 2031, to serve up to 1,000 students in grades 9-12 in each year of the charter term.
23. Board of Education Report No. 205-25/26 **PUBLIC HEARING**
 Charter Schools Division
 (Denial of the Renewal Petition for New Horizons Charter Academy) Recommends denial of the renewal petition for New Horizons Charter Academy, a Middle performing, Start-Up Independent charter school, located in Board District 6 and Region North, for five (5) years, beginning July 1, 2026, until June 30, 2031, to serve up to 300 students in grades TK-8 in each year of the charter term.
24. Board of Education Report No. 206-25/26 **PUBLIC HEARING**
 Charter Schools Division
 (Denial of the Renewal Petition for New Millennium Secondary) Recommends denial of the renewal petition for New Millennium Secondary, a Middle performing, Start-Up Independent charter school, located in Board District 7 and Region South, for five (5) years, beginning July 1, 2026, until June 30, 2031, to serve up to 225 students in grades 9-12 in each year of the charter term.

Board Member Resolutions for Action

25. Ms. Gonez - Celebrating National Special Education Day and Calling for the Protection of Special Education Programs and Funding (Res-028-25/26) (Waiver of Board Rule 72)
- Whereas, For the 2024-25 school year the Los Angeles Unified School District proudly serves over 64,000 students receiving special education services, 33 percent of which have moderate-to-severe disabilities;
- Whereas, As the overall District enrollment declines, the share of students with disabilities has increased over the past two decades from 11.5 percent of the total student population in 2002-03 school year to approximately 16 percent in the 2025-26 school year;
- Whereas, The District provides 38 types of services and supports to students with disabilities in order to provide a free appropriate public education;
- Whereas, The chronic underfunding of the federal law now known as the Individuals with Disabilities Education Act of 1975 (IDEA) by the federal government places an additional funding burden on states, local school districts, and taxpayers to pay for needed services, and often means using local budget dollars to cover the federal shortfall,
- Whereas, In the 2025-2026 school year, the District plans to spend over \$2 billion in special education costs, with the District’s federal IDEA funding falling woefully short of Congress’ commitment upon IDEA’s passage to 40 percent of the additional costs necessary to provide a free and appropriate public education to students with disabilities;

Whereas, The grossly inadequate level of funding for special education at both the federal and state level also does not sufficiently differentiate funding based on the severity of the student's disability and therefore fails to recognize the additional resources required to fully meet the needs of students with moderate to severe disabilities;

Whereas, In 2021 the State established the Special Education Early Intervention Preschool Grant to provide early intervention services and supports to preschool-aged children with special needs who are at risk of falling significantly behind;

Whereas, The majority of the current state funding structure for special education is based on student attendance (AB 602) providing Special Education Local Plan Areas (SELPA) funding based on their overall student attendance, regardless of how many students with disabilities the SELPA serves or the services they provide;

Whereas, The District proudly operates 13 Special Education and Career Transition Centers which provide students with a robust instructional program that meets each individual student's unique needs and prepares them and their families for their transition beyond secondary school;

Whereas, Under a new proposal the U.S. Department of Health and Human Services instead of the U.S. Department of Education would assume responsibility for administering federally funded special education programs including the IDEA, raising serious concerns because the shift threatens to undermine critical oversight, accountability, and protections for students with disabilities; and

Whereas, Special education services are further threatened by proposed reductions to medicaid, upon which many school districts depend to fund therapies, medical supports, services for students with disabilities. These cuts would disproportionately harm students with significant special needs and undermine their right to a free and appropriate public education (FAPE); now, therefore, be it

Resolved, That the Governing Board of the Los Angeles Unified School District recognizes and celebrates the unique assets and needs of our students with disabilities and is proud to serve them and their families, particularly in light of the shameful historic exclusion of students with disabilities;

Resolved further, That the District formally recognizes December 2 as National Special Education Day this year and every year and encourages all schools, students, and families to celebrate our children with disabilities and the unique assets they contribute to our school communities;

Resolved further, That the Board commits to continued advocacy for the protection of the IDEA and related Federal programs serving students with disabilities and for additional resources that will adequately resource and sustain the instructional programs and services for our students with disabilities, such as increasing California's funding allocations to meet the increases in special education costs and Congress increasing the annual appropriations for the IDEA; and, be it finally

Resolved, That the District commits to continuing and expanding upon its regular opportunities for parents and families students with disabilities to engage with the District to provide meaningful feedback, opportunities for continuous improvement and strengthen partnerships and resources.

26. Ms. Newbill – National Mentoring Month 2026 (Res-032-25/26) (Waiver of Board Rule 72)

Whereas, National Mentoring Month 2026 will be celebrated from January 1 through January 31 to highlight the essential role mentoring plays in supporting academic achievement, social-emotional development, and long-term success for young people;

Whereas, National Mentoring Month recognizes the invaluable contributions of mentors and raises awareness of how positive mentoring relationships strengthen students, families, schools, and communities;

Whereas, Mentoring fosters positive life and social skills, promotes self-esteem, bolsters academic achievement and college access, supports career exploration, and nurtures youth leadership development;

Whereas, Research shows that youth with mentors are 92 percent more likely to volunteer regularly in their communities, 75 percent more likely to hold leadership positions in clubs or sports teams, 22 percent more likely to feel a strong sense of belonging during their upbringing, and 58 percent credit their mentor with supporting their mental health;

Whereas, Mentoring demonstrates long-term effectiveness, with 74 percent of individuals who had a meaningful mentor reporting that their mentor significantly contributed to later life success, 85 percent saying their mentor helped them with school-related challenges, and nearly 60 percent of individuals under 40 continuing to draw advice from their childhood mentors;

Whereas, The Los Angeles Unified School District recognizes mentoring as a powerful tool for promoting educational equity, fostering resilience, closing opportunity gaps, and supporting the social and emotional well-being of all students;

Whereas, The Beyond the Bell program provides enriching before- and after-school opportunities where students receive academic guidance, leadership development, and supportive relationships that often grow into meaningful mentoring connections;

Whereas, Linked Learning pathways integrate rigorous academics with real-world experiences and mentorship from industry professionals in sectors such as engineering, healthcare, computer science, and the arts, preparing students for college, careers, and civic engagement;

Whereas, GEAR UP (Gaining Early Awareness and Readiness for Undergraduate Programs) offers long-term, cohort-based mentoring and college readiness support for middle and high school students, helping them navigate academic challenges, build confidence, and prepare for postsecondary success;

Whereas, The Foster Youth Achievement Program provides specialized support, advocacy, and mentorship to students in foster care, ensuring they receive the individualized guidance and stability needed to overcome systemic barriers and thrive academically and emotionally;

Whereas, Federal budget proposals for fiscal year 2026 would eliminate funding for GEAR UP, among other student aid and mentoring/college-access programs;

Whereas, The District recognizes that reductions in federal funding for mentoring and access programs would disproportionately affect students who benefit most from those services and undermine long-term equity and opportunity goals; and

Whereas, The District maintains strong partnerships with universities, nonprofit organizations, community-based agencies, and civic groups to expand mentoring opportunities across the District and ensure that all students have access to trusted, supportive role models; now, therefore, be it

Resolved, That the Los Angeles Unified School District hereby recognizes January 2026 as National Mentoring Month and encourages students, families, employees, community members, and partner organizations to participate in mentoring activities that empower youth and strengthen communities;

Resolved further, That the District strongly advocates for the continued funding and expansion of mentoring and college-access programs, and urges federal, state, and local policymakers to ensure that these critical supports remain available to students in need; and, be it finally

Resolved, That the District reaffirms its commitment to expanding, supporting, and promoting mentoring programs, partnerships, and opportunities that help young people realize their full potential and graduate ready for the world.

27. Ms. Newbill – Commemorating the Life and Legacy of Dr. Martin Luther King, Jr. and the National Day of Service (Res-033-25/26) (Waiver of Board Rule 72)

Whereas, The Reverend Dr. Martin Luther King, Jr. devoted his life to the struggle for justice and equality;

Whereas, Dr. Martin Luther King, Jr. was universally recognized as a proponent of nonviolence in the pursuit of freedom and justice in the United States;

Whereas, Dr. Martin Luther King, Jr. was awarded the Nobel Prize for Peace in 1964 in recognition of his outstanding leadership in pursuit of that goal;

Whereas, In May 1964, Dr. Martin Luther King, Jr. addressed nearly 15,000 Angelenos at the Los Angeles Memorial Coliseum on the issues of race relations and human dignity;

Whereas, In this time of escalating cultural, political, and social schisms manifesting in deepening division, polarization, injustice, and violence, The King Center’s 2026 theme, “*Mission Possible II: Building Community, Uniting a Nation the Nonviolent Way,*” offers a timely and impactful blueprint for action grounded in the transformative power of Dr. Martin Luther King Jr.’s vision;

Whereas, Dr. Martin Luther King, Jr. Day has been recognized as a national holiday since 1984 and became a National Day of Service in 1994 by the passage of the King Holiday and Service Act by the US Congress;

Whereas, The Dr. Martin Luther King, Jr. National Day of Service is a part of United We Serve, a national call to service initiative established by President Obama;

Whereas, Dr. Martin Luther King, Jr. firmly believed that the pursuit of justice, equality, and a new sense of dignity for millions of Black people, and opens, for all Americans a new era of progress and hope;

Whereas, The Dr. Martin Luther King, Jr. National Day of Service, will be observed on January 19, 2026, and calls for Americans from all walks of life to work together to provide solutions to the most pressing national and local problems in honor of Dr. King's legacy;

Whereas, Our students, parents, and staff will benefit from all projects and programs that increase participation in acts of community service; now, therefore, be it

Resolved, That the Governing Board of the Los Angeles Unified School District recognizes the third Monday in January as a day of service in honor of Dr. Martin Luther King, Jr. and his principle of justice for all;

Resolved further, That on Monday, January 19, 2026, we encourage all students, parents, teachers, and staff to observe this MLK National Day of Service by engaging in volunteer activities to help our community become a better world; and be it finally

Resolved, That schools provide students and parents with suggestions of appropriate instructional and community activities that can be conducted during and following the MLK National Day of Service on January 19, 2026.

Board Member Resolutions for Initial Announcement

28. Ms. Newbill - Celebration of Black History Month 2026 (Res-031-25/26) (For Action January 27, 2026)

Whereas, Black History Month, or National African American History Month, is an annual celebration of achievements by Black Americans and a time for recognizing the central role of African Americans in United States history;

Whereas, Black History Month 2026 is a celebration of the 100-year legacy of Dr. Carter G. Woodson, whose establishment of Negro History Week in 1926 laid the foundation for what would become Black History Month, a cornerstone of historical education and cultural reflection in the United States;

Whereas, Dr. Carter G. Woodson, a Harvard trained historian, like W.E.B. DuBois before him, believed that truth would not be denied and that reason would prevail over prejudice;

Whereas, Every United States President has officially designated the month of February as Black History Month and other countries around the world, including Canada and the United Kingdom, also devote a month to celebrating Black history;

Whereas, Established by Dr. Carter G. Woodson in 1915, the Association for the Study of African American Life and History (ASALH) strives to promote, research, preserve, interpret, and disseminate information about Black life, history, and culture to the global community.

Whereas, Black History Month 2026 marks the centennial celebration of organized efforts to recognize, preserve, and honor the history, culture, and achievements of Black Americans, reflected in the 2026 ASALH theme, "*A Century of Black History Commemorations*";

Whereas, For a century, Black History commemorations have illuminated the resilience, innovation, leadership, and contributions of Black Americans in fields such as education, science, the arts, business, civil rights, government, technology, and public service;

Whereas, For the past century, spanning major milestones such as the Harlem Renaissance, the Civil Rights Movement, the Voting Rights Act of 1965, and continuing through the cultural, political, and educational advancements of the 21st century, Black History commemorations have played a vital role in elevating Black voices, honoring Black achievements, and deepening America's understanding of its own history;

Whereas, The centennial theme honors the work of generations of educators, scholars, activists, students, and community organizations who have advanced the study and preservation of Black history, ensuring that the richness of Black experiences is included in the national narrative;

Whereas, Black History Month serves as an essential opportunity to uplift stories that have historically been overlooked or underrepresented, fostering a deeper understanding of the shaping of American democracy, culture, and identity;

Whereas, Recognizing this centennial milestone reinforces the importance of continuing to expand culturally responsive education, support inclusive curriculum, and ensure that all students learn about and appreciate the diverse histories that enrich our society;

Whereas, The Los Angeles Unified School District is committed to culturally responsive, inclusive, and historically accurate instruction that reflects the diversity of its students and honors the contributions of Black Americans;

Whereas, The Black Student Achievement Plan (BSAP) provides targeted academic, social-emotional, and community support to address opportunity gaps, promote equity, and improve outcomes for Black students across the District;

Whereas, The District has strengthened its African American History and Ethnic Studies curriculum, ensuring students have access to comprehensive instruction on African civilizations, the African diaspora, the struggle for civil rights, and the ongoing pursuit of justice and empowerment for historically marginalized communities, encouraging students to think critically about social justice, civic engagement, and shared responsibility;

Whereas, Black History Month serves as a reaffirmation of the District's commitment to anti-racism, educational equity, and the creation of learning environments where every student feels seen, valued, and empowered;

Whereas, Honoring a century of Black history commemorations underscores the importance of ensuring that future generations continue to learn about the diverse, complex, and foundational contributions of Black Americans from 1926 to 2026 and beyond while recognizing the ongoing work necessary to protect civil rights, expand educational opportunity, and advance justice and equity for all students; and

Whereas, Our democracy's founding ideals were exclusionary when they were written, but Black Americans have continuously fought to make them true; now, therefore, be it

Resolved, That the Governing Board of the Los Angeles Unified School District recognizes February as National Black History Month;

Resolved further, That the Board acknowledges that all people of the United States are beneficiaries of the wealth of history given to all by Black Culture, Black Inventors, Black Artists, Black Artisans, Black Advocacy Black Leaders, Black Civic Engagement, and Black workers;

Resolved, further, That the Board commits to the inclusion of Black History into the core curriculum, including, but not limited to Ethnic Studies, African American History, and African American Literature, as well as encourages strong integration across coursework in History, English Language Arts, Science, Mathematics, and Arts so that this critical learning lives in the minds of our students beyond the month of February;

Resolved further, That the Board direct the Superintendent to expand upon the District's existing efforts, such as the Black Student Achievement Plan, to continue to identify strategies and tactics to align resources targeted toward eliminating anti-racist educational practices and closing the gap of academic achievement outcomes for Black Students;

Resolved further, That the District will continue to address challenges unique to Black students and families and recognize the Black Lives Matter at Schools Week of Action (February 2–6, 2026). This national week of action includes a variety of activities focused on social justice in education, such as curriculum fairs, community-building events, and workshops designed to support and empower Black students, families and educators; and, be it finally

Resolved, That the Superintendent will work with educators, librarians, all the schools of the District, and our wider community to recognize and celebrate this month, and throughout the academic year, with culturally relevant and appropriate curriculum, programs, ceremonies, and activities that generate in-depth discussion of the complex factual history of the United States and the legacy of Black Americans.

29. Ms. Newbill, Mr. Schmerelson, Dr. Rivas – Opposing the Unlawful Transfer of U.S. Department of Education Functions to Other Federal Agencies (Res-034-25/26) (For Action January 27, 2025)

Whereas, Congress established the U.S. Department of Education to ensure focused, expert, and coordinated federal support for the nation’s public schools and students, and to uphold a national commitment to equitable, high-quality education for all;

Whereas, Federal law clearly grants Congress alone the authority to alter the functions and responsibilities of the Department of Education;

Whereas, For decades the Department has played an essential role in ensuring that all students, particularly those historically underserved including students of color, students from low-income backgrounds, students with disabilities, English learners, students experiencing homelessness, students in foster care, and others receive the services, protections, and educational opportunities to which they are legally entitled;

Whereas, The current administration announced this week its intention to unlawfully transfer numerous critical functions and offices of the Department of Education to other federal agencies, actions that would create widespread confusion, undermine congressional authority, and destabilize the nation’s education system;

Whereas, Earlier this year, the illegal transfer of the Office of Career, Technical, and Adult Education to the Department of Labor (DOL) resulted in significant operational failures, including delayed guidance, disrupted training, and impeded access to funding for states and school districts demonstrating that such agencies lack the expertise, infrastructure, and capacity to administer education programs;

Whereas, Shifting additional programs to DOL, the Department of Health and Human Services, the Department of the Interior, and the Department of State would multiply bureaucratic barriers, reduce oversight, and force states, districts, families, and students to navigate unfamiliar agencies with no experience administering K–12 or higher education programs;

Whereas, Moving core functions of the Office of Elementary and Secondary Education—including management of Title I—to DOL is especially nonsensical and would erode critical oversight of annual assessments, school accountability, literacy initiatives, family engagement programs, charter and community school support, and services for migrant and homeless students, among others;

Whereas, DOL enforcement offices such as OSHA and the Wage and Hour Division are structured for workplace regulatory compliance, not for continuous improvement or partnership with state education agencies, and are therefore wholly unsuited to performing federal education duties;

Whereas, Public polling consistently shows that nearly two-thirds of U.S. adults oppose eliminating or weakening the Department of Education, demonstrating widespread recognition of the harm such actions would cause to students and public schools;

Whereas, Anticipated future transfers of the Office for Civil Rights (OCR) and the Office of Special Education and Rehabilitative Services (OSERS) are deeply alarming, particularly given by OCR's recent dismissal of thousands of civil rights cases, leaving millions of students without remedies to enforce their federally protected rights;

Whereas, As the nation marks the 50th anniversary of the Individuals with Disabilities Education Act (IDEA), any attempt to transfer special education oversight to HHS represents a profound step backward, threatening to re-segregate and marginalize students with disabilities and diminish decades of progress; and

Whereas, These actions will distance students from the federal protections, resources, and support systems they rely upon, and the agencies designated to assume these responsibilities lack the relationships, expertise, and staffing required to fulfill them; now, therefore, be it

Resolved, That the Los Angeles Unified School District strongly condemn and oppose the administration's unlawful and irresponsible transfer of authority from the Department of Education to other federal agencies;

Resolved further, That the District opposes the firing of hundreds of workers within OSERS which oversees states' compliance with IDEA;

Resolved further, That District opposes the administration's actions towards the Department of Education's actions towards the Office of Civil Rights, which has abandoned its mission to uphold the rights of all students, especially those who are from traditionally marginalized communities;

Resolved further, That we call upon Congress to immediately reassert its constitutional authority, halt these unprecedented and legally dubious actions, and protect the integrity and mission of the U.S. Department of Education; and, be it finally

Resolved, That the District affirms our unwavering commitment to safeguarding the rights, opportunities, and educational futures of all students, and to ensuring that federal education policy remains grounded in equity, expertise, and the rule of law.

Resolution Requested by the Board Secretariat

30. Appointment of New Member of the Personnel Commission (Fernando Sanchez) (Bd Sec Res 008-25/26)

Resolved, Pursuant to Education Code Section 45240 et seq., that the Governing Board of the Los Angeles Unified School District appoints Mr. Fernando Sanchez as a member of the Personnel Commission, nominated by the classified employees of the District, SEIU 99, the District's classified bargaining union with the largest number of classified employees. Mr. Sanchez meets the statutory requirements to be appointed to the commission; he is a registered voter and resident within the territorial jurisdiction of Los Angeles Unified and is a known adherent to the principle of the merit system. His term will begin immediately upon appointment by the Board of Education.

Public Hearings

31. Charter Petitions for Public Hearings (Misc 025-25/26)

TEACH Preparatory Mildred S. Cunningham & Edith H. Morris Elementary (Board District 1, Region South, Low performing) Consideration of the level of support for a renewal start-up independent charter petition requesting to serve up to 380 students (current enrollment 282) in grades TK-5 with a proposed term of 2026-2028 and a proposed location of 8505 S. Western Ave., Los Angeles, CA 90047.

ICEF View Park Preparatory High (Board District 1, Region South, Middle performing) Consideration of the level of support for a renewal start-up independent charter petition requesting to serve up to 500 students (current enrollment 320) in grades 9-12 with a proposed term of 2026-2031 and a proposed location of 5701 S. Crenshaw Blvd., Los Angeles, CA 90043.

KIPP Vida Preparatory Academy (Board District 1, Region South, Middle performing) Consideration of the level of support for a renewal start-up independent charter petition requesting to serve up to 550 students (current enrollment 559) in grades TK-4 with a proposed term of 2026-2031 and a proposed location of 4410 S. Budlong Ave., Los Angeles, CA 90037.

KIPP Academy of Innovation (Board District 2, Region East, Middle performing) Consideration of the level of support for a renewal start-up independent charter petition requesting to serve up to 485 students (current enrollment 440) in grades 5-8 with a proposed term of 2026-2031 and a proposed location of 4240 E. Olympic Blvd., Los Angeles, CA 90023.

KIPP Iluminar Academy (Board District 2, Region East, Middle performing) Consideration of the level of support for a renewal start-up independent charter petition requesting to serve up to 550 students (current enrollment 618) in grades TK-4 with a proposed term of 2026-2031 and a proposed location of 4800 E. Cesar Chavez Ave., Los Angeles, CA 90022.

KIPP Raices Academy (Board District 2, Region East, Middle performing) Consideration of the level of support for a renewal start-up independent charter petition requesting to serve up to 550 students (current enrollment 594) in grades TK-4 with a proposed term of 2026-2031 and a proposed location of 668 S. Atlantic Blvd., Los Angeles, CA 90022.

KIPP Los Angeles College Preparatory (Board District 2, Region East, High performing) Consideration of the level of support for a renewal start-up independent charter petition requesting to serve up to 485 students (current enrollment 532) in grades 5-8 with a proposed term of 2026-2032 and a proposed location of 2810 Whittier Blvd., Los Angeles, CA 90023.

Ocean Charter (Board District 4, Region West, High performing) Consideration of the level of support for a renewal start-up independent charter petition requesting to serve up to 566 students (current enrollment 553) in grades TK-8 with a proposed term of 2026-2031 and a proposed location of 12870 Panama St., Los Angeles, CA 90066.

California Creative Learning Academy Middle (Board District 5, Region West, Low performing) Consideration of the level of support for a renewal start-up independent charter petition requesting to serve up to 225 students (current enrollment 103) in grades 6-8 with a proposed term of 2026-2028 and a proposed location of 2709 Media Center Dr., Los Angeles, CA 90065.

Miscellaneous Business

32. Resolution of Intention to Dedicate Corner Ramp Easement at Porter Ranch Community School (034-25/26) **PUBLIC HEARING**

Correspondence and Petitions

33. Report of Correspondence (ROC-005- 25/26)

Board Member Resolutions for Action Continued

34. Ms. Griego, Ms. Ortiz Franklin, Dr. Rivas - Strengthening and Expanding Community-Based Safety Programs in Time of Heightened Immigration Enforcement (Res-025-25/26) (Noticed November 18, 2025) **3:00 P.M. TIME CERTAIN**

Whereas, In October 2025, the Los Angeles County Board of Supervisors declared a state of emergency through a “Proclamation of Local Emergency for Federal Immigration Actions” in order to provide those most impacted with resources including economic relief, eviction protections, and other assistance; and in December 2024, LA City Council unanimously adopted an ordinance in to prohibit the use of city resources, personnel, property and data for federal immigration enforcement;

Whereas, Since the beginning of 2025, in Los Angeles and across the region, communities have witnessed heightened attacks on our most vulnerable communities, including Black, LGBTQ+, and immigrants, as a result of policies and rhetoric enacted by the federal administration;

Whereas, As a result of those heightened attacks, Los Angeles Unified School District students and family members have been targeted, arrested, detained, and deported to their home countries within a matter of days;

Whereas, Communities are experiencing a widespread fear of U.S. Immigration and Customs Enforcement (ICE) raids, detentions, and deportations near and around our schools consequently creating chaos and economic uncertainty as a result of family separations, job loss, housing destabilization, and movement across the region;

Whereas, Recent immigration enforcement efforts have created fear, sorrow, and anxiety in our communities negatively impacting the mental health of young people. According to the 2025 BlueSky Youth Mental Health Survey, over 81 percent of youth respondents expressed concern with discrimination against immigrants;

Whereas, Particular communities across the greater Los Angeles region are being racially profiled and targeted. The map “Areas of Focus for Immigration Activity” produced by the Coalition for Humane Immigrant Rights (CHIRLA) highlighted the communities of the San Fernando Valley (Pacoima and North Hills), South LA (Jefferson Park and Westmont), **and** Southeast LA (Norwalk, Bellflower, Downey, South Gate) as the communities with the highest immigration enforcement activity between June 6 and July 20, 2025;

Whereas, The Governing Board of the Los Angeles Unified School District has reaffirmed its commitment to making Los Angeles Unified School District a sanctuary district through resolutions “Reaffirmation of Los Angeles Unified School District Schools as Safe Zones for Families Threatened by Immigration Enforcement” (Res-093- 16/17), and “Reaffirm that Los Angeles Unified School District Will Be a Sanctuary District and Safe Zone for Families Threatened by Immigration Enforcement” (Res-034-24/25);

Whereas, In July of 2025, the Board unanimously approved the resolution “Upholding Our Constitutional Rights and Standing with Immigrant Communities” (Res-086-24/25) which condemns the militarization of immigrant communities, including any uninvited deployment of federal agents, National Guard personnel, in our schools and communities without local request and transparent civilian oversight;

Whereas, The District has responded by expanding the We Are One campaign, which includes **regular** Know Your Rights trainings, emergency preparedness plans, **educating individuals of their civil rights when interacting with immigration enforcement officers**, strengthening partnerships with community organizations and service providers, **establishing and implementing protocols for when ICE attempts to enter our campuses**, and other mental, financial and legal supports for impacted students and families;

Whereas, Community members, organizations and labor partners in the greater Los Angeles area have organized rapid response and mutual aid networks; organized and led Know Your Rights trainings for community members, students, and educators; documented ICE raids that have provided the basis for lawsuits against the federal administration; demonstrated a commitment to keeping our students safe by being present at schools during the first week of school; and communicating with board members and other District leaders to offer support;

Whereas, Through the unanimously approved “Community-Based Safety Analysis and Expansion” (Res-023-22/23) resolution, the District committed to implementing a holistic vision of school safety that called for a Community-Based Safety Pilot at Black Student Achievement Plan (BSAP) schools incorporating safe passages, peacebuilding, and community development; and a Landscape Analysis Report produced by the Independent Analysis Unit to inform the expansion of community-based safety programs across the District;

Whereas, Community-Based safety programs, when implemented with fidelity and accountability, can help to create inclusive, supportive, and safe learning environments for Black, undocumented immigrant, LGBTQ+ students without criminalizing or harming students;

Whereas, The District allocated \$125 million in base funding and an additional \$50 million in one-time funding in the 2025-26 budget towards BSAP, which included funding to maintain and expand community-based safety program at BSAP schools;

Whereas, The District currently has over 170 active community-based safety programs, which include: more than 75 safe passage programs, approximately 60 peace building programs, and nearly 40 community development programs across BSAP schools; and

Whereas, The District has recently executed separate Memorandum of Understandings (MOU) with the Los County Office of Violence Prevention and the City of Los Angeles’s Gang Reduction and Youth Development Program (GRYD), leading to the initiation of a pilot safe passage program at Sotomayor Arts and Sciences Magnet, Bernstein High School and Virgil Middle School; now, therefore be it

Resolved, That in an effort to work towards creating a greater sense of safety on the route to and from school for students and families, the Governing Board of the Los Angeles Unified School District recommits to the model of Community-Based Safety, which includes safe passage, peacebuilding and community development programs;

Resolved further, That the Los Angeles Unified School District will utilize a community-based safety approach to its preparation and response related to neighborhood immigration enforcement through efforts that include:

- Expanding trainings for staff, students, and families on ICE protocols, Know Your Rights, de-escalation skill building, restorative justice, and peacebuilding, and potentially through the Every School Safe modules,
- Providing tailored guidance and training to school leadership teams on updating safety plans, practicing drills, and assessing campus facility security,
- Providing and enhancing communication about appropriate status updates and urgently needed resources like transportation and mental health services in response to community incidents; and,
- Consider incorporating additional questions to the School Experience Survey to measure effectiveness of trainings;

Resolved further, That the Board affirms the role of school-based Positive Behavior Intervention and Supports (PBIS) and Restorative Practices (RP) in supporting community-based safety. The Board directs the District to conduct an evaluation of school-based PBIS and RP implementation, identify models with strong outcomes, and present findings and recommendations, including potential integration of PBIS/RP into community-based safety, at a School Climate and Safety

Committee in Fall 2026;

Resolved further, That the District will ~~execute~~ issue a Request for Proposal (RFP) for the ~~a contract with an expert in the field of community-based safety by March 2026. As part of the contract, the expert will be hired to~~ development of a cohesive plan for the expansion of community-based safety programs ~~districtwide~~ and target no later than May 2026 to present the contract and funding source(s) to the Board of Education for approval or ratification;

Resolved further, The plan will be developed in collaboration with District staff, and local city and county experts, ~~community partners, the Black Student Achievement Plan (BSAP) Steering Committee, students and parents; and shall include, but not be limited to~~ they should consider, at a minimum, including; the following key components:

- 1) Standardize expectations to establish coherence among community-based safety vendors, and city and county partners,
- 2) Evaluation framework, metrics ~~and rubrics, baseline standards,~~ and mechanisms to guide the outcomes, ~~implementation~~ and efficacy of the program and vendors,
- 3) ~~Recommendations of school-level baseline staffing standards for Safe Passage programs operated by vendors~~
- 4) Monitor and assess what types of community-based safety programs and strategies are working at schools and in the broader communities and identify model schools within the District,
- 5) Inform what other school districts are doing when it comes to community-based safety programs,
- 6) Recommendations ~~on~~ how to deepen community-based safety partnerships with government agencies, community groups, and non-profit organizations,
- 7) Vision and structure for Community-Based Safety Teams at schools, which may include safe passage staff, School Climate Advocates, ~~community violence intervention practitioners,~~ and mental health professionals,
- 8) Communication and messaging plan to educate the school community on community-based safety programs,
- 9) Framework for engaging volunteers, including students, families, and local businesses, community-based safety education and programs,
- 10) Outline of additional investment and funding opportunities,
- 11) ~~Explore the current organizational structures that house community-based safety programs, and identify any future infrastructure needs to ensure alignment, coordination, and cohesion across all program components,~~
- 12) ~~Recommendations for training, protocols and best practices for protecting students, staff, and families from the impacts of ICE activity and, be it finally,~~

Resolved, That the Board directs the Superintendent to present a long-term ~~phased-out~~ expansion implementation plan of Community-Based Safety programs to the Board by ~~March 2027/December of 2026~~. The plan shall incorporate the findings presented by the contracted community-based safety expert, assess the implications for program expansion, ~~and propose an~~ appropriate timeline that includes progress-monitoring milestones, and identify progress-monitoring partners, including students, parents, the BSAP Steering Committee and other relevant community partners.

New Business for Action Continued

35. Board of Education Report No. 180-25/26
Finance Division
(2025-26 First Interim Report and Multi-Year Projections) Recommends approval of the 2025-26 First Interim Report and Multi-Year Projections and its submission to the Los Angeles County Superintendent of Schools (CSS).
36. Board of Education Report No. 258-25/26
Office of Labor Relations
(Adoption of the 2026-2027 Health Benefits Agreement) Recommends adoption of the 2026-2027 Health Benefits Agreement between the Los Angeles Unified School District and Unions/Associations Representing District Employees inclusive of Associated Administrators of Los Angeles/Teamsters Local 2010, California School Employees Association, and its Los Angeles Chapter 500, Los Angeles/Orange Counties Building and Construction Trades Council, Los Angeles School Police Association, Los Angeles School Police Management Association, SEIU Local 99, Teamsters Local 572, and United Teachers Los Angeles. This Agreement is being presented to the Board of Education as a joint recommendation by all of the Parties. This Agreement is being adopted subject to any requisite union procedures that each respective union(s)/association(s) may need to comply with in order to secure the approval and ratification of its membership.

Miscellaneous Business Continued

37. Appoint ad hoc Board Rules and Governance Committee (Misc 039-25/26)

Appointment of Board Members to ad hoc Board Rules and Governance Committee for review and submission of suggested changes to existing Board Rules for eventual approval by entire Board.

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/2025/12/16/29488730/?REC_ID=29488730&id=0

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