

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

REGULAR MEETING STAMPED ORDER OF BUSINESS

333 South Beaudry Avenue, Board Room
1208 Magnolia Avenue, Gardena, CA 90247
9945 Laurel Canyon Blvd, Pacoima, CA 91331
10:00 a.m., Tuesday, April 21, 2026

Roll Call

Pledge of Allegiance

Land Acknowledgment

Board President's Reports

Labor Partners
Committee Chair Reports
Charter School Committee
Committee of the Whole
Special Education Committee
Greening and Climate Resilience Committee
Safety and School Climate Committee
Curriculum and Instruction Committee

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. **ITEM WITHDRAWN PRIOR TO MEETING**
2. Board of Education Report No. 321-25/26 **ADOPTED BY CONSENT VOTE**
Finance Division
(Donations of Money to the District) Recommends approval of the donation of money to the District totaling \$3,985,211.68.
3. Board of Education Report No. 322-25/26 **ADOPTED BY CONSENT VOTE**
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 \$955,548,586.83 made by the District from February 1, 2026, to February 28, 2026.
4. Board of Education Report No. 353-25/26 **ADOPTED BY CONSENT VOTE**
Human Resources
(Approval of Routine Personnel Actions) Recommends approval of 4,922 routine personnel actions (including but not limited to elections, promotions, transfers, leaves, terminations, separations, permits, contracts, and senior management contracts) and approval of the amendment of the employment agreement of Andrés E. Chait as Acting Superintendent.
5. Board of Education Report No. 356-25/26 **ADOPTED BY CONSENT VOTE**
Human Resources
(Approval of Non-Routine Personnel Actions) Recommends approval of the demotion of a classified employee from Plant Manager I to Assistant Plant Manager I.
6. Board of Education Report No. 354-25/26 **ADOPTED BY CONSENT VOTE**
Human Resources
(Provisional Internship Permits) Recommends approval of 6 teachers to be employed under the Provisional Internship Permit.
7. Board of Education Report No. 361-25/26 **ADOPTED**
Human Resources
(Declaration of Need for Fully Qualified Educators) Recommends adoption of a declaration of need for the use of an estimated 743 emergency permits as supplemental authorizations for credentialed teachers in 2026-27. Such authorization is intended to expand instructional opportunities for students, minimize instances of misassignment, and increase the range of subject areas in which certificated staff are legally authorized to provide instruction.
8. Board of Education Report No. 320-25/26 **ADOPTED**
Human Resources
(Ratification of Incentive Grant Awards to LAUSD) Recommends ratification of \$2,564,472 in annual grants to the Los Angeles Unified School District awarded by the Commission on Teacher Credentialing and authorization to execute professional services contracts with partners, colleges, and universities.

9. Board of Education Report No. 296-25/26 **ADOPTED AS AMENDED (VERSION 2)**
 (The Background section in the report was updated to include “For Transitional Kindergarten (TK), Creative Curriculum (adopted by the Board in 2024) will be implemented to ensure full alignment with the California Preschool/Transitional Kindergarten Learning Foundations (PTKLF).” This was also included as a footnote in Attachment B.
 Division of Instruction
 Library and Textbook Support
 Multilingual Multicultural Education Department
 (Adoption of Textbooks for Mandarin Dual Language Education (DLE)) Recommends the adoption of Textbooks and Instructional Materials for use in the Mandarin Dual Language Education program, covering grades K-12 and authorization for the Chief Procurement Officer to negotiate and execute a textbook purchase agreement.
10. Board of Education Report No. 304-25/26 **ADOPTED BY CONSENT VOTE**
 Procurement Services Department
 (Approval of Procurement Actions) Recommends the ratification of the 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; Contract Amendment; Purchase Orders; Goods and General Services Contracts: Purchase Orders; District Card Transactions; Rental of Facilities; Travel/Conference Attendance; General Stores Distribution Center; and Book/Instructional Material Purchase Orders; and approve Professional Service Contracts (exceeding \$250,000): New Contract; and Goods and General Services Contracts (exceeding \$250,000): New Contracts as listed in Attachment “B.”
11. Board of Education Report No. 247-25/26 **ADOPTED BY CONSENT VOTE**
 Procurement Services Department – 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; 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; decontamination services amendment and approved proposed contract in Attachment B including Central Manufacturing Kitchen.
12. Board of Education Report No. 333-25/26 **WITHDRAWN**
 Procurement Services Department – Facilities Contracts
 (Delegations of Authority for Procurement and Facilities Contracts Amendment) Recommends approval of an amendment to the Procurement and Facilities Contracts Delegations of Authority to update the type and value of construction contract actions that may be exercised under delegated authority, with an effective date of April 21, 2026.
13. Board of Education Report No. 303-25/26 **ADOPTED**
 Division of Special Education
 Medical Services Division
 (Update to Delegation of Authority to Negotiate and Execute Nonpublic Agency Master Contracts for Special Education Health and Nursing Services to Increase Aggregate Amount) Recommends approval to update the delegation of authority to negotiate and execute NPA master contracts for Health and Nursing Services with California Department of Education (CDE)-certified Nonpublic Agencies to increase the aggregate amount for the 2025-26 and 2026-27 school years to \$12 million. This aggregate amount will be utilized for health and nursing services as well as for health and special education services.

14. Board of Education Report No. 372-25/26 **ADOPTED BY CONSENT VOTE**
Office of Environmental Health and Safety
(Adoption of the Negative Declaration for the 32nd Street USC (32nd St./USC) Magnets Major Modernization Project). Recommends review and adoption of the Negative Declaration (ND) for the proposed 32nd Street USC Magnets (32nd St./USC) Major Modernization Project 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.). Furthermore, the Environmental review of the Project found that there would be no significant impacts as a result of the construction and operation of the Project with the implementation of LAUSD Standard Conditions of Approval.
15. Board of Education Report No. 373-25/26 **ADOPTED BY CONSENT VOTE**
Facilities Services Division
(Project Approval for the 32nd Street School USC Magnet Major Modernization Project) Recommends approval of the 32nd Street School USC Magnet Major Modernization Project (Project) and authorize staff to execute all reasonable instruments to implement the proposed Project.
16. Board of Education Report No. 324-25/26 **ADOPTED BY CONSENT VOTE**
Facilities Services Division
(Consideration of Business Improvement District Renewal and Formation Petitions) Recommends to authorize the Chief Facilities Executive and/or her designee to execute petitions and cast the Proposition 218 ballot(s) in support of the renewal of three Business Improvement Districts (BIDs) (Downtown Industrial District, LA Fashion District, and Venice Beach) and the formation of two new Business Improvement Districts (Hooper Commons and MacArthur Park) within the City of Los Angeles (City), conditioned upon the BIDs providing a reduction of at least fifty percent (50%) of the proposed annual assessment amounts, and to execute any other reasonable instruments on behalf of Los Angeles Unified School District (LAUSD or Los Angeles Unified).
17. Board of Education Report No. 345-25/26 **ADOPTED BY CONSENT VOTE**
Division of School Operations
(Renaming of San Fernando Middle School) Recommends approval of renaming the school to San Fernando Academy.
18. Board of Education Report No. 344-25/26 **ADOPTED BY CONSENT VOTE**
Division of School Operations
(Renaming of Charles Maclay Middle School) Recommends approval of renaming the school to Glenoaks Academy.
19. Board of Education Report No. 375-25/26 **ADOPTED BY CONSENT VOTE**
Charter Schools Division **PUBLIC HEARING STATEMENT READ**
(Approval of the Renewal Petition for Chatsworth Charter High) Recommends approval of the renewal petition for Chatsworth Charter High, a Middle performing, Conversion Affiliated charter school, with a benchmark in the area of academics (ELA for English Learners), located in Board District 3 and Region North, for five (5) years, beginning July 1, 2026, until June 30, 2031, to serve up to 2,029 students in grades 9-12 in each year of the charter term.

Board Member Resolutions for Action

20. Mr. Melvoin, Ms. Newbill, Mr. Schmerelson – Commemorating May as Jewish American Heritage Month (Res-047-25/26) (Noticed March 10, 2026)

ADOPTED BY CONSENT VOTE

Whereas, Jewish American Heritage Month is observed each May to recognize and celebrate the centuries-long history of Jewish contributions to American civic, cultural, economic, scientific, and educational life;

Whereas, Jewish Americans have played a vital role in shaping the United States, contributing to the arts, sciences, business, labor movements, public service, education, and civil rights advocacy. Jewish Americans have for hundreds of years served heroically in defense of our country, worked hand-in-hand with social justice advocates to pursue peace, and, despite persecution and violence, have persevered;

Whereas, The City of Los Angeles is home to nearly 600,000 Jewish people, the most racially diverse in North America, and includes Persian Jews, Moroccan Jews, Russian Jews, Israeli Jews, Yemenite Jews, and South African Jews, among many other backgrounds. Thousands of students within the Los Angeles Unified School District are Jewish or have family members who are Jewish;

Whereas, The observance of Jewish American Heritage Month provides an opportunity to uplift the stories, traditions, and lived experiences of Jewish Americans, and to deepen understanding of Jewish history, identity, and faith;

Whereas, Education plays a critical role in combating antisemitism, prejudice, and discrimination, and in fostering inclusive, respectful, and informed communities; and

Whereas, Recognition of Jewish American Heritage Month is a commitment to a more inclusive and respectful society. It's an opportunity to not only celebrate Jewish heritage and express our appreciation for those contributions, but reaffirm our commitment to combating racism and discrimination against Jewish Americans; now, therefore, be it

Resolved, That the Governing Board of the Los Angeles Unified School District (Board) hereby recognizes May as Jewish American Heritage Month and encourages schools, students, families, and community members to participate in appropriate educational and cultural activities that honor the history and contributions of Jewish Americans; and, be it finally

Resolved, That the Board reaffirms its commitment to fostering safe, inclusive, and welcoming environments for Jewish students, staff, and families, and to confronting antisemitism in all its forms.

21. Mr. Melvoin, Ms. Griego, Ms. Ortiz Franklin, Mr. Yang, Dr. Rivas, Ms. Gonez – Using Technology with Intention: Establishing Guidelines for Student Screen Time (Res-048-25/26) (Noticed March 10, 2026)

ADOPTED AS AMENDED (VERSION 3)

Whereas, The Los Angeles Unified School District (District) strives to prepare every child for success in college and career, and, in doing so, must adapt its instructional strategies to support both the academic progress and the socio-emotional wellbeing of students in an evolving world;

Whereas, Providing access to devices including laptops, tablets, and computers has expanded students' and families' ability to engage with online resources and support, and helped to eliminate gaps in digital access;

Whereas, The District provides students with access to digital instructional tools to support their learning. Students and teachers utilize District devices—including Chromebooks and iPads—during the school day to access a variety of online programs, individualized interventions, word processing tools, and assessments;

Whereas, While access to and developing skills in technology are critical in a digital world, excessive screen time can be associated with vision problems, increased anxiety and depression, addictive behavior, reduced attention span, difficulty managing emotions, lower academic achievement, and weaker cognition according to the American Academy of Pediatrics;

Whereas, A growing body of research indicates that excessive and unstructured screen use can negatively impact student attention, mental health, and overall wellbeing and can be particularly harmful for younger students. Research indicates that children 8 to 11 years old who exceed screen time recommendations are at higher risk for obesity and depressive symptoms and have scored lower on cognitive assessments;

Whereas, The Center for Disease Control's National Center's Health Interview Study found that, during July 2021 through December 2023, one-half of teenagers ages 12–17 had four hours or more of daily screen time;

Whereas, Excessive and unregulated screen time could lead to student data privacy concerns, increased exposure to cyberbullying and online harassment, and could contribute to unsupervised or inappropriate use of artificial intelligence tools and chatbots;

Whereas, Addiction-like use of short-form video content—including YouTube and social media platforms—are correlated with higher levels of social anxiety among adolescents. The earlier age of first use and higher frequency of usage are significantly associated with increased emotional and behavioral issues and most negatively impacts middle school students. These harms mirror those posed by social media use on cell phones—which the District was a leader in banning last year;

Whereas, Ongoing litigation and recent jury findings against Meta (owner of Instagram) and Google (owner of YouTube) have raised significant concerns that certain digital platforms are intentionally designed to maximize engagement through addictive features and have been linked to negative mental health outcomes among youth, including a 2026 jury verdict finding both companies liable for negligence in the design of their platforms and failure to warn users of associated risks, underscoring the need for school districts to critically evaluate or restrict the use and limitations of such platforms in educational settings;

Whereas, To combat the negative effects of excessive screen time during the school day, some schools and districts have implemented low-to-no screen initiatives. Some have also taken steps to ban YouTube and limit student access during the school day. For example, Stamford Public Schools in Connecticut, Greenville County Schools in South Carolina, and Howard County Public Schools in Maryland block student access to YouTube on District devices, while still allowing teachers to utilize for instruction;

Whereas, The District has released guidance for schools focused on screen value and digital balance to ensure that technology use is purposeful, balanced, and equitable for every student. The District also requires students to sign the Responsible Use Policy (RUP) and complete a digital citizenship course;

Whereas, The District currently recommends that students complete approximately 45 minutes each of English Language Arts and Math personalized learning lessons on the i-Ready platform weekly, for a total of 90 minutes. However, the District does not have a policy that details the recommended and maximum amount of total screen time for students on District devices within the school day;

Whereas, Screen time can encompass a variety of uses with varying levels of utility and educational value, including creative production (e.g. video editing), computer science instruction (e.g. typing, coding), research and review of artifacts (e.g. digital textbooks), passive viewing (e.g. videos), interactive entertainment (e.g. gaming), and digital instructional applications (e.g. i-Ready personalized learning);

Whereas, Student screen time on District devices is not regularly tracked, disaggregated by application and/or grade level, and shared with parents, teachers, and administrators to inform instruction and curb excessive screen time; and

Whereas, Starting in the 25-26 school year, the District released a new Consent to Use Digital Instructional Tools form that describes “Non-Core Services” offered by Google, addresses data sharing, and requires families to opt in to having their child use all of the digital instructional tools noted. Families cannot yet opt out of specific programs or applications listed; now, therefore, be it

Resolved, That the Los Angeles Unified School District (District) commits to ongoing practices and policies that balance the benefits of instructional technology with the harms of excessive screen time;

Resolved further, That the District shall develop a Screen Time Policy (policy)—guided by an overarching vision and mission for appropriate technology use in the classroom—to be presented at the Committee of the Whole and brought to the Governing Board of the Los Angeles Unified School District (Board) for approval by June 2026, and to be implemented by school year 2026-27. The policy shall:

- Be informed by research, best practices, and input from independent experts in the field, labor partners, staff, educators, students, and parents and include their recommendations and guardrails for screen time usage by grade level and subject, and student disability category (e.g., no device use during Physical Education courses or differentiated screen time for a student on the autism spectrum);
- Prioritize student screen time based on its educational purpose and quality, with valuable learning experiences that cannot be replicated offline prioritized over passive screen use;
- Articulate best practices of technology use in instruction and provide guidance on how to use student devices most effectively, along with analog alternatives where possible;
- Address equity and access considerations and include recommendations and guardrails on the use of laptop carts, one-to-one devices, active screen time, ~~and~~ passive screen time, and visual media (including videos used for instruction or played in the background);
- Provide maximum daily and weekly in-school screen time limits for students delineated by grade level (e.g., no more than one hour total a day or 5 total hours per week for 3-5th

graders), ensuring developmentally appropriate and research-backed screen time limits at all levels with less screen time for younger students;

- Eliminate the use of student digital devices for early education through first grade, except for District-mandated formative assessments and for students enrolled in LAUSD Virtual Academy;
- Encourage schools to utilize laptop carts and/or computer labs for second through fifth grade, while reducing the use of one-to-one devices;
- Prohibit elementary and middle school student device use during passing periods, lunch, and recess with limited exceptions for teacher-approved school work;
- Prohibit and/or block student-led-use of YouTube and other video streaming platforms on District provided devices;
- Consider prohibiting and/or blocking the use of non-instructional gaming platforms (e.g., Roblox and Fortnite) on District provided devices and networks and continue to block social media platforms;
- Clarify opt-out procedures for technology use during the school day;
- Ensure equitable access to technology by allowing families to opt in to the use of District-issued devices at home;
- Operationalize how parents and guardians can annually consent/opt-in for each Google application on the Consent to Use Digital Tools form rather than submit a blanket opt-in for all applications listed;
- Encourage the use of paper and pen assignments and physical textbooks;
- Ensure all District-approved curricula includes sufficient physical texts for all students;
- Encourage off-screen homework assignments, when homework is assigned, especially for elementary and middle school students;
- Provide recommendations and strategies to safely prepare students to utilize and/or create digital tools;
- Develop and share schoolwide guidance outlining best practices for reducing and monitoring student screen time—including systematic coordination among teachers—to prevent excessive cumulative screentime;
- Be reviewed and approved annually at a public meeting of the Board and updated as needed based on new and emerging technology, with the first annual review to include feedback from educators on the rollout and implementation;

Resolved further, That, as a major contributor to the amount of screen time for students, the District will seek input from teachers, principals, staff, labor partners, families, and secondary students on the use of i-Ready, both as personalized learning and assessment tools, to assess (1) benefit to learning, (2) the impact on limited instructional time, (3) financial costs, (4) validity and reliability as an assessment tool, and consider changes to better balance the Board's goal of limiting screen time with any instructional benefits, with a summary of engagement and recommendations to be publicly presented to Board by fall 2026;

Resolved further, That the District will provide professional development opportunities for educators on how to both limit and use screen time effectively in classrooms and via assignments, consistent with the Screen Time Policy, as well as further professional development on emerging capabilities like generative Artificial Intelligence (AI), and the District will also explore opportunities for teacher leadership in these areas such as through micro-credentials;

Resolved further, That in addition to the policy, the District shall also present a comprehensive itemized report of contracts related to classroom technology—broken down by central office

purchased and school purchased—including but not limited to the purchase, maintenance, and upkeep of one-to-one digital devices, software, digital tools, and applications and present a list of District-approved, student-facing applications or programs that currently include a generative AI component;

Resolved further, That the District shall review its policies and contract requirements on student data to ensure that technology programs and third-party applications have sufficient safeguards to ensure student privacy and protection, along with mechanisms for accountability and enforcement if contract requirements are violated;

Resolved further, That the District shall update and annually review the Responsible Use Policy (RUP), the student and family consent form, and associated training to make them more developmentally appropriate;

Resolved further, That, recognizing the significance of generative AI and its potential impacts on child development, well-being, and the public education system, the Board shall establish an ad hoc Board committee to convene independent experts, review relevant research, hear from educators, families, students, and the community, and collaborate with the Superintendent’s existing task force, to develop recommendations for best practices and guardrails for the use of AI in schools. Such recommendations shall address, at a minimum, parent consent, AI literacy, and educator preparation, supervision, and engagement. The committee shall present its recommendations by the end of the 2026-27 school year, at which time it shall sunset. The District shall use these recommendations to update and annually review the “Guidelines for the Authorized Use of Artificial Intelligence (AI) for District Employees, Students, and Associated Persons,” including procedures, policies, and safety measures;

~~Resolved further, That the District shall update and annually review the “Guidelines for the Authorized Use of Artificial Intelligence (AI) for District Employees, Students, and Associated Persons” to address procedures, policies, and safety measures given the changing landscape;~~

Resolved further, That the District shall conduct a review of all its current systems and process, both internal and external, to determine how to regularly track and report students’ time spent on one-to-one devices Districtwide, disaggregated by grade level, Board District, and specific online applications. Screen time usage reports should:

- Include school hours as well as time spent on one-to-one devices after school to evaluate overall screen time usage on campus and be distributed to the Board of Education (Board) quarterly;
- Be regularly shared with school administrators and teachers to guide instructional practices;
- Be regularly provided to parents with their child’s weekly online activity report, similar to the Schoology digest currently provided;
- Include data collected via survey (e.g., School Experience Survey) from students, parents/guardians, and staff regarding student screen time usage; and, be it finally

Resolved, That the District shall provide parents and families with information on the Policy in advance of its implementation, as well as with tools, and resources on the potential negative impacts of excessive screen time, how to assess the quality of screen time at home and at school, and the associated with the risks of screen addiction, how to combat it, the importance of digital citizenship and safety, and understanding student performance and growth on mandated online assessments.

22. Ms. Gonez, Mr. Melvoin, Ms. Griego, Ms. Newbill, Dr. Rivas, Ms. Ortiz Franklin, Mr. Schmerelson - Learning Begins at Birth: Growing LAUSD Early Learning Programs (Res-049-25/26) (Noticed March 10, 2026)

ADOPTED AS AMENDED (VERSION 3)

Whereas, The Los Angeles Unified School District (LAUSD) is committed to serving the needs of its youngest learners and strengthening engagement with families through high quality, accessible, early education programs for children ages 0-4 and as of the 2025-2026 school year LAUSD serves a total of 14,228 students in Transitional Kindergarten and 10,671 children in our Early Education Centers, California State Pre-School Program and Infant Centers;

Whereas, LAUSD has taken significant steps to expand access to early childhood education for young learners, including increasing enrollment in early education centers for 2 to 4 year olds and making changes such as removing potty training requirements in accordance with state law and opening enrollment beyond traditional income limits, resulting in a more inclusive, accessible preschool system for families in Los Angeles ([LAist, May 2025](#));

Whereas, Early childhood education programs have been shown to improve school readiness and long term academic success for all children, particularly those from historically underserved communities, including low-income families, multilingual learners, and children with disabilities, and a high-quality preschool experience has been linked to lasting advantages such as higher educational attainment including graduation rates, significant reductions in special education placement as well as better long-term health outcomes, and lower crime rates ([McCoy et al. 2017](#));

Whereas, Early childhood education is frequently a family's first interaction with LAUSD, introducing families to District schools, serving as powerful tools for building trust, strengthening enrollment pipelines, promoting school readiness, and supporting long-term community engagement with District schools;

Whereas, Even as options for four-years-olds have increased (such as through universal transitional kindergarten) and capacity to serve three-year-olds has grown, access to infant and toddler programs remain limited in many parts of Los Angeles, creating barriers for working families, particularly those who rely on affordable care;

Whereas, In California the average cost of infant and toddler care is approximately \$21,945 per year, placing significant burden on families and limiting access to early care for many working households, and in Los Angeles County, only 18 percent of children eligible for subsidized childcare are enrolled, underscoring a substantial gap between need and access to affordable early care and education programs;

Whereas, Access to infant and toddler care is critical to family economic stability, as the lack of affordable and available childcare forces many parents especially mothers, out of the workforce, with a significant share citing inability to find care as the primary reason for leaving employment;

Whereas, These affordability and access gaps create an urgent need to expand publicly supported infant and toddler care programs, particularly in communities with the highest unmet need, and position local public institutions, including school districts as key partners in increasing access to early learning opportunities;

Whereas, LAUSD maintains an inventory of facilities that could potentially host additional infant

centers and early childhood education programs, yet greater coordination is needed to prioritize expansion in communities with the highest need;

Whereas, Partnerships with early childcare providers help meet our family's unique needs, expand access, and create enrollment pipelines into LAUSD schools, these partnerships would benefit from clear protocols and alignment with District priorities;

Whereas, Dual language early education programs promote bilingualism, biliteracy, academic achievement, and cultural affirmation, yet access remains limited and there is no clear picture of the community demand for programs;

Whereas, The expansion of early learning sites including infant centers and dual language programs in high need communities plays a critical role in closing literacy and numeracy gaps, strengthening school readiness and improving long term academic outcomes for students; and

Whereas, The earliest years of life represent a critical period of brain development, during which the foundation for language, literacy, and social-emotional development is established, and families and caregivers are not only a child's first teachers, but essential partners in shaping lifelong learning and wellbeing;

Whereas, Most infants and toddlers are cared for by a parent or in home-based settings, highlighting that improving early outcomes requires direct support, trust-building, and sustained investment in parents and caregivers as leaders in their children's development;

Whereas, Cross-sector efforts between LAUSD and community partners to reach and support families starting at birth have demonstrated the importance of early and proactive engagement with families to build trust, strengthen relationships, and provide culturally and linguistically responsive supports that advance early literacy and long-term educational success; and

Whereas, A strategic and coordinated approach to our early childhood education program expansion is necessary to ensure that equity focused program growth simultaneously advances both student success and District enrollment goals; now, therefore, be it

Resolved, That the Governing Board of the Los Angeles Unified School District recognizes the essential role of early childhood education to the wellbeing of our children, families and communities, and commits to leveraging its programs and partnerships to expand access to affordable, high-quality early learning opportunities in Los Angeles;

Resolved further, That the Los Angeles Unified School District shall develop a plan for strategically increasing access to and availability of early childhood education programs prioritizing areas that have demand and lack availability;

Resolved further, That the proposed Early Childhood Education Expansion plan shall include recommendations and considerations for the:

- Reopening of shuttered early LAUSD education centers and/or opening of new LAUSD early education centers and/or state preschool programs on elementary campuses, based on unmet community needs and prioritizing access for low-income families;

- Expansion of LAUSD infant center programs for children age 0-2, ensuring at least one LAUSD program in each board district by 2028, prioritizing families and communities with the ~~center expansion and family enrollment based on~~ greatest need;
- Expansion of dual language early education programs at Early Education Centers and, additionally, in transitional kindergarten (TK) and/or California State Preschool Programs (CSPP) at elementary schools, so that every elementary school with a dual-language program has a feeder preschool dual-language program, while considering teacher recruitment, training, credentialing and strategies for program sustainability and expansion;
- Increased and coordinated partnerships with family home providers (including shared professional development opportunities, increased communication, articulation agreements, intercession and before/after school care for TK and CSPP students), aligned with LAUSD Early Education Strategic Plan goals;
- A review of existing external early education providers operating on District facilities to ensure alignment with our programs and assess opportunities for continued or expanded partnership;
- Use of underutilized district spaces by external providers to provide expanded infant/toddler opportunities and services for current and future LAUSD families, where District programs currently do not exist;

Resolved further, That for each item above, the plan shall evaluate and incorporate considerations for the following:

- Current and projected demand by community/neighborhood
- Use of underutilized building/sites
- Required facilities upgrades, including budget estimates, operational impacts, and anticipated timelines
- Operational costs
- Available funding sources
- Staffing availability and requirements
- Coordination with labor partners
- Regulatory implications (e.g. State authorized capacity, licensing requirements)
- Strategic opportunities to co-locate with adult school campuses that provide workforce training pathways for adult students;

Resolved further, That the District shall explore the development of a Childcare and Early Education Career Technical Education (CTE) pathway in high-need communities to support high school students, both during high school and post-graduation, in obtaining the necessary credentials and meeting the professional requirements within the childcare and early education field, including, but not limited pathways to the childcare provider license and Early Childhood Education Teacher or Teacher Assistant credentials;

Resolved further, That, as it expands programs, the District shall continue developing a family-centered approach to reach and support families beginning at birth, including strengthening its family engagement, potential partnerships with healthcare and community-based organizations, and distributing culturally and linguistically responsive resources that equip parents, caregivers, and those providing home-based childcare, to support children's development during the earliest years of life, and, be it finally,

Resolved, That the District will get feedback from families, community based organizations, and labor partners, then report back to the Board within 150 days with an Early Education Expansion

Plan and implementation framework that includes the above considerations, prioritized sites, timelines, and actionable steps to begin expansion of District programs and potential partnerships with community-based providers.

23. Ms. Ortiz Franklin, Ms. Newbill, Dr. Rivas, Mr. Melvoin, Ms. Griego, Ms. Gonez, Mr. Schmerelson, Mr. Yang - LA Unified Commitment Day: Celebrating Postsecondary Pathways for All Students (Res-050-25/26) (Noticed March 10, 2026)

**VERSION 2
ADOPTED**

Whereas, The Governing Board of the Los Angeles Unified School District is committed to ensuring all students have the option to thrive in choose their college and career of choice;

Whereas, The Los Angeles Unified School District's Strategic Plan Pillar 1D College and Career Readiness highlights strategies to champion multiple pathways for college and career readiness for all students through engaging students and families at all levels, beginning in early grades, in college and career experiences and understanding promotion of postsecondary options;

Whereas, The Board set a goal to increase the percentage of students graduating demonstrating college and career readiness with a "C" or better on University of California/California State University A-G approved courses to seventy percent by June 2026 and is currently engaged in a process to finalize the June 2030 College/Career goal; students in targeted groups will demonstrate growth of twenty-five percentage points over time based on 2021-22 baseline data;

Whereas, In the 2024-2025 school year, 58.4% of all students in the graduating 9th-12th grade cohort demonstrated college and career readiness with a "C" or better on A-G approved courses;

Whereas, Equity gaps remain in the District's preparation for college access with 34.1% of students with disabilities, 34.7% of multilingual learners, 34.2% of students in foster youth, 56.2% of Latine students, and 53.7% of Black students in the cohort demonstrating college and career readiness with a "C" in A-G in 2024-2025;

Whereas, Michelle Obama launched National College Signing Day in 2014 as part of her Reach Higher initiative to celebrate all students committed to pursuing education past high school, including community college, a 4-year university, or a certificate from military or other professional training programs; with a greater focus on engaging Black and Brown students and students from historically under resourced communities;

Whereas, From 2021 through 2024, Board District 7 (BD7) hosted an annual College Signing Day (online in 2021, thereafter at California State University Dominguez Hills), where all BD7 families were invited and every high school senior in attendance came onstage to announced on stage their post-secondary college commitments to an audience full of fellow students, staff, and families and over 2,000 participants students and families engaged in a resource fair of over 50 university and community partners;

Whereas, College Signing Days celebrate graduating seniors who have made the commitment to continue their education in college and encourage early education through 11th grade students and families to get excited and learn about college and career opportunities;

Whereas, Events like these are essential to promote college going, completion and early awareness, bridge equity gaps in access to information, opportunity and success in postsecondary

education;

Whereas, In 2025, the District hosted a large-scale Commitment/College Signing Day celebration welcoming hundreds of graduating seniors and their families, featuring college and career booths, scholarship presentations, special guests, live entertainment, wellness resources and recognition of students' postsecondary commitments, demonstrating the power of districtwide celebration to uplift student achievement and expand access to opportunity; and

Whereas, In 2026 the District developed a College Signing Day Toolkit based on best practices to support and encourage schools to host their own College Signing Day on their school campus; now, therefore be it

Resolved, That the Governing Board of Education of the Los Angeles Unified School District reaffirms its commitment to creating a strong college-going and career-ready culture that promotes postsecondary access and completion, and elevates meaningful opportunities to recognize and celebrate students' postsecondary commitments through events such as College Signing Day;

Resolved further, That the Board encourages all high schools, inclusive of all instructional settings, to celebrate students' postsecondary commitments through hosting their own College Signing Day on their campus and to intentionally invite families and students from neighboring feeder early education centers, elementary and middle schools to cultivate early awareness in their community;

Resolved further, That early education, elementary and middle schools are encouraged to incorporate college and career activities aligned with Commitment Day celebrations, including attending Commitment Days at nearby high schools where possible, fostering a districtwide culture of postsecondary access, aspiration and success beginning in the early grades;

Resolved further, That the Superintendent shall designate an office to support districtwide implementation of Commitment Day celebrations, including developing, maintaining and distributing a Commitment Day toolkit, providing resources and assistance to schools, and sharing annual reporting on participation and best practices; and be it finally

Resolved, That the Board will annually recognize and celebrate college and postsecondary commitments at the May Board meeting through highlighting these Commitment/College Signing Day events through student testimonies, videos, or other forms of recognition that celebrate shine-light-on the success of LA Unified's graduating students.

24. Dr. Rivas, Ms. Griego, Ms. Gonez, Mr. Melvoin, Ms. Ortiz Franklin, Mr. Schmerelson – Protecting Proposition 98 Funding and the Constitutional Minimum Guarantee for TK-14 Public Education (Res-053-25/26) (Waiver of Board Rule 72)

ADOPTED AS AMENDED BY CONSENT (VERSION 2)

Whereas, The Proposition 98 minimum guarantee was established by California voters to ensure stable and protected funding for TK–14 education, and is recalculated annually based on updated economic and revenue data, creating a constitutional obligation for the State to provide additional funding when the guarantee increases;

Whereas, The Governor's Proposed 2026–27 State Budget released in January 2026 estimates the 2025–26 Proposition 98 guarantee at \$121.4 billion but proposes to fund only \$115.9 billion,

leaving \$5.6 billion owed to schools and community colleges unappropriated and delaying this obligation to future years, increasing fiscal pressure on the State's general fund and using education funding as a short-term state budget solution;

Whereas, The State faces ongoing revenue volatility and projected multiyear budget deficits, and responsible fiscal planning requires addressing these challenges directly rather than deferring constitutionally required education funding obligations;

Whereas, The integrity of Proposition 98 depends on consistent and transparent application of its formulas, and prior efforts to delay, reclassify, or otherwise manipulate funding have raised concerns and prompted formal challenges to ensure schools receive the full funding required under law;

Whereas, The upcoming Governor's May Revision will incorporate updated revenue data that may further increase the Proposition 98 minimum guarantee, and it is essential that the State use this opportunity to fully appropriate all constitutionally required funding rather than continue to delay or withhold funds owed to TK-14 public education;

Whereas, The Los Angeles Unified School District serves close to 400,000 students in TK-12 grade and relies on predictable state funding, and its 2025–26 Second Interim Financial Report projects structural deficits of \$1.309 billion in 2025–26, \$1.504 billion in 2026–27, and \$628 million in 2027–28, driven in large part by ongoing structural factors including enrollment trends, higher operational costs, and insufficient or delayed state and federal funding commensurate with the costs of serving students and compensating its workforce;

Whereas, Fiscal uncertainty created by the State must not come at the expense of school employees, or the students they serve, and the District has a responsibility to protect its workforce and school communities while advocating for the full funding owed under Proposition 98; and

Whereas, The withholding or delay of Proposition 98 funding creates uncertainty for districts, increasing the risk of staffing reductions and program disruptions, while full and timely funding promotes stability and ensures students receive constitutionally guaranteed resources; now, therefore, be it

Resolved, That the Governing Board of the Los Angeles Unified School District supports the full appropriation and timely release of the \$5.6 billion in Proposition 98 funding in the 2026-27 fiscal year ~~settle-up obligation~~, and urges the State to fully fund the minimum guarantee in the May Revision and in the final 2026-27 State Budget adoption, recognizing these funds are constitutionally owed and should be made available without delay; and, be it finally

Resolved, That the Board hereby directs the Superintendent and the District's Office of Governmental Relations to transmit a copy of this Resolution to the Governor, the President pro Tempore of the Senate, the Speaker of the Assembly, the Chairs of the Senate and Assembly Budget and Education Committees, each member of the California State Legislature representing communities within Los Angeles Unified, and other relevant education stakeholders.

25. Mr. Schmerelson, Dr. Rivas – California Adult Education Week April 19 to April 25, 2026 (Res-055-25/26) (Waiver of Board Rule 72)

ADOPTED BY CONSENT VOTE

Whereas, From April 19 to April 25, 2026, the State of California will observe Adult Education

Week, recognizing the unique accomplishments of California Adult Schools;

Whereas, Adult Schools are a primary resource for the provision of adult literacy instruction in collaboration with community colleges, community centers, libraries, and workforce partners;

Whereas, Many students served through Adult Education—including returning citizens, adults with disabilities, immigrants, and refugees—face barriers such as illiteracy, poverty, and high unemployment and are the most negatively impacted group when the State faces economic, social, and health challenges;

Whereas, The Los Angeles Unified School District recognizes that the Division of Adult and Career Education (DACE) offers quality programs to meet the ever-changing workforce development and lifelong learning needs of our diverse city;

Whereas, DACE served over 76,000 adult students during the 2024-25 school year with over 21,790 adult learners enrolled in Career Technical Education classes. Adult Schools provide short-term career training programs, including for critical healthcare and skilled trade jobs, to address local and state economic needs in alignment with Governor Newsom’s Master Plan for Career Education;

Whereas, DACE served over 15,580 adult learners enrolled in high school diploma or equivalency classes and another 5,268 enrolled in basic education classes during the 2024-25 school year. Adult Schools provide a way for learners to complete secondary studies, obtain a high school diploma or equivalency at their own pace, and transition into post-secondary education and career training;

Whereas, DACE served 43,266 adult learners enrolled in English as a Second Language classes during the 2024-25 school year. Adult Schools play a key role in helping English learners build essential language skills, supporting regional immigrant integration efforts, and providing pathways to US Citizenship;

Whereas, Adult Schools in California are diverse places of learning for students, safe from discrimination, bullying, or deportation, that seek to support all students regardless of their ethnicity, race, faith, orientation, and citizenship status; and

Whereas, The California Adult Education Program celebrates over 10 years of providing high-quality programs for adult learners; now, therefore, be it

Resolved, That we, the Los Angeles Unified School District, do hereby proclaim April 19 to April 25, 2026, as Adult Education Week and salute the teachers, administrators, classified staff, and students of adult education programs statewide, honoring their efforts, persistence, and accomplishments.

26. Mr. Melvoin – Immediate Repair and Restoration of the University High School Charter Field (Res-056-25/26) (Waiver of Board Rule 72)

WITHDRAWN

Whereas, The Los Angeles Unified School District (District) is committed to providing educational opportunities for all students, including opportunities to participate in physical play and athletic competition;

Whereas, The football and soccer field at University High School Charter has recently become non-operational due to wear and tear damage, making continued utilization of the field unsafe;

Whereas, The Westside of Los Angeles is currently operating with highly limited field space for high school athletic programs and recreation due to wildfire impacts, ongoing comprehensive and major modernization projects, among other reasons;

Whereas, In November 2025, pursuant to the Board's unanimously passed *Resilient Schools: Extreme Heat Mitigation & Disaster Preparedness at LAUSD* (the Resolution), the District has placed replacements of synthetic turf high school athletic fields temporarily on hold pending the outcome of a study regarding natural versus synthetic turf athletic fields. This study is ongoing and the resulting policy is not anticipated to be determined for at least several months; and

Whereas, the University High School Charter field was not deemed inoperable until after the passage of that resolution, and is one of the only campuses with a needed replacement project that is currently fully inaccessible as a result of the Resolution's temporary hold; now, therefore, be it

Resolved, That the University High School Field is exempt from the Resolution's temporary pause in athletic field replacements. The Los Angeles Unified School District will immediately move forward with replacement of the University High School Field, with approval of the project to come before the Board in May 2026 and goal of replacement over the summer; and, be it finally;

Resolved, That the University High School Charter field will be replaced with materials and design comparable to the previous field, consistent with District policy in place prior to the Resolution.

27. Dr. Rivas, Ms. Newbill, Mr. Melvoin, Ms. Griego, Ms. Gonez, Ms. Ortiz Franklin, Mr. Schmerelson, Mr. Yang - Recognizing Missing and Murdered Indigenous Women and Relatives Awareness Day and Advancing Education, Safety, and Justice for Indigenous Communities (Res-057-25/26) (Waiver of Board Rule 72)

ADOPTED BY CONSENT VOTE

Whereas, Missing and Murdered Indigenous Women and Relatives (MMIWR) represents a longstanding and ongoing human rights crisis in the United States, disproportionately impacting Indigenous women, girls, and relatives and devastating families, Tribal Nations, and communities;

Whereas, Indigenous women, girls, and relatives experience disproportionately high rates of violence, disappearance, and homicide, and this crisis continues to impact Native families and Tribal communities across the United States;

Whereas, Data from federal agencies indicates that more than four in five American Indian and Alaska Native women have experienced violence in their lifetime, and Native women face significantly elevated rates of homicide compared to other groups;

Whereas, The MMIWR crisis is linked to systemic inequities, including jurisdictional limitations, gaps in coordination across law enforcement systems, underreporting, and historical and ongoing harms affecting Indigenous communities; including limitations on Tribal authority to prosecute certain crimes that have contributed to gaps in accountability and safety;

Whereas, Native families, Tribal Nations, and advocacy organizations have led efforts to raise awareness, support impacted families, and advance policies that promote prevention, accountability, and justice;

Whereas, May 5 is recognized nationally as Missing and Murdered Indigenous Women and Relatives Awareness Day, honoring the life of Hanna Harris and all Indigenous women, girls, and relatives who are missing or have been lost to violence, and serving as a day of remembrance, visibility, and action;

Whereas, California is home to one of the largest Native populations in the United States and has taken steps to address this crisis, including the establishment of the Feather Alert program to support the recovery of missing Indigenous persons;

Whereas, Public education systems play a critical role in fostering awareness, respect, and understanding of Indigenous histories, cultures, and contemporary issues, and in preparing students to engage thoughtfully and responsibly in addressing real-world challenges;

Whereas, Educational resources developed to address the Missing and Murdered Indigenous Peoples crisis emphasize the importance of trauma-informed, culturally responsive approaches, including ensuring access to mental health supports, engaging trusted adults and community members, and creating safe spaces for students to learn and process difficult topics;

Whereas, These educational approaches highlight that awareness efforts should not only inform students about the crisis, but also equip them with knowledge, self-awareness, and strategies to keep themselves and others safe, while fostering empathy, respect, and community responsibility;

Whereas, The Los Angeles Unified School District (District) serves students and families across diverse communities, including Indigenous students and families, and has a responsibility to ensure that all students learn in environments that affirm their identities, histories, and lived experiences, while also providing safe, supportive, and trauma-informed learning conditions; and

Whereas, The District has previously taken action to recognize and uplift Indigenous communities, including through the adoption of “Reckoning with Our Past, Honoring Our Present: Developing a Los Angeles Unified Land Acknowledgement” (Res-017-24/25), and through the ongoing work of the Multilingual and Multicultural Education Department to advance Indigenous tribes recognition, culturally responsive curriculum, and professional development for educators that centers Indigenous histories, perspectives, and lived experiences; now, therefore, be it

Resolved, That the Governing Board of the Los Angeles Unified School District (Board) recognizes May 5, 2026, and every year thereafter, as Missing and Murdered Indigenous Women and Relatives (MMIWR) Awareness Day, and encourages school communities to participate in age-appropriate awareness efforts that honor Indigenous women, girls, and relatives;

Resolved further, That the Board affirms its solidarity with Indigenous families, Tribal Nations, and advocacy organizations, and recognizes the importance of centering impacted families and respecting Tribal sovereignty in efforts to address the MMIWR crisis;

Resolved further, That the Board directs the Superintendent or designee to identify opportunities to share culturally respectful, age-appropriate, and trauma-informed educational resources with

students and staff that raise awareness about MMIWR and Indigenous communities;

Resolved further, That the Board directs the Superintendent or designee to ensure that any instructional or awareness efforts related to MMIWR are implemented using trauma-informed, culturally responsive practices that prioritize student well-being, including access to appropriate supports and safeguards when engaging with sensitive content;

Resolved further, That the Board directs the Superintendent to promote awareness of the California Feather Alert program, including sharing information with school communities about its purpose and role in supporting the safe recovery of missing Indigenous community members;

Resolved further, That the Board encourages partnerships with Native-led organizations and community partners to support advocacy, visibility, and community-informed efforts that advance justice and safety for Indigenous women, girls, and relatives; and, be it finally

Resolved, That the Board directs the Superintendent and the District's Office of Government Relations to advocate to the California State Legislature and the Governor for continued and strengthened policies, funding, and coordinated efforts to prevent and respond to Missing and Murdered Indigenous Women and Relatives, improve data collection and reporting, and support Indigenous families and communities impacted by this crisis.

28. Ms. Newbill, Dr. Rivas, Mr. Melvoin, Ms. Griego, Ms. Gonez, Ms. Ortiz Franklin, Mr. Schmerelson, Mr. Yang - Celebrating Earth Day and Recognizing April as Earth Awareness Month (Res-060-25/26) (Waiver of Board Rule 72)

ADOPTED BY CONSENT VOTE

Whereas, The State of California continues to lead the nation in environmental stewardship, climate policy, and environmental education initiatives that prepare students to be informed global citizens;

Whereas, California school districts have adopted resolutions affirming Earth Day and advancing sustainability, climate resilience, and green school practices;

Whereas, Climate change disproportionately impacts historically marginalized communities, including low-income communities and communities of color, raising urgent environmental justice concerns for our students and families;

Whereas, Schools play a critical role in modeling environmental responsibility through energy conservation, waste reduction, green infrastructure, and environmental literacy;

Whereas, Environmental education supports student achievement, health, and well-being while preparing students for careers in growing sectors such as clean energy, sustainability, and green technology;

Whereas, Students across the Los Angeles Unified School District have expressed a deep commitment to protecting the environment and addressing climate change, recognizing that the decisions made today will shape their futures;

Whereas, Students have called for more opportunities to engage in environmental learning, sustainability practices, and climate solutions both inside and outside the classroom;

Whereas, Student leaders have emphasized the importance of environmental justice, noting that many of their communities experience disproportionate impacts from pollution, extreme heat, and lack of green space;

Whereas, Students have demonstrated leadership through participation in campus clean-ups, recycling programs, climate advocacy, and sustainability clubs; and

Whereas, The Los Angeles County Office of Education encourages all districts to recognize Earth Day and Earth Month through educational programs and community engagement; now, therefore, be it

Resolved, That the Governing Board of the Los Angeles Unified School District hereby recognizes April 22, 2026 as Earth Day and the month of April as Earth Month; and, be it finally

Resolved, That the District reaffirms its responsibility to prepare students not only for college and career, but for environmental stewardship and leadership in a changing world.

Board Member Resolutions for Initial Announcement

29. Dr. Rivas - Honoring Robert Vargas: Advancing Arts Education, Cultural Identity, and Community Expression for the Next Generation (Res-058-25/26)

FOR ACTION MAY 12, 2026

Whereas, Robert Vargas, Born and raised in Boyle Heights, is a renowned Los Angeles muralist whose work reflects the cultural identity, resilience, and lived experiences of communities across the city;

Whereas, From a young age, he began painting murals and developed a lifelong commitment to public art as a powerful form of storytelling that uplifts culture, history, and community voices;

Whereas, His large-scale, freehand murals across Los Angeles and internationally have helped define the visual landscape of neighborhoods such as Downtown Los Angeles, Boyle Heights, and Little Tokyo, making art accessible to the public and rooted in place;

Whereas, Mr. Vargas is an alumnus of the Los Angeles County High School for the Arts, a public arts high school that has cultivated generations of young artists and reflects the importance of arts education within public systems;

Whereas, His journey from public education to international recognition demonstrates to students that their creativity, voice, and cultural identity are powerful assets that can shape careers, communities, and the broader world;

Whereas, Through his work, Mr. Vargas has consistently uplifted historically marginalized communities, centering narratives of Black, Latino, Indigenous, Asian, and immigrant communities whose stories are often underrepresented in traditional spaces;

Whereas, In addition to his artistic contributions, Mr. Vargas has engaged in community-centered efforts and collaborations that support youth inspiration, cultural pride, and access to creative expression;

Whereas, Mr. Vargas has brought his art directly into educational spaces through school-based murals, including a planned mural at Mendez High School, where the school library will be named the Robert Vargas Library and Media Center, as well as murals at Soto Street Elementary School and Roosevelt High School, helping transform campuses into spaces that reflect student identity, culture, and community pride;

Whereas, Mr. Vargas has also conducted live painting demonstrations and artistic engagements at numerous Los Angeles Unified School District schools, providing students with direct exposure to artistic practice, mentorship, and creative expression;

Whereas, Public art, including murals on school campuses, serves as a powerful platform for student voice, storytelling, and expressions of identity and justice, helping to create welcoming, affirming, and culturally responsive environments for students and families;

Whereas, The District's commitment to educational equity includes expanding access to arts education, fostering student creativity, strengthening Linked Learning and career technical education pathways in the arts and creative industries, and supporting place-based learning opportunities;

Whereas, Recognizing artists like Mr. Vargas provides an opportunity to inspire students to explore artistic pathways, engage in civic expression, and understand the role of art in shaping community identity and advancing social justice; and

Whereas, The City of Los Angeles declared September 8 as "Robert Vargas Day," the County of Los Angeles dedicated January 24 as "Robert Vargas Day," and Robert Vargas Square in Boyle Heights further recognizes his lasting cultural and artistic contributions across the region; now, therefore, be it

Resolved, That the Governing Board of the Los Angeles Unified School District honors Robert Vargas for his ongoing contributions to art, culture, and the communities of Los Angeles, and proclaims May 12 of each year as Robert Vargas Day in the District;

Resolved further, That the Board directs the Superintendent to encourage schools to incorporate lessons on muralism, public art, and culturally relevant artistic expression, highlighting the work and impact of Mr. Vargas;

Resolved further, That such efforts may include student art projects, partnerships with local artists and community-based organizations, and opportunities for students to engage in creative expression that reflects their identities and communities, including school-based mural projects where appropriate;

Resolved further, That May 12, "Robert Vargas Day" in the District, shall serve as a Districtwide celebration of the arts and a call to action for schools to engage students in art projects, deepen learning about the arts, and expose students to careers in the arts and creative industries through activities across classrooms and campuses; and, be it finally

Resolved, That the District affirms its commitment to advancing arts education and public art as essential components of a well-rounded education, including supporting partnerships, elevating student-led creative expression, and expanding culturally responsive artistic opportunities that reflect and uplift the identities and lived experiences of students and families across Los Angeles.

30. Ms. Griego, Dr. Rivas – Wellness Without Silos: Advancing Student Wellness Through Integrated School Culture and Wellness Teams and Expanded Professional Learning (Res-059-25/26)

FOR ACTION MAY 12, 2026

Whereas, Schools have increasingly served as essential access points for social and mental health services for students and their families;

Whereas, A series of socio-political events, including immigration enforcement raids, wars and economic uncertainties have impacted students and our school communities;

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, During COVID, the federal government provided ESSER funds to school districts, which gave way to the expeditious hiring of mental health professionals and other school-based supports at Los Angeles Unified School District;

Whereas, In 2023, the District called on School Site Administrators to establish multidisciplinary school site crisis teams comprised of administrators and out-of-classroom support staff;

Whereas, The District deploys Regional and Central crisis teams to schools after traumatic crises occur to support students and families with recovery;

Whereas, School climate is intrinsically connected to supporting student mental health and wellness, as safe and supportive learning environments foster a sense of belonging, strengthen student relationships with peers and adults, and promote positive behavioral and academic outcomes, while reducing stress, anxiety, and barriers to learning;

Whereas, The District is committed to supporting a safe and positive school climate for all students through various means, including Community Based Safety programs and other preventative measures such as All Schools Safe education modules;

Whereas, The Governing Board of the Los Angeles Unified School District (Board) affirmed the 2013 School Climate Bill of Rights which called for a Restorative Justice model to be established at all schools by 2020;

Whereas, In 2020 the Board adopted the Student Bill of Rights, which affirmed that all students have a right to a positive school climate including school environments that are mentally, physically, and emotionally safe;

Whereas, The Board affirmed the role of school-based Positive Behavior Intervention and Supports (PBIS) and Restorative Practices (RP) in supporting community-based safety programs when supporting the “Strengthening and Expanding Community Based Safety Programs in Times of Heightened Immigration Enforcement” resolution;

Whereas, Research by Pennsylvania State demonstrates that systemic integration of Social Emotional Learning (SEL), both inside and outside the classroom, supports a positive school climate and improved academic outcomes;

Whereas, SEL and PBIS/ RP are District priorities called out in the 2022–2026 Strategic Plan and are supported by a number of divisions and programs like the Black Student Achievement Plan (BSAP), Human Relations Diversity and Equity Division (HRDE), and the SEL Unit;

Whereas, Pillar 2C of the Strategic Plan outlines several strategies aimed to cultivate and model strong social-emotional skills by: 1) integrating social-emotional learning into instruction and curricula; 2) building the capacity of all adults on campus on the use of PBIS and RP; and 3) developing school awareness and use of practices that support positive individual wellness;

Whereas, As part of the 2022–2026 Strategic Plan, submissions of SEL portfolios as a metric that measured the implementation of SEL integration was not achieved;

Whereas, The Public Policy Institute of California found that students in the highest-poverty schools are significantly more likely to experience chronic sadness by approximately 8 percentage points, compared to their peers in the lowest-poverty schools, underscoring inequities in student mental health and access to supportive resources; and

Whereas, Creating a strong school culture of support requires intentional, coordinated systems that foster safe, inclusive environments where students can thrive academically, socially, and emotionally, and where relationships, trust, and a sense of belonging are actively cultivated across the entire school community; now, therefore be it

Resolved, That the Governing Board of the Los Angeles Unified School District commits to supporting a holistically integrated approach to student mental health and wellness as a key pillar of the 2027–2030 Strategic Plan by interweaving PBIS/RP, social emotional learning, and school culture programs and goals, and ensuring that all staff are equipped to understand and respond to the impacts of trauma on students’ overall well-being;

Resolved further, That the District will prioritize professional development choice board options that support student mental health, wellness and positive school culture, by ensuring that the majority of the choice board options are aligned with these priorities, The District consider including but not limited to, professional development offerings within BSAP, PBIS, HRDE Division, and the SEL Unit;

Resolved further, That the District shall explore developing and/or adopting a trauma assessment system to evaluate the level of trauma in school communities, and consider how its utilization can serve to proactively deploy staff and resources in an equitable way, rather than relying solely on post-incident responses;

Resolved further, That the District will leverage research, expert recommendations, and input from educators in the development of the new “SEL Application Survey” as part of the updated 2026–2030 Strategic Plan;

Resolved further, That the District shall strengthen the coordination of resources and staff, both classified and certified, who support student mental health, wellness and school culture, and align them under the umbrella of “Integrated School Culture and Wellness Team”;

Resolved further, That the District will compile a comprehensive list of positions that comprise the “Integrated School Culture and Wellness Team” and ensure that Principals, School Site

Councils, Local School Leadership Councils, and Parent Councils are fully informed and educated about the roles, responsibilities, and ways these positions can contribute to supporting a positive school culture and student wellness; and, be it finally

Resolved, That by August 2026, the District will develop a policy establishing Integrated School Culture and Wellness Teams at each school site, with defined responsibilities that shall include, but not be limited to 1) being locally led and developed by the principal, 2) being responsible for presenting school culture and wellness goal(s) to the Local School Leadership Council at the beginning and end of each school year for discussion and assessment; and 3) meeting at least three times annually to review progress and develop strategies to achieve their established goal(s).

31. Ms. Ortiz Franklin - Public Schools Over Private Loopholes: Working Together for the Revenue our Students Deserve (Res-061-25/26)

FOR ACTION MAY 12, 2026

Whereas, The Los Angeles Unified School District's vision is to graduate all students ready for the world and prepared to thrive in college, career and life, which requires adequate and fair funding;

Whereas, The District continues to experience declining student enrollment, losing over 40% of enrollment since 2002, significantly reducing state funding; while fixed costs, including those related to staffing, facilities, and operations have increased; and the expiration of one-time federal pandemic relief funding exacerbate fiscal pressures;

Whereas, In 2025 the District exceeded pre-pandemic achievement levels across every subject area and nearly all student groups, reflecting broad-based academic progress and expanded access to college readiness, and ongoing, sustained funding is necessary to continue the District's progress to close achievement gaps and create more opportunities for students;

Whereas, In June 2025 the Governing Board of the Los Angeles Unified School District adopted a Fiscal Stabilization Plan, required by Los Angeles County Office of Education, to account for a projected \$1.6 billion deficit; and current projections indicate continued financial challenges;

Whereas, The California state budget relies heavily on income and sales taxes due to the passage of Proposition 13 in 1978, which capped property tax rates and limited increases, reducing the growth of local revenues for public education;

Whereas, In 2012 California voters approved Proposition 30, which temporarily increased the state sales tax and increased income taxes on high earners; and then again in 2016 voted to approve Proposition 55, which extended income taxes on high earners through 2030 which provides \$4-9 billion annually for education and healthcare and helps augment funding for public schools through higher revenues that support minimum guarantee established under Proposition 98;

Whereas, Despite widespread labor and community led efforts at the local and state levels to increase revenue for public education through the unsuccessful Measure EE in 2019 and Proposition 15 "Schools and Communities First" in 2020, these campaigns represent critical steps in building a broader movement for education funding;

Whereas, In recent years the California state budget has been enacted with fiscal maneuvers that defer or underfund the constitutionally required Proposition 98 guarantee, including \$1.9 billion

in 2025-26 and the proposed \$5.6 billion Proposition 98 withholding in the 2026-27 fiscal year away from public school students in TK-12 and community colleges, creating instability and uncertainty for school districts and community schools and limiting their ability to sustain critical services;

Whereas, SEIU California launched the “Unrig California: Stop the Corporate Freeloaders” campaign to urge state legislators to build a California for shared prosperity and a fair economy through ensuring that corporations pay the taxes they owe by limiting the use of legal tax loopholes; and

Whereas, Labor partners and other organizations have led and continue to lead to pass statewide revenue-generating initiatives critical to adequately funding high quality public education; now, therefore, be it

Resolved, That the Governing Board of the Los Angeles Unified School District recognizes the importance of equitable revenue solutions that strengthen California’s capacity to fund essential public services, including public education and health care;

Resolved further, That the Board affirms its support for the proposed state legislation that would increase the State’s General Fund, potentially increasing revenue for public education and preventing the misuse of tax exemptions: Assembly Bill 1611 (Haney), which would end tax advantages from corporate home-buying by institutional investors, and Senate Bill 1349 (Gonzalez), which would comprehensively assess and make recommendations on the state’s major tax expenditures;

Resolved further, That the Board affirms its support for proposed state legislation that may increase school funding, including Assembly Bill 2509 (Schultz), which would allow schools to claim average daily attendance on a five year average, and to drop the five lowest days of attendance from the average daily attendance calculation; Assembly Bill 1204 (Alvarez), which would strengthen the Local Control Funding Formula by implementing an annual minimum cost of living adjustment among other changes; and Senate Bill 1110 (Becker), which would restore enrollment-based funding in California State Preschool Programs that maintain 85 percent or greater enrollment;

Resolved further, That the Board directs the Superintendent to work collaboratively with labor partners to advocate for increased public education revenue by:

- Creating a Public Education Revenue Task Force to propose and act on solutions, led by the Office of Governmental Relations, composed of no more than one representative from each bargaining unit who agree to participate and an equal number of district-appointed members (which may be experts, staff, and/or community members), and designed to sunset no later than three years after establishment, and
- Participating in joint advocacy visits to state and federal legislators on matters specific to increasing revenues and maximizing the existing available state and federal funds to support students and schools; and, be it finally

Resolved, That the Board directs the Superintendent to provide semi-annual reports to the Board with updates on efforts to increase public education revenue including status updates on the Public Education Revenue Task Force, local and state legislation and ballot initiatives, beginning with an update on the proposed November 2026 ballot initiatives relevant to this issue and

opportunities for the Board of Education to support them.

Resolutions Requested by the Office of the Board Secretariat

32. Reappointment of Member to the School Construction Bond Citizens' Oversight Committee (Scott Pansky) (Bd Sec Res-010-25/26)

ADOPTED BY CONSENT VOTE

Resolved, That the Governing Board of the Los Angeles Unified School District reappoints Mr. Scott Pansky, as the nominee of the Los Angeles Area Chamber of Commerce, as member to the School Construction Bond Citizens' Oversight Committee for a two-year term commencing immediately; and the District's Ethics Office received Mr. Pansky's conflict of interest statement certifying, among other things, that Mr. Pansky is not an employee, official, vendor, contractor, or consultant of the District.

Correspondence and Petitions

33. Report of Correspondence (ROC-010-25/26)

APPROVED BY CONSENT VOTE

Public Hearings

34. Charter Petitions for Public Hearing (058-25/26)

PUBLIC HEARING STATEMENT READ

(The petition for Montague Middle Academy for the Arts and Sciences was Withdrawn prior to the meeting)

Today's Fresh Start Charter School - Los Angeles, a middle performing, independent start-up charter school located in Board District 1, Region South, is requesting renewal of its charter petition pursuant to Education Code section 47605(a)(5)(A). Under this statute, a charter school currently authorized by another school district (chartering authorizer) and operates one site outside the boundaries of that school district, may continue to operate that site until the charter school submits a request for the renewal of its charter petition. To continue operating the site, the charter school shall do either of the following: (i) first, before submitting the request for the renewal of the charter petition, obtain approval in writing from the school district where the site is operating; or (ii) submit a request for the renewal of the charter petition pursuant to Section 47607 to the school district in which the charter school is located. The charter school seeks approval to continue operating within the boundaries of the Los Angeles Unified School District at its current site, located at 4476 Crenshaw Blvd., Los Angeles, CA 90043. Today's Fresh Start-Los Angeles proposes to maintain its existing location and serve up to 342 students in grades TK-8 (32 fewer students than its current enrollment of 374) for a renewal term spanning 2026 through 2031.

Reseda Charter High (Board District 4, Region North, Middle performing) Consideration of the level of support for a renewal affiliated conversion charter petition requesting to serve up to 1578 students (current enrollment 1322) in grades 9-12 with a proposed term of 2026-2031 and a proposed location of 18230 Kittridge St., Reseda, CA 91335.

Taft Charter High (Board District 4, Region North, Middle performing) Consideration of the level of support for a renewal affiliated conversion charter petition requesting to serve up to 2223 students (current enrollment 2168) in grades 9-12 with a proposed term of 2026-2031 and a proposed location of 5461 Winnetka Ave., Woodland Hills, CA 91364.

University High School Charter (Board District 4, Region West, Middle performing) Consideration of the level of support for a renewal affiliated conversion charter petition requesting to serve up to 1320 students (current enrollment 1298) in grades 9-12 with a proposed term of 2026-2031 and a proposed location of 11800 Texas Ave., Los Angeles, CA 90025.

Open Charter Magnet (Board District 4, Region West, High performing) Consideration of the level of support for a renewal affiliated conversion charter petition requesting to serve up to 394 students (current enrollment 380) in grades K-5 with a proposed term of 2026-2031 and a proposed location of 5540 W. 77th St., Los Angeles, CA 90045.

~~Montague Middle Academy for the Arts and Sciences (Board District 6, Region North)- Consideration of the level of support for a new start-up independent charter petition requesting to serve up to 350 students in grades 6-8 with a proposed term of 2026-2031 and a proposed location of 13000 Montague St., Pacoima, CA 91331.~~

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/2026/4/21/29778109/?REC_ID=29778109&id=0

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